Content Area Reading and Writing: Practices and Beliefs

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Abstract
The main purpose of this study was to investigate science, social studies, and classroom teachers’ reading and writing practices, and to investigate their beliefs about content area reading and writing. One hundred and forty-three teachers filled out the survey developed to learn their content area reading and writing practices and beliefs. In the second part of the study, semi-structured interviews were conducted with 12 teachers. The study results showed that teachers did not employ specific reading and writing strategies. They used question-asking strategy before, during, and after reading. This study concluded that there is a need for content area reading and writing courses for pre-service and in-service teachers.

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