



READING STRATEGIES: PROSPECTIVE TEACHERS AND THEIR TEACHING PRACTICES

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Abstract

Reading is an important skill in language learning process and effective readers use strategies to cope with the text. While teaching reading, teachers should focus on and teach strategies to help learners cope with the text. Therefore, it is important to investigate prospective teacher behaviors in the classroom as they teach reading. The purpose of this study is to investigate reading strategy teaching practices of prospective teachers. It is important to determine which reading strategies the prospective English language teachers use themselves, therefore; in the first part of the study, the purpose is to investigate which strategies prospective teachers use while reading. In the second part, the purpose is to investigate what strategies prospective teachers focus on, and attempt to teach in order to improve their students' reading skill as they teach reading. The results showed that prospective teachers mostly use strategies "infer", "meaning" and "draw". Second part of the study revealed that prospective teachers have only few attempts to teach strategies.

Key Words: Metacognitive reading strategies, cognitive reading strategies, prospective teachers, teaching reading.