What K-2 Pre-Service Teachers Do For “Reading Instruction”

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Abstract: Every literacy event helps learners improve their behaviors and knowledge to develop their language use and reading skills. During literacy activities, students have influence and power over the conversations, express their likes and dislikes, inform the teacher whether they understand the text or not. In this study, researchers observed a total of fifteen pre-service teachers’ teaching practices in K-2 classroom settings; five in kindergarten, five in first-grade and five in second-grade classrooms. Each observation lasted approximately 10-40 minutes. During the observations, attention was paid to the reading practices (oral reading, shared reading, silent reading, vocabulary development instructions, pre-service teachers’ language modeling practices, as well as who dominated the classroom talk). The study also tried to answer the following research questions: a) Do pre-service teachers include students into classroom discussions and make them more active in the learning process? b) Do students have options to choose which literacy activities to be engaged in? c) How and how often do pre-service teachers use praise statements to the students? d) Do pre-service teachers make connections with the printed text and students’ real lives? e) Do pre-service teachers make the text clearer to comprehend? and f) Do pre-service teachers foster love of reading in students?

Keywords: Pre-school Education, Elementary Education, Teacher Education, Reading.

Introduction

In literature, beginning teachers have reported that their undergraduate education programs do inadequately prepare them to face the demands of teaching in classrooms with challenging situations like students who remain unmotivated to learn. For this reason, many new teachers become discouraged and disillusioned with their profession. A growing number of educational researchers have shifted their focus from instructional strategies and teaching behaviors to the beliefs and perspectives that prompt teachers to use these instructional strategies and exhibit these behaviors because of this need of novice teachers (Stuart & Thurlow, 2000). It is crucial for prospective teachers to be truly prepared to teach in real educational settings. Sending pre-service teachers to the field itself is not enough. These prospective teachers also need guidance and feedback about their teaching performances. Therefore, with this aim, in this study the researchers sought to observe pre-service teachers registered to an education college in the center of Turkey. From the novice teachers’ point of view, one of the most challenging courses to teach is “Language Arts”. Therefore, in this study, the Language Arts blocks of the randomly selected K-2 classes were observed. Research has demonstrated that teaching expertise makes a significant difference in the rate and depth of students’ literacy growth, and that highly effective educators share similar characteristics (Block, Oake & Hurt, 2002). The National Reading Research Panel (NRRP, 1999) recommended that educators should look up to effective teachers demonstrating best practices, defending their teaching philosophy, and being motivated for achievement.
Research Questions

The main research question of this study was ‘How K-2 Pre-Service Teachers Organized Their Language Arts Blocks.’ Since the beginning question was broad, the researchers focused on ten observable and critical behaviors while answering their study question. Thus, the following research questions were also asked and answered while coding the recorded classroom videos: a) Reading practices, b) Vocabulary instruction, c) Language modeling practices, d) Ratio of classroom talk, e) Including students into classroom discussions, f) Giving options to students, g) Providing praise statements, h) Making connections with students’ real lives, i) Making the text clearer for students to comprehend, and j) Fostering love of reading.

Participants

The participants of this study were fifteen pre-service teachers in their last year of college education. They all volunteered to participate in the study and their participation did not affect their grades in any way. Five of them were placed in kindergarten classrooms, five were placed in first-grade classrooms and the rest five were placed in the second-grade classrooms.

Data Collection and Analyses

The data of the study were collected through qualitative research design. After the researchers determined that they wanted to investigate the Language Arts blocks in grades K-2, five prospective teachers were randomly selected for each grade level. Later, the researchers informed the participants that they would like to visit their classrooms whenever the participants allowed them to visit. Thus, the participants prepared their lesson plans and invited the researchers to visit their classrooms. Each participant was observed and recorded for only once for approximately 10-40 minutes.

After the data were collected, both researchers watched the videos repeatedly and coded in a way to answer the research questions. One of the videos was coded by both researchers to check the reliability of coding. Both researchers agreed in almost all of the comments and decisions. Later on, the first researcher coded and analyzed the videos of the pre-service teachers taught in the first and second-grade classrooms. The videos of the pre-service teachers taught in the kindergarten classrooms were coded and analyzed by the second researcher. All the participants were informed about the researchers’ observations and comments to check whether researchers interpreted the findings accurately.

Findings and Discussion

The observation of each pre-service teacher (both in kindergarten level and in elementary level) took place while the pre-service teachers were teaching a Language Arts class. Each observation lasted approximately 10 to 40 minutes which varied due to the activities’ length.
Pre-Service Teachers Working with Kindergarten Children

During the observations of the pre-service teachers working with kindergarten students, attention was paid to the reading practices especially to the oral reading of the teacher, vocabulary development instructions, pre-service teachers’ language modeling practices as well as who dominated the classroom talk since shared reading and silent reading could not be observed in Turkish kindergarten classes because in Turkey, unlike in many countries, kindergarten teachers do not teach reading and writing to their students. Instead, they use developmentally appropriate pre-reading and -writing activities in their classes.

During the observations, two out of five pre-service teachers used picture books (one with a regular picture book and one with a creatively designed picture book which she rolled the pages of the book on a hanger) while they were engaged in reading practices in kindergarten level. These two teachers read these two picture books in totally four minutes (on an average of two minutes per book) out of totally twenty two minutes of the observation time.

The rest of the pre-service teachers used different materials during their activities; such as flash cards to read a story, teacher-made posters to study the beginning sounds of words and an educational cartoon to use technology as a story teller.

The teacher who used the flash cards read the story outside the classroom during a field trip (farm) while they were sitting on the grass. She brought a mouse she had created out of recycled items and put the flash cards inside the mouse. In order to take the children’s attention, at the beginning of the activity, she told the students that the mouse was living on that farm and he wanted to read a story to the children to welcome them. This teacher read the story in about three and a half minutes out of approximately ten minutes of observation time.

One out of two pre-service teachers who did not read a story for her Language Arts activity was the pre-service teacher who used media (an educational cartoon) as her material. In her class, the children watched the educational cartoon telling a story for more than eight minutes out of seventeen minutes of observation.

The second pre-service teacher who did not read a story for her activity was the pre-service teacher who used teacher-made posters. She prepared her material to practice the children’s knowledge of the beginning sounds of the words. To prepare her material, she put pictures of three objects on each poster and wrote the names of the objects. She had ten posters for this activity. Having read the names of the objects, she asked the first group of children to find the object beginning with a different sound than the other two. Then, she asked the second group of children the same question with a different poster. Finally, the pre-service teacher counted the correct answers of each group and told them which group had more correct answers.
All of the five pre-service teachers teaching in kindergarten used different and interesting visual materials in their Language Arts activities. This was promising since visual materials which are used to instruct reading could enhance teachers and students performance and enable easier learning than texts. In addition, visual materials enable students to have fun as they learn. These materials help students focus on the topic and make connections with real life (Bozdogan, 2011).

When the collected data were examined to learn the pre-service teachers’ vocabulary development instructions, it was surprisingly found out that only one teacher who read the regular picture book to her students defined an unknown word for her students mentioned in the book after discussing the meaning of the word with the students. This discussion took thirty four seconds and the teacher’s explanation of the word took thirty seconds out of approximately fourteen minutes of the observation of this class and out of approximately seventy one minutes of the overall observations of all five pre-service teachers’ classes. It is worrying since learning new words is crucial for children who are in their early childhood years to develop their vocabulary.

During the observations, attention was also paid to the pre-service teachers whether they included their students into classroom discussions and made them more active in the learning process or not. It was observed that all of the five pre-service teachers asked questions to their students related with the material in some way but the pre-service teacher who used media in her class asked the most questions (twenty four questions) to her students, whereas the fewest questions were asked by the teacher who used the creatively designed picture book (one question).

The pre-service teachers’ language modeling practices were also examined during this study. Surprisingly, out of five teachers, only one teacher who used the teacher-made posters used language modeling as a part of her activity. She wrote two words on the board to model writing and it took her seventy seven seconds (out of twenty five minute-observation) to write them down and read them to the children. Since these children were very young, they needed to see the adults to model the language frequently both orally and written for their future academic lives. In the literature, it was mentioned that one of the major defective explanations for the academic lag of students posits that the source of the problem was cultural rather than genetic. One of the proponents of this cultural defective position defends that the students’ poor school performance stems from deficiencies in the home environment and/or the daycare centers/preschools they attend (e.g. “poor language modeling”), and it is said to deprive children of the kinds of experiences needed to do well academically (Villegas & Lucas, 2002).

According to the data collected, the person who dominated the classroom talk was the teacher in all five classes. Out of the overall time in each class, the students talked approximately 8% of the observation time in the class where flash cards were used, approximately 9% in the class where media were used, approximately 13% in the class where teacher-made posters were used, approximately 16% in the class where creatively-designed picture book was used and approximately 18% in the class where regular picture book was used.
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It was also found out that the students generally did not have options to choose which literacy activities to be engaged in. The only teacher who gave one option to her students was the teacher who read the story with flash cards and she used it during the transition time where the children were asked what they wanted to do after that activity.

How and how often pre-service teachers deliver praise statements to their students was also a research question for this study. According to the observations, during each reading activity, the pre-service teacher who used flash cards did not provide any praise statements to her students at all, the pre-service teacher who used media provided praise statements for six times, the pre-service teacher who used creatively-made picture book provided praise statements for eight times and the two pre-service teachers who used teacher-made posters and the regular picture book each provided praise statements for nine times to their students.

During the observations, none of the pre-service teachers made connections with the studied content and the students’ real lives. Additionally, none of the pre-service teachers did anything to foster love of reading in their students.

Another research question of this study was that whether the pre-service teachers made the content clearer to comprehend. It was found out that, except one pre-service teacher who used the creatively-made picture book, the other four teachers tried to explain the content to their students. The teacher who used flash cards and the teacher who used regular picture book used most explanations (five times each) to make the content clearer. Even though the four out of five pre-service teachers teaching kindergarten explained the content to the children a few times, the researchers thought that it was not enough for this grade level. The researchers believed that they needed to spend more time to make the content clearer for the children to comprehend. In the literature, there are several examples which highlight the importance of explanations. For example, a study with twenty six teachers was conducted by Fisher and Frey (2008). In all the cases of this study, the students were provided a mental model that they could use later - in guided instruction, collaborative learning, and independent work. All of the teachers understood that explaining reading to make the text clearer was critical to the development of skilled readers and these teachers knew that explaining and/or modeling had to be connected with other classroom tasks so that students could use what they learned in personal contexts. These teachers understood that skilled readers were able to consolidate strategies and activate them at appropriate times. This modeling encouraged students to transfer their learning of strategies to an increasingly consolidated practice. Furthermore, the gradual release of responsibility framework promoted application to new texts, resulting over time in skilled readers who activated strategies automatically.

Pre-Service Teachers Working with the First and Second-Grade Students

In order to analyze the literacy activities occurring during the Language Arts block, the researchers observed pre-service teachers’ delivery of instruction in fifteen K-2 classrooms.
During the observations, attention was paid to various aspects that the teachers and the students were engaged in.

The analyses of observed data yielded that the most popular reading activity in both grades was *reading aloud* for both pre-service teachers and students. The ratio of reading a story from the textbook was 75% for the first-grade and 20% for the second-grade pre-service teachers. It also showed that the majority of the pre-service teachers who taught in the first-grade classrooms mainly depended on the course book while preparing their lesson plans. *Only one pre-service teacher* read a story book to her students and the most popular activity was *reading stories*. Only one out of five pre-service teachers read a *poem* to her students. Similarly, the pre-service teachers in the second-grade classrooms also mainly focused on reading stories from *course textbooks* (20%), and *printed worksheets* (73%) to their students. However, one out of five pre-service teachers who taught in the second-grade read a *nonfiction text* to her students (7%).

When we looked at the students’ reading practices, we saw that the ratio of *silent reading* was very low (2% for the first-graders and 0% for the second-graders). The most popular activity was *individual oral story reading from the textbook* (43% for the first-graders and 56% for the second graders). Variations of kinds and materials of reading activities were richer in the first-grade classrooms. Except the reading practices mentioned above, in the first-grade classrooms, the students overall were engaged in reading stories from a worksheet (5%), reading a story book (16%), reading their own written stories (12%), reading a nonfiction text printed on a worksheet (4%), and reading a poem (18%). The second-grade students, on the other hand, were engaged in reading a story printed on a worksheet (34%) and reading poems (10%). When the length of time used to read in both grades was compared, the researchers found that the time used by the second-grade students in individual oral reading was almost doubling the time used in individual oral reading by the first-graders.

It was surprising to see that, even though both pre-service teachers and the students engaged in reading aloud practices, in very rare instances the pre-service teachers worked on *vocabulary development*. In grade one, *only one teacher* defined a word lasting thirty one seconds to her students. In two out of five first-grade classrooms, the students used dictionaries to find definitions of unknown words, and in only one of these classrooms the students used unknown words in sentences after finding the definitions.

Two out of five pre-service teachers in the second-grade classrooms provided definitions for unknown words (for the total of twenty six and thirty eight seconds long). Additionally, in only one classroom the students used *dictionaries* to find a definition of an unknown word. The activity lasted for only seventy four seconds. The students in this classroom also provided the definition orally for the total of seventeen seconds long.

Except reading orally to their students, the pre-service teachers did not engage their students in providing *language modeling practices* very often. Only two pre-service teachers teaching in the second-grade classrooms wrote sentences on the board and asked students to watch and copy these sentences. This activity lasted only thirteen seconds in one class and one hundred and one seconds in the other class.
It was promising to see that the pre-service teachers did not dominate the classroom talk in both grades. The first-grade students had chances to retell the already listened stories, to answer questions asked for diverse purposes and to make connections with the literature and their own lives (53%). The ratio was even better for the second graders since they almost doubled the time used for teachers. Thus, the ratio of the second-graders’ dominance of classroom talk was 64% while teachers’ classroom talk was only 36%.

One of the research questions was related to whether pre-service teachers made students active during the learning process. It was promising to see that all the pre-service teachers used questioning strategies to allow students into classroom discussions and give opportunities to the students to reflect their opinions and also to share their own similar memories. In the first-grade classrooms, for instance, along with asking several questions, one teacher asked students to debate a topic related to the text which was just read aloud by both the pre-service teacher and her students. The debate topic was asking students to justify what was more important for the students, participating in a competition itself or winning the competition. The students were divided into two groups and discussed why they decided to defend one of the arguments. Later, the students were asked to share the names and the rules to win the games they played with their friends. One of the pre-service teachers teaching in the second grade asked the students to predict the story after only reading the title of the text. Each student verbally told a short story that went well with the title. Later on, after reading the story several times, the teacher asked each student again to determine which part of their own stories was similar to the real story.

The pre-service teachers in both grades provided a large number of questions (a total of eighty nine questions in the first-grade classrooms and seventy eight questions in the second-grade classrooms) that allowed students to check their comprehension level, force themselves to be engaged in critical thinking, and to make connections with their real lives. More importantly, four out of eighty nine questions asked to the first-grades were answered by the same pre-service teacher. None of the pre-service teachers teaching in the second-grade answered their own questions, however, they asked the questions in different ways or allowed the other students to participate in figuring out the answer.

When the researchers investigated whether students had opportunities to choose which Language Arts activities to be engaged in, the recorded data showed that none of the pre-service teachers asked students about what they would like to do next. However, it was also recognized that, when a request came from the students, the pre-service teachers allowed students to deal with whatever the activity they wanted. This happened in two occasions; one in a first-grade and the other in a second-grade classroom where students reflected their own preferences. For instance, the first-graders read a story mentioning a game that they all knew about. After reading the story, the pre-service teacher told them that they could play the game in the classroom. After a while, the pre-service teacher announced that she wanted to read another story to her students. The students asked for additional time to play with their friends and they played a little bit longer before listening to a new story.
The second-graders read a story mentioning one of their national holidays. After reading the story and answering questions about the text, the pre-service teacher asked students to share what each student did during that holiday. One of the common practices was reading poems about the meaning of the day. Then, one student asked whether she could be allowed to read a poem in the classroom. At first, the pre-service teacher was reluctant to accept the offer and tried to continue his planned activity; however, as soon as he recognized that the students were eager to read and listen to poems about that holiday, he allowed all his willing students to read their poems.

The researchers also wanted to analyse the giving praise statements in their activities of these pre-service teachers. Unfortunately, giving praise statements occurred for only seven times. Five of those praise statements were provided by one pre-service teacher while the other two pre-service teachers provided one praise statement. The other two pre-service teachers did not provide any praise statements. The total number of praise statements provided was higher among the pre-service teachers working with the second-graders. In every second-grade classroom, the pre-service teachers provided praise statements with the minimum of two, however all the praise statements given in both grades were general statements rather than specific ones that could better highlight in which areas the students’ improved their skills. Teachers play many roles in the instructional process - decision maker, organizer, manager, expert, facilitator, monitor and evaluator - and different teachers assume different roles depending on what methods of comment they use. Teachers’ decisions on what type of response should be given and who should deliver it are especially important to the students’ skill development. To kindergarten and elementary students, a praise statement can be delivered by the teacher, by a student peer, or via videotape with teacher-directed cueing. These three ways to deliver praise statements are routinely covered in most teacher preparation courses. Among these comment systems, teacher-delivered message helps students learn best. Teacher-delivered statement plays an extremely important role when students are in initial skill acquisition. In general, comments provided by teachers should be immediate (Boyce, Markos, Jenkins & Loftus, 1996) and specifically related to the topic rather than the outcome.

Making a connection with learning in school and students’ real lives is always recommended for educators. Since having this connection makes learning last longer and more meaningful for students, the researchers were also pleased to see that, except one pre-service teacher, all the other pre-service teachers were able to connect their lesson plans with their students’ previous memories and habits.

Even though pre-service teachers were good at connecting students’ learning with their own lives, only two pre-service teachers in each grade provided additional explanations to help their students understand the content better, especially when students had difficulties in answering the questions related to the texts that were read.

Students see their teachers as role models in many aspects. Reading and writing habits is among the most important aspects. However, in only one instance, one pre-service teacher working with first-graders mentioned the importance of reading. He clearly stated that reading did not only improve vocabulary and comprehension but it also gave students
pleasure. As a reader, students can meet with a lot of characters and find similarities between the characters and themselves. More importantly, students’ imagination can develop while they are also having fun. Further, he recommended his students to read at least an hour every day and develop a strong reading habit.

Cross-Case Analyses

Overall, when one looks at all the classroom activities recorded in kindergarten through the first-and-second-grade classrooms, she/he can see that, even though these years are so close to each other, the kinds and the ratio of activities vary abundantly. For instance, when it came to their reading practices, the researcher found out that pre-service teachers in kindergarten classrooms were more creative when selecting and reading their materials to their students. In the first-grade classrooms, on the other hand, teachers mainly focused on classroom text books while making students engaged in printed materials. Only one participant read a pictured story book to her students. In the second-grade classrooms, none of the participants brought a story book to the class. They read fiction texts either from the text book (20%) or from a pictureless worksheet (73%) and the remaining time for reading was passed by reading non-fiction from a worksheet (7%). The most popular reading activity in the first and the second-grade classrooms was reading aloud for both pre-service teachers and students. This also showed that the majority of the pre-service teachers who taught in the first-grade classrooms mainly depended on a course book while designing their lesson plans.

It was surprising to see that even though both pre-service teachers and students in grades one and two engaged in reading aloud practices, in very rare instances the pre-service teachers worked on vocabulary development. Among five pre-service teachers teaching in kindergarten classrooms, only one teacher defined only one word for thirty four seconds. Overall, in all five observations, the total ratio was (0.8%). In the first-grade classrooms, only one teacher defined a word and the whole activity lasted for thirty one seconds. In the other two first-grade classrooms, the students used dictionaries to define the meaning of a word and in one of these classrooms, the students were asked to use these words in sentences. Similar ratios were also observed in the second-grade classrooms. This finding is quite worrying and shows that pre-service teachers need to be reminded of the importance of vocabulary development especially in early childhood years.

Almost all the pre-service teachers limited their language modelling practices to oral reading activities. In terms of writing practices, the students had to copy two words written by the pre-service teacher (in one kindergarten classroom) and to copy two sentences written on the board by the two pre-service teachers (teaching in the second-grade classrooms).

The classroom talk was dominated by the pre-service teachers in all five kindergarten classrooms. The ratio of student talk was 8%, 9%, 13%, 16%, and 18% in these five classrooms, respectively. The students in grades one and two, on the other hand, had opportunities to retell the listened stories, to answer questions asked for diverse purposes
and to make connections with the literature and their own lives. The ratio of student talk in grade one was 53% and in grade two it was 64%. So, in the second-grade classrooms the students almost doubled their teachers’ time used for speaking.

In general, all the pre-service teachers asked questions to include students into classroom activities and discussions. Answering these questions helped students to a) check their comprehension level, b) force themselves to be engaged in critical thinking, and c) make connections with their real lives. However, in grade one, one pre-service teacher answered four of her own questions. Fortunately, in grade two, none of the pre-service teachers answered their own questions, but instead, they asked the questions in different ways or allowed the other students to participate in figuring out the answer.

Among all fifteen teachers, only one pre-service teacher teaching in a kindergarten classroom provided options to her students. However like stated earlier, the researchers were pleased to see that even though these pre-service teachers did not give room for students’ preferences while preparing their lesson plans, when a request came from students these teacher candidates were flexible and cooperated with their students.

The total of thirty two praise statements were recorded in four kindergarten classrooms. The first-grade students did not hear praise statements very often (total of seven). The pre-service teachers teaching in the second-grade classrooms provided at least two praise statements; however, even though the total number was a little bit higher than the number recorded in the first-grade classrooms, all these statements were general including “Nice”, “Good”, “Good job”, and “Applause your friend”.

None of the pre-service teachers made connections with the studied content and students’ real lives in kindergarten classrooms. However, the researchers were pleased to see that in the first and second grade classrooms, except one pre-service teacher, all the other pre-service teachers were able to connect their lesson plans with their students’ previous memories and habits.

In kindergarten level, except one teacher candidate, all four pre-service teachers provided explanations for students to better comprehend the studied texts. However, in grades one and two, only two out of ten pre-service teachers reread the texts, provided additional explanations, gave examples, and asked prompting questions in order to foster students’ comprehension of the studied topics.

Only one pre-service teacher teaching in a second-grade classroom mentioned the importance of reading. In the literature, though, it is clearly stated that the teachers play a critical role in helping children develop into readers who read for both pleasure and information. It is generally acknowledged that motivation plays this critical role in learning. It often makes the difference between superficial and shallow learning and deep and internalized learning. For this reason, teachers need to be more interested that ever before in understanding the relationships that exist between motivation and achievement and in learning how to help all students achieve the goal of becoming effective, life-long readers (Gambrell, 1996).
Implications and Limitations

Overall, as teacher educators, the researchers were pleased to see that their college students were following several recommended practices that could bring success to their teaching. However, this research still highlights the fact that prospective teachers should be reminded that they can go beyond the course books while designing their lesson plans to teach Language Arts. Teachers should make connections with learning in school and students’ real lives since having this connection makes learning last longer and more meaningful for students (Good & Broophy, 2000).

Teachers should limit time to give directions and transition between the activities (Gage, 1978). Providing several materials and following diverse instructional methods can help them to better assist each of their students (Moore, 2009; Rosenshine & Furst, 1973). Pre-service teachers need to be reminded that students need to be actively involved in their own learning activities (Moore, 2009; Rosenshine & Furst, 1973). Teachers can rephrase, give clues, or ask leading questions to include shy or silent students into classroom discussions (Gage, 1978; Good & Broophy, 2000). Teachers should also give more time for vocabulary development (Good & Broophy, 2000). Furthermore, students need to know about their progress. Thus, the prospective teachers should provide specific praise statements that reflect the development in a particular skill (Gage, 1978; Good & Broophy, 2000; Ornstein & Lasley II, 2004).

Due to a small number of the sample, the findings of the study do not reflect all pre-service teachers’ teaching practices. However, the results of the study can be a warning to check the current knowledge and strategies of educators and prospective teachers to adapt or revise their teaching practices.

Additionally, having a researcher in the room and being recorded can create bias for the students and the pre-service teachers. The pre-service teachers could act in a way that they thought they could be better accepted as good practitioners. However, after a very short time of the recording started, both the pre-service teachers and the students in the classrooms seemed natural and ignored the researchers being in the room.

At the end of the study, each participant met individually with the researchers and received detailed feedback about their teaching. All of the pre-service teachers were surprised with all the details the researchers provided about both the learners’ and pre-service teachers’ behaviors. All the pre-service teachers admitted that they could not grasp most of what the researchers mentioned about the students’ reactions and events which occurred in classrooms while they were teaching. Some of the pre-service teachers requested copies of the videos to include them into their professional development portfolios. Some others also mentioned that they would record their future teaching practices to analyze and improve their teaching performances. Thus, the result of the study shows that analyzing one’s teaching practices can be quite enlightening.
Both the findings of the study and the participants’ reactions while learning the details about their teaching practices highlighted the fact that pre-service teachers need these kinds of experiences where they can apply their learning in real classroom situations and analyze both appropriateness and effects of their approaches for teaching Language Arts. Additionally, more research needs to be done about pre-service teachers’ teaching philosophy and how these beliefs effect their lesson plans and teaching styles.

References


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