

Teacher Candidates as Readers

Robin Dever, Ph.D.  
Kent State University-Geauga  
[Rdever2@kent.edu](mailto:Rdever2@kent.edu)

Joanne Previts, Ph.D.  
Georgia College and State University  
[joanne.previts@gcsu.edu](mailto:joanne.previts@gcsu.edu)

Robin Dever is an assistant professor at Kent State University-Geauga in Burton, OH. She is the program coordinator of the middle childhood program there. She is the Past President of Ohio Middle Level Professors and has research interests in middle level teacher education, literacy, and professional development.

Joanne Previts is an associate professor at Georgia College and State University in Milledgeville, GA.

### Abstract

Middle level teacher candidates' identities as readers and their dispositions regarding literacy are two components that strongly influence their practice. This study examines teacher candidate's perceptions of themselves as readers and whether or not it can shift while completing a sequence of literacy related courses. In addition, factors that can positively impact a change in this perception are explored. Discussion includes how teacher preparation programs can foster candidates' perception of themselves as a reader in attempt to impact their ability to effectively teach/support others to read in their future careers.

*Keywords: Teacher candidates, dispositions, teaching reading, teaching literacy*

### Teacher Candidates as Readers

Some people genuinely love to read. They surround themselves with literature and are often found with their nose in reading materials during any free time they have. However, some people are not as enthusiastic about reading. Many individuals in the latter group share similar qualities and experiences. For example, some cannot recall the last time they stepped into a library, many do not have an automated account with their favorite on-line bookstore to easily purchase the latest must-read novel or a forgotten classic, and several can only recall reading for pleasure during their elementary or middle school days. The habits and characteristics of readers and non-readers influence many facets of life. When readers and non-readers become teachers, and enter middle level classrooms, do both kinds of teachers (the reader and non-reader) have the capability of helping young adolescents develop as readers? If not, why not? Is it possible for learning experiences during higher education to transform a non-reader into a reader? In order to answer these questions, this study examined the following specific questions:

1. Do teacher candidates perceive themselves as being readers?
2. Can this perception be changed throughout the span of a sequence of literacy-related courses?
3. If a shift does occur, what specifically influenced such a shift?
4. Does this perception influence how teacher candidates view their effectiveness as middle school teacher?

## Relevant Literature

### The Non-Reader

Those who find themselves able to read but who choose not to read have been defined as being aliterate. Specifically, they are defined as being capable readers who choose not to read, resulting in a lack of reading habit (Scott, 1996). According to Asselin (2004), these people generally are not intrinsically motivated to read or else they lack the engagement to read. These students have not developed a lifelong positive attitude and motivation to reading. In 2004, the National Endowment for the Arts conducted a study examining the reading habits of Americans. They found that less than half of Americans read literature; this rate is declining at a rate of 10% over the 20 previous years, yielding an outcome that equates to 20 million fewer people who read literature. This is leading to a greater level of aliteracy in our country.

However, the definition of what constitutes reading is often confusing and may skew the above data. For example, in one study of children, students who primarily read for information (non-fiction books, newspapers, magazines, etc.) rated themselves as non-readers (Draper, M., Barksdale-Ladd, M., & Radencich, M., 2000) when in fact they were avid readers. In the same study, those who primarily read newspapers and magazines only reported that they did not enjoy reading when indeed they would not be classified as aliterate since they are actively reading.

How does one develop the attitudes and practices of being aliterate? The beginnings of adults becoming aliterate can be traced back to their youth. When compared to other out-of-school activities, middle school students do very little reading (Anderson, Wilson, & Fielding, 1988). Many middle school students prefer activities

such as watching TV, playing on the computer, and doing physical activity rather than reading a book (Voorhees, 1993). As these non-readers age, their lack of reading continues.

### **Teacher Candidates' Literacy**

Despite the high levels of non-readers in K-12 schools, many of these students go on to pursue a degree in education and become teacher candidates. The level of aliteracy among these candidates is conflicting. McNinch and Steelmon (1990) reported that most of teacher candidates they surveyed (60%) claimed to be frequent readers. In contrast, Mueller (1973) found out from teachers that only 23.5% of undergraduate students and 50% of graduate students were identified as enthusiastic readers. Pehlivan, Serin & Serin (2010) examined why teacher candidates do not read more. Research findings from this study showed that teacher candidates cited being tired, not having enough spare time, the high cost of books and a preference for watching TV and hanging out with friends as the biggest reasons for why they do not read more. In addition to the above reasons, teacher candidates self-report that they are not good readers and overall do not enjoy the act of reading (Draper, 1997). Applegate and Applegate (2004) report that 52% of teacher candidates they examined categorized themselves as being unenthusiastic readers, and only 59% of teacher candidates reported to liking reading. Healy (1990) found that more than 25% of teacher candidates surveyed reported a "lifelong discomfort with print" (p.22). Similarly, Mour (1977) examined and found that only 25% of teachers who were currently enrolled in a reading instruction program were identified as enthusiastic readers while the remaining participants were identified as moderate to light readers. Additionally, teacher

candidates identified that reading for academic purposes is the only reading they complete and have no use for reading other forms of text (Applegate & Applegate, 2004). Overall, teacher candidates generally fail at engaging in personal reading despite recognizing its importance (Nathanson, Pruslow, & Levitt, 2008).

These data lead one to examine the influences that may cause someone to identify themselves as a non-reader, especially a teacher. Applegate and Applegate (2004) report that when teacher candidates were asked to identify the factors that influenced their low attitudes toward reading and resulting in low reading habits, teacher candidates cited their K-12 reading instruction. They recalled the instruction they received in their early school years and the books they were required to read. The theme of being bored and instruction being dull were woven throughout their responses.

### **Teacher Influence on Student Reading**

Once a teacher candidate enters a classroom and applies the knowledge and skills developed during a teacher preparation program, one's personal level of reading and attitudes towards reading become even more important. The influence that a teacher has on his/her students' reading has been explored for almost 50 years (Mour, 1977; Mueller, 1973). Over these years, researchers tend to agree that a teacher's influence on students becoming avid readers can be dependent on one's personal enthusiasm for reading and level of engagement in personal reading for multi-purposes (Applegate & Applegate, 2004; Brooks, 2007; Cremin, Mottram, Collins, Powell & Safford, 2009). More specifically, Applegate and Applegate (2004) found that teachers who are more engaged in personal reading and are overall enthusiastic for the reading process are more likely to help students in their classrooms to develop these same

traits. If a teacher is motivated as a reader and enthusiastic, then their students are more likely to also be motivated and enthusiastic about reading. Reasons for this transfer include the fact that teachers who are personally positive about reading are more likely to use more effective techniques to teach reading such as literature circles and discussions (Brooks, 2007; Dreher, 2003). These techniques help to engage students in reading and analyzing pieces of text at a deeper level rather than simply reading for low levels of comprehension. Along with these techniques, educators who teach in a more effective classroom report a higher level of extensive reading habits when compared to teachers who teach in a less effective classroom (Lundberg & Linnakyla, 1993).

After a teacher enters the classroom, it has been found that attitudes towards reading do not change. Therefore there is a discrepancy between what teachers believe and what they practice. They understand and appreciate the value in reading and want their students to read, but they do not routinely integrate those same practices into their lives. The question of how to help teachers develop an authentic interest and passion for reading remains undetermined. However, teacher educators have unique opportunities to positively influence this aspect of future teachers' development. These programs have opportunity to:

provide experiences that encourage and compel teacher candidates to: examine their beliefs about reading and their reading practices; become knowledgeable about the discipline of reading; and identify and develop the skills needed to generate, develop, and sustain a culture of reading for both academic and nonacademic purposes (Dever & Previts, 2014).

### **Teachers as Non-Readers**

Problems are likely to arise when teachers, who themselves are not motivated about reading, expect their students to be engaged and motivated about reading. If a teacher is not a reader and does not enjoy reading, how is it expected that the students will develop into dedicated, passionate readers? Many of these teachers take on an attitude of, “Do as I say, not as I do.” There is a lack of modeling in the classroom, which does not show students how to be readers (Dever & Previts, 2014). Cremin, et al. (2009) found that 62% of classroom teachers could not name more than one or two children’s fiction authors. Additionally, 58% could only identify less than two children’s poets. These results support the claim that many teachers are not readers themselves, and fail to remain informed about children’s/young adolescent literature. Just as concerning is the finding that nearly 25% of teachers could not identify any children’s authors. Outside of the classroom, teachers reported that they spent, on average, 24 minutes of their day reading for pleasure. This is compared to 58 minutes watching television, 58 minutes cooking and cleaning, 55 minutes of family activities and 32 minutes on the computer (McKool & Gespass, 2009). Teacher educators find themselves as a pivotal point in this cycle of non-readers. If it is possible for teachers who identify themselves as non-readers to be transformed into readers for the sake of motivating their own students, then what does that process entail?

### **Methodology**

This case study examined numerous teacher candidates’ perceptions/beliefs pertaining to their identities as readers over the course of an academic year. Candidates were not separated into distinct cases for the purpose of this study. Rather,

they were viewed holistically as a collective body in an attempt to discover overall themes from the data that were collected.

### **Participants**

The subjects for this study included undergraduate teacher candidates from three university campuses. Two campuses are regional campuses for a larger state university in the Midwest (N=4, N=11 respectively). The third campus is a small, public university in the southeast (N=21) for a total N=36. All teacher candidates are undergraduate students who were seeking an initial license in middle childhood education. A total of eight candidates self-identified themselves as being a non-traditional students, meaning that they began college four or more years after high school graduation. From the entire group of candidates, a sample was randomly selected by the researchers to participate in interviews (N=10). These include five males and five females. Those who were interviewed volunteered to do so.

All subjects were currently enrolled in a literacy methods course at their respective university. These courses varied in length from one semester to two semesters based on their current standing in their course of study. Generally, these courses are near the end of their teacher preparation program prior to enrollment in student teaching. These courses focus on literacy methods, selecting appropriate young adolescent literature to use in a classroom and methods of assessing literacy. Teacher candidates are exposed to literature circles, writing/reading workshops, and how to incorporate reading/writing in various content areas while aligning with the state's standards.

**Procedure**

The data collection procedure for this study was two-pronged. Initially, researchers identified key literacy methodology courses for the focus of the study. These included literacy methods courses that all middle level teacher candidates are required to enroll in. These courses were labeled as advanced study and taken near the end of the teacher preparation program. At the beginning of these courses, teacher candidates enrolled in these courses were then given a survey, which asked initial questions regarding their perceptions of themselves as readers. Examples of questions included, “Do you consider yourself to be a reader? Why or why not?” and “Do you identify yourself as a reader?” Participants were also asked about types of texts they had read during the academic year. From the larger sample, smaller samples of these candidates self-volunteered to be interviewed to further investigate these perceptions. During these interviews, candidates were asked to expand on their reading habits including what texts they read outside of academic purposes and how they see their personal reading habits potentially affecting their ability to influence young adolescents to read in their future classrooms. At the end of the course, another survey was administered to gauge any changes in candidates’ perceptions of themselves as readers and what, if any, factors influenced these changes. The initial candidates who were interviewed were re-interviewed to further discuss these potential changes, if any existed.

**Data analysis**

Data analysis occurred at two stages during the study. The first stage occurred after the first survey and interviews were administered. The second stage occurred

after the second administration. In examining the surveys, horizontal and vertical analyses were completed. Vertically, each survey was analyzed to discern correlations between questions: for example, is there a relationship between a candidate who identifies themselves as a non-reader who also self-reports to read many sources of text? Horizontal analysis was used to note potential patterns among all candidates: for example, do most candidates identify themselves as a reader or non-reader? From these analyses, themes were identified from survey data/responses.

In terms of analyzing the interviews, transcriptions were completed and themes were identified through coding. Specifically, themes were examined that correlated to what was reported in the surveys and helped identify each candidate as a reader or non-reader. Additionally, codes within the transcripts were used to identify factors that may have influenced a shift in these identifications.

### **Limitations**

Two limitations are recognized for this study. One limitation pertains to sample size. It is recognized that the sample size was small and may not be generalizable for all settings. Within the sample size, several participants were removed throughout the study due to dropping out of their respective teacher education program. Therefore, there is a variance in data totals from the beginning of the study to the end. A second limitation is the potential for observer effects. Since both researchers were also instructors for the candidates, it is possible that the participants felt intimidated to answer in a manner to “please” their instructor despite being told that their participation/answers are in no way linked to their course grade or progress in their program. Despite these limitations, this study was completed thoroughly and all

foreseeable measures were taken to keep these limitations minimal.

### **Findings**

Throughout the course of the study, discoveries regarding undergraduate teacher candidates' perceptions of themselves as readers, reasons why they didn't read more, and factors that influenced these perceptions were made. Teacher candidates were asked to reflect on these perceptions and how these views might impact themselves and their future students as readers. More specifically, the study examined whether one's self-perception as a reader changed over the course of a sequence of literacy courses and if so, what influenced this change.

### **Candidates as Readers**

The central question of this study sought to answer the question, "Do teacher candidates perceive themselves as being readers?" In order to answer this question, students were specifically asked it on a survey. Table 1 reflects the survey data that examined whether or not teacher candidates perceived themselves as readers as well as whether this perception changes over the course of year.

Table 1

Do you consider yourself to be a reader?

	Yes	%	No	%
Initial Survey	24	63	14	38
Final Survey	31	86	5	36
Difference (+/-)	+7	+23%	-9	-2%

As shown in Table 1, The percentage of students who considered themselves as readers increased by 23% over the course of one academic year. In addition to the data collected from the survey, participants who were also interviewed were asked whether they perceive themselves as readers. One student discussed that genuine interest in reading helped her become a reader. She replied, “Yes...I love reading...I am constantly in a book, so yes.” Another student stated that he perceived himself to be a reader because, “I read a lot of material.”

To gather more data that support these perceptions, teacher candidates were asked about when they last read a piece of text outside of an academic purpose. Table 2 examines this length of time ranging from within the past six months to more than two years.

Table 2

How long ago did you read a book for personal reasons not for school?

	0-6 months	7-12 months	1-2 years	more than 2 years
Initial Survey	26	5	4	3
Final Survey	30	4	2	0

These findings also examined whether teacher candidates reported reading more over the course of the academic year. At the end of the year, the percentage of students who read a book within the previous six months increased by a rate of 15%, showing an increase in candidate reading.

Once candidates' perceptions of themselves as readers was established, data were collected to answer the question, "Can this perception be changed throughout the span of a sequence of literacy courses?" Before a change in this perception could be analyzed, candidates were asked about the perception of themselves as readers from their K-12 education experiences in order to establish a baseline of themselves as readers. It was believed by the researchers that candidates who did not perceive themselves as readers as K-12 students were less likely to perceive themselves as readers as adults.

### **Perception Shift**

The progression of teacher candidates' perception of themselves as a reader over the course of their K-12 education is shown in Table 3.

Table 3

As a student, did you consider yourself to be a reader?

Grade Levels	Yes	%	No	%
Early Childhood	22	58%	16	42%
Middle School	18	47%	20	53%
High School	15	39%	23	62%

The decline of those considering themselves to be readers shifts once they entered their teacher preparation program (Table 1). At the end of their high school experience, 39% of teacher candidates stated that they perceived themselves to be readers. However, at the end of their literacy sequence, 86% perceived themselves to be readers. This shows that from the end of high school until the end of their teacher preparation program, the growth of teacher candidates who considered themselves to be readers increased by 47%.

When asked about this in interviews, participants expanded on why they felt they were or were not readers during their K-12 education experiences. One candidate stated that he was not a reader during these years because, "I never read anything that I enjoyed. I can't even tell you any books that I ever read in elementary or middle school ever." Another student stated, "I was more interested in the social aspect of middle school...I wasn't really focusing on academics at that time." A third candidate added that he had "no interest" in reading back in school. When asked why not, he explained that he was, "more interested in being active. My age group was outside

people. We weren't the kids that were inside in front of the TV. We were out, we were out playing ball...we were outside kids."

To further investigate whether a shift in perceptions occurred and help answer the question, "If it (perceptions of self as a reader) can be changed, what specifically influenced this shift?" One area that teacher candidates were asked about was their desire to read more. It was designed to examine whether candidates wished they had read more and if so, conduct follow-up interviews to determine if this influenced a potential shift. When asked whether or not the teacher candidates felt that they would like to read more, almost all (97%) stated that they wished they had.

Teacher candidates provided reasons for not being able to read more; the results can be viewed in Table 4.

Table 4

What are the biggest reasons you do not read more?

	lack of time	lack of interest	lack of available material	other
Initial Survey	33	7	1	3
Final Survey	36	0	1	0

When asked why they do not read more, teacher candidates primarily cited lack of time (75%). Some candidates cited more than one reason (Table 4), but lack of time still dominated the responses. Over the course of the academic year, the issue of lack of time remained the main reason teacher candidates stated for why they did not read

more.

### **Influences on Perceptions**

Since it was determined the reasons why some students did not show a change in their perceptions of themselves as a reader, it was then asked of candidates what, if anything, positively affected their perceptions. During interviews, one student described her transformation as not one related to her label as reader but rather a shift in the types of texts she now reads. She stated, "I choose to read on my own so it's not that I didn't view myself as a reader before this class. But now I read more digital types of text than I did before this class." Another student viewed himself as a reader, "more so than the first interview, definitely." When asked about what changed for him, he described books that he was asked to read over the course of the year in his literacy courses. He stated, "I had to sit down and read them, but that was good because I saw them and I read them and it just, interested me." A third candidate related her change in perception specifically to the courses she took. She described the shift happening due to, "my relationship with others and being a part of a community of readers...sharing different ideas about a book...the social aspect of reading."

### **Effect of Perception on Teaching**

Teacher candidates were asked whether or not this perception influences how they view their effectiveness as future middle school teachers, especially with their ability to teach and/or support the reading process. One candidate, a self-reported non-reader, described her ability to influence young adolescents to read in a negative manner. She stated, "I feel that if you don't have a passion behind it, that you know, they're [the students] not going to care about it either." Another self-reported non-

reader described his ability to support readers in his science classroom. He stated, “Just because I am not a reader, it doesn’t mean that I will try to convince other people to not be a reader as well.”

On a positive side, another candidate who has a social studies concentration described how she, being a reader, will help her students. Specifically, she stated, “I think you have to at least see the benefits of reading and know that your students are going to get a benefit [from reading] even if you don’t care for it.” Another candidate responded:

I don’t know if you have to have a passion for it, I think you have to appreciate its worth...but if you have no interest in it at all, I don’t know how you’re going to motivate students to do it. If you don’t think it is important, they’re not going to think it is important.

Although most candidates did not perceive themselves to be readers during their K-12 educational experience (especially in high school), the data collected show that teacher candidates’ perceive themselves as being readers during the end of their teacher education program. The number of candidates that consider themselves as readers does increase slightly over the course of one academic year while taking a sequence of literacy related coursework. The reasons that were cited for this increase range from having a choice in literature that they read to a fostering, collaborative community in their courses. The main reason that candidates do not read more is lack of time due to other commitments and coursework.

### **Discussion**

Teacher educators generally are committed to assisting middle grades teacher

candidates' development and, in particular, their dispositions toward reading and their reading practices (Dever & Previts, 2014). How teacher educators go about fostering these dispositions is the key point of discussion. The following section explores the factors that affect how teacher educators can help teacher candidates develop their identities as readers that, in turn, may help them foster their students' development as readers.

### **Candidates as Readers**

Based on the data collected, teacher candidates do indeed perceive themselves as readers. Most of them have read a piece of text outside of academic requirements during the previous six months. This level of reading remained fairly constant throughout the course of the academic year. Teacher educators need to be aware of the fact that their candidates are indeed reading. Once this awareness is present, teacher educators can further inquire about the types of reading their candidates are completing and use this as a foundation for what they are requiring the candidates to read in class. Allowing for student choice, input, and flexibility in reading assignments allows teachers to balance students reading texts of interests while also introducing them to unfamiliar reading materials, genres, and authors. This allows teachers to connect with diverse interests and needs of their students.

### **Perception Shift**

Teacher candidates' perception of themselves as readers shows that fewer of them identified themselves as readers over the course of their K-12 education experience. This could be the result of shifting interests as they entered into middle and high schools. It could also be the result of increased complexities of texts they

encountered as they reached higher grade levels. A decrease in the amount of freedom in choosing texts also often occurs as grade levels increase. However, from high school to the end of their teacher preparation program, there is an increase in reading that occurs with teacher candidates. This reason this shift occurred could be a result from the fact that candidates, as adults, are exposed to many forms of texts, and they have the freedom to read what interests them.

The next shift that occurred was over the duration of an academic year while enrolled in a sequence of courses related to literacy. Most students stated that they would like to read more but time constraints prohibit them from increasing their level of reading. It remains to be answered what their level of reading would be had they not be enrolled full time in an undergraduate program.

### **Influences on Perception Shift**

In order for teacher candidates to form their identities as readers, and ultimately translate these identities to their students, teacher educators need to work with their students in helping them to see themselves as readers. During the courses in which the candidates were enrolled, the importance of reading is emphasized and practiced. One example of this would be time that is set aside at the beginning of each class that is dedicated to both students and instructor to read silently from a text of their choice. Other strategies of how to foster a community of readers in their own classrooms are examined and woven throughout the course. Candidates investigate and practice methods to support reading in their future classrooms, and develop an understanding of how literacy is central to comprehension in all content areas. Content area literacy is emphasized, and the concept/idea that all teachers are reading teachers is highlighted.

This is done in an attempt to have all candidates develop an appreciation of the role of literacy in their future classrooms despite the fact that they might not be formally designated as “reading” teachers.

Candidates cited the fact that their courses were designed with high levels of freedom to select their own reading materials as a factor in increasing their level of reading. In addition to this level of freedom, the overall sense of a supportive community was another condition that led to this shift in their perceptions. Pieces of text were not simply assigned to be read nor were writing assignments based on those texts completed by the students in a book report style method. Instead, candidates were allowed to choose pieces of text to read, and then collaborated with colleagues to analyze and discuss these texts in diverse, varied ways.

### **Effect of Perception on Teaching**

Some teacher candidates understand the direct impact their attitudes toward reading and own reading levels may have on their future students as well as the current influence they may have with the students they work with during field experiences. These teacher candidates may inspire their students to be the same (Applegate & Applegate, 2004; Dreher, 2003). Results may include teachers who are readers themselves motivating their students to be readers as well. It may also include teachers who disregard the value and importance of scaffolding and modeling reading habits and strategies and do not highly prioritize reading in their lives, and thus do not encourage reading in their classrooms. Because of this, it is important for teacher educators to continue to find methods to foster reading in their teacher candidates. This is not a problem that has a simple solution or one that can be tackled overnight; rather, it is a

lengthy, complex undertaking/endeavor. Helping young adults develop new/different self-perceptions can be challenging yet critical and worthwhile because these future educators will soon be responsible for helping to develop and inspire future generations of thinkers, readers, writers, and problem-solvers.

In conclusion, teacher educators need to acknowledge how teacher candidates' identity as readers and their attitudes toward literacy influences their practice as well as young adolescents. Teacher educators need to carefully design learning experiences in order to help their teacher candidates increase perceptions of themselves as readers. In addition, they need to help guide their candidates to continually examine and develop their identities as readers and future teachers. This needs to be recognized as an essential by teacher educators and by candidates themselves. Teacher candidates' dispositions towards reading may be positively influenced by teacher educators modeling how to establish an environment that promotes literacy practices, strategies that scaffold students interest in reading a variety of texts, and encourage students to become life-long readers.

### References

- Anderson, R., Wilson, P., & Fielding, L. (1988). Growth in reading and how children spent their time outside of school. *Reading Research Quarterly, 23*(3), 285-303.
- Applegate, A. & Applegate, M. (2004). The Peter effect: Reading habits and attitudes of preservice teachers. *The Reading Teacher, 57*(6), 554-563.
- Asselin, M. (2004). Supporting sustained engagements with texts. *Teacher Librarian, 31*(3), 51-52.
- Brooks, G. (2007). Teachers as readers and writers and as teachers of reading and writing. *The Journal of Educational Research, 100*(3), 177-191.
- Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2009). Teachers as readers: building communities of readers. *Literacy, 43*(1), 11-19.
- Draper, M.C. (1997). An exploration of aliteracy: Implications for teacher education. Unpublished manuscript.
- Draper, M.C., Barksdale-Ladd, M.A., & Radencich, M. (2000). Reading and writing habits of preservice teachers. *Reading Horizons, 40*(3), 185-203.
- Dreher, M. (2003). Motivating teachers to read. *The Reading Teacher, 56*(4), 338-344.
- Healy, J.M. (1990). *Endangered minds: Why our children don't think*. Simon & Schuster: NY.
- Lundberg, I. & Linnakyla, P. (1993). *Teaching reading around the world*. The International Association for the Evaluation of Educational Achievement: Hamburg.
- McKool, S. & Gespass, S. (2009). Does Johnny's reading teacher love to read? How teachers' personal reading habits affect instructional practices. *Literacy Research and Instruction, 48*, 264-276.
- McNinch, G.W. & Steelmon, P. (1990). Perceived reading status of teacher education students. *Reading Improvement, 27*, 203-206.
- Mour, S.I. (1977). Do teachers read? *The Reading Teacher, 30*(4), 397-401.
- Mueller, D.L. (1973). Teacher attitudes towards reading. *Journal of Reading, 17*(3), 202-205.
- National Endowment for the Arts (2004). *Reading at risk: A survey of literary reading in America*. National Endowment for the Arts: Washington, DC.

Nathanson, S., Pruslow, J., & Levitt, R. (2008). The reading habits and literacy attitude of inservice and prospective teachers: results of a questionnaire survey. *Journal of Teacher Education*, 59(4), 313-321.

Pehlivan, A., Serin, O. & Serin, N. (2010). Determining reading interests and habits of candidate teachers. *Procedia Social and Behavioral Sciences*, 9, 896-873.

Scott, J. (1996). Self-efficacy: A key to learning literacy. *Reading Horizons*, 36(3), 195-213.

Voorhees, P.J. (1993). Motivating middle school students to increase their recreational reading through computers, journal writing and reading incentives. Unpublished dissertation.