




Reading profiles revealed: Exploring the complexities of pre-service elementary education teachers' reading competencies

Karen Salve M. Maute 

Western Philippines University, Santa Monica, Puerto Princesa City, Palawan, Philippines

Corresponding author: karenmeorom@gmail.com

Received: 22 Jul. 2024 || Revised: 20 Apr. 2025 || Accepted: 24 March 2026 || Available Online: 06 April 2026

©Western Philippines University
ISSN: 1656-4707
E-ISSN: 2467-5903
Homepage: www.palawanscientist.org

How to cite:

Maute KSM. 2026. Reading profiles revealed: exploring the complexities of pre-service elementary education teachers' reading competencies. *The Palawan Scientist*. 18(1):96-108. <https://doi.org/10.69721/TPS.J.2026.18.1.11>

ABSTRACT

This study explored the reading profiles and competencies of pre-service elementary education teachers, a topic that remains underexplored in the context of teacher education institutions in Palawan. Using a descriptive quantitative approach, 38 purposively sampled Bachelor of Elementary Education students participated. Most are female, aged 21–22, financially supported by their parents, and the majority belonged to the Tagalog and Cuyonon ethnic affiliations. Data were collected through surveys and reading assessments evaluating reading experience, attitude, efficacy, strategy, habits, challenges, reading rate, oral reading level, and comprehension. Findings revealed that participants' early reading experiences were grounded in their mother tongue, facilitated by family encouragement, despite the limited availability of formal materials in local languages. They also expressed positive attitudes toward reading. While they reported using effective strategies like re-reading and vocabulary lookup, their reading self-efficacy varied. Although many read for pleasure and engaged in writing activities, challenges such as poor concentration, limited summarization skills, and difficulties in connecting ideas persisted. Competency assessments showed a below-average reading rate (121–181 words per minute), high oral reading fluency, but notably low reading comprehension—71.05% of respondents did not meet expectations. This highlights a paradox: fluency does not equate to comprehension. In conclusion, there is an urgent need to strengthen pre-service teachers' reading comprehension through targeted instruction. Recommendations include enhancing reading self-efficacy, implementing reading strategy training, promoting consistent reading habits, and designing supportive interventions focused on fluency and deep understanding. Addressing these areas will better equip future educators to model and teach effective reading practices, ultimately improving literacy outcomes in their future classrooms.

Keywords: below-average reading rate, high oral reading skills, reading attitude, reading challenges, reading comprehension, pre-service teachers

INTRODUCTION

The Philippines struggles with low reading proficiency, ranking significantly below the global average in the Program for International Student

Assessment (OECD 2019). This persistent underperformance highlights the need for comprehensive interventions to address the underlying factors contributing to low reading proficiency. Teacher training is a crucial area for improvement, as



This article is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

teachers play a pivotal role in fostering literacy development (International Literacy Association 2025; NAEYC 2025; NCTE 2007). However, research indicates that inadequate teacher training in effective reading instruction methods is a major contributing factor to the issue (Concepcion 2024). Teachers often lack the necessary skills to diagnose and address reading difficulties effectively, leading to undetected reading problems among students (Concepcion 2024). Furthermore, research emphasizes the importance of teacher motivation and the use of diverse reading strategies to bridge learning gaps (Rosales 2024). Teachers significantly impact student reading performance by delivering high-quality, differentiated instruction tailored to individual needs (Neuman and Cunningham 2009). Personalized guidance and adaptive strategies empower students to assess their own learning, improving both their self-regulation and enthusiasm for academic growth (Van Der Boom and Jang 2018). Proficient instruction not only reduces reading struggles but also supports struggling readers, demanding that teachers possess extensive expertise in language, literacy development, and instructional strategies to meet the needs of all students (Moats 2009).

Pre-service teacher training in the Philippines emphasizes the development of effective reading instruction skills, crucial for promoting literacy among students. The programs vary, covering diverse teacher preparation aspects like practical experiences and theoretical knowledge. Pre-service teachers are taught about the reading process and strategies to help struggling readers, enhancing their teaching practices through reflection and adaptation (Liu et al. 2016). Some pre-service teachers initially have negative reading attitudes that can impede their progress, but some show improvements in attitudes and abilities over time (Vansteelandt et al. 2022). Structured training, including reading methods courses, significantly shapes pre-service teachers' understanding of reading, enhancing their instructional capabilities (Shaw 1994). Despite the focus on equipping pre-service teachers with essential reading skills, challenges such as varying attitudes towards reading and resource limitations persist. Addressing these issues is crucial for enhancing literacy outcomes in the classroom.

However, research on pre-service teachers' reading performance is limited, highlighting a need to improve their training to address the low reading performance of students (Pace Miles and Fletcher 2023; Concepcion 2024). Teachers often lack the necessary skills to diagnose and address reading difficulties effectively, leading to undetected reading problems among students (Concepcion 2024). While existing literature points out systemic issues such as poor national reading proficiency, inadequate teacher training, and variable pre-service education programs,

there is limited research that directly examines and documents the reading competencies and challenges of pre-service teachers themselves—the very individuals expected to become literacy facilitators in classrooms.

This study is grounded in constructivist and sociocognitive theories of reading development, which view literacy as a product of individual experiences, cognitive engagement, and social context (Mol and Bus 2011; Price and Kalil 2019). Bandura's concept of self-efficacy further informs the analysis, particularly in exploring how beliefs about reading ability influence reading behaviors and outcomes. Reading self-efficacy refers to an individual's belief in their ability to perform reading-related tasks successfully, such as understanding, interpreting, and engaging with texts (Ciampa and Gallagher 2018). Reader-response theory also underpins the investigation of students' reading attitudes and habits, highlighting the importance of personal and cultural engagement with text. These perspectives guide the interpretation of data on reading attitudes, strategies, challenges, and competencies among future educators.

Therefore, this study aimed to identify the reading profile of elementary education pre-service teachers. The study sought to answer the following research: 1) What is the reading profile of the respondents in terms of reading experience, reading attitude, reading self-efficacy, reading strategy, reading habits, and reading challenges? 2) What is the reading competency of elementary education students in terms of reading rate, oral reading level, and reading comprehension? This study also highlighted the importance of early literacy development and the need for targeted interventions to improve reading outcomes for Filipino students. The ultimate goal was to foster a culture that values and prioritizes literacy development among pre-service teachers and, consequently, improved reading outcomes for students.

METHODS

Research Design

The researcher employed a descriptive quantitative approach to describe the reading profile of pre-service elementary education teachers at one of the universities in Palawan, Philippines that offers elementary education program.

Research Participants and Sampling Technique

There were 38 pre-service teachers specializing in elementary education who served as respondents for this study. Pre-service teachers in the Philippines were enrolled in teacher education programs, preparing to enter the teaching profession. Purposive convenience sampling was utilized to select these 38 pre-service teachers. This technique

facilitated participant selection due to limited availability, time constraints, and resource limitations. While this non-probability technique limits generalizability, it enabled the inclusion of a diverse cross-section of students from various academic levels within the research locale. The selected sample represented a substantial proportion of the pre-service teacher population enrolled in the university during the study period. Although the number of participants may not reflect the entire population of pre-service teachers in Palawan, the sample was adequate for the study's objective of conducting an initial exploration of reading competencies—a topic with limited prior research in the region. This limitation was acknowledged, and future research is recommended to include a larger and more randomized sample to strengthen external validity and broader applicability.

Table 1 shows the demographic profile of the respondents in terms of their age, sex, ethnic affiliation, and financial support. The respondents' age distribution predominantly was within the 21-22 years bracket (57.89%), aligning with typical tertiary education age ranges. Only a small percentage are aged 27-28 years (2.63%). Female made up the majority at 89.47%, while males constitute 10.53%. The largest ethnic group was Tagalog (36.84%), followed by Cuyonon (28.95%), and then Bisaya and Hiligaynon at 7.89% each. Financial support mainly came from parents (57.89%), with working students and scholarship recipients, each at 13.16%. Siblings and partners contribute (7.89%). Overall, the profile depicts predominantly female students in their early twenties, mostly supported by their parents, with Tagalog being the largest ethnic representation.

Table 1. Demographic profile of the respondents.

Profile	Frequency (f) N=38	Percentage (%)
Age		
19-20	9	23.68
21-22	22	57.89
23-24	3	7.89
25-26	3	7.89
27-28	1	2.63
Mean age	21	
Sex		
Male	4	10.53
Female	34	89.47
Ethnic Affiliation		
Bisaya	3	7.89
Cagayanen	2	5.26
Cuyonon	11	28.95
Hiligaynon	4	10.53
Muslim	4	10.53
Tagalog	14	36.84
Financial support		
working student	5	13.16
Scholarship	5	13.16
supported by parents	22	57.89
Siblings	3	7.89
husband/partner	3	7.89

Data Gathering Procedures

A survey method was employed, encompassing Likert scale reading profile covering reading experience, attitude, reading self-efficacy, strategies, habits, and challenges (adopted from Boakye 2017) and reading competency assessment (reading rate, oral reading level, and reading comprehension). The reading assessments used in this study were adapted from the Philippine Informal Reading Inventory Manual (DepEd 2018) for measuring oral reading fluency and comprehension, and from Custureri (2014) for reading rate classification. While these tools are guided by national benchmarks, they are not standardized tests but rather locally adapted diagnostic instruments widely used in

Philippine basic education settings. The comprehension questions were constructed based on DepEd-aligned criteria to assess mastery levels. As such, these assessments served as diagnostic tools reflective of academic expectations rather than norm-referenced standardized measures.

To evaluate reading speed, fluency, and comprehension, three expository (non-fiction) passages were used, each ranging from 250 to 450 words. The texts were selected for their grade-level appropriateness and academic relevance, covering familiar topics such as environmental awareness, history, and basic science. These selections aimed to minimize content bias and support equitable assessment across participants.

During the oral reading assessment, participants read the passages aloud while the researcher recorded the time using a stopwatch and documented any miscues. This process enabled simultaneous measurement of both reading rate and oral fluency. For the comprehension assessment, the same passages were reread silently by the respondents, after which they answered multiple-choice questions designed to measure literal, inferential, and evaluative comprehension skills. Reading rate was computed using Custureri's (2014) formula, and comprehension scores were interpreted according to DepEd mastery standards. The overall data collection followed a systematic procedure using established tools and protocols to ensure consistency and reliability.

Data Analysis

Descriptive statistics including frequency counts, percentages, and means were applied with classifications ranging from Strongly Agree to Strongly Disagree. Computing oral reading scores involved a formula based on words read and miscues, and reading rate calculations used a formula integrating words read per minute. Comprehension scores were determined using a formula factoring correct answers as a percentage of total test items.

To analyze the reading competency level of the respondents, the researcher used three reading pieces that contained 250 to 450 words. To compute the oral reading score of the pre-service teachers, the researcher used the oral reading score formula (DepEd 2018):

$$\frac{\text{Number of words} - \text{Number of Miscues}}{\text{Number of Words}} \times 100$$

The researcher used the reading speed classification to interpret the reading rate. With the formula:

$$\frac{\text{Number of words read}}{\text{Number of Seconds Spent to Read}} \times 60 \text{ (minute)}$$

On the other hand, the student's comprehension scores were classified with the formula:

$$\frac{\text{Number of Correct Answers}}{\text{Number of Test Items}} \times 100$$

RESULTS

Reading Profile of the Respondents

The reading profile that includes the reading experience, reading attitude, reading self-efficacy, reading strategy, reading habits, and reading challenges shapes the reading skills of elementary education students.

The respondents' reading experiences revealed a strong consensus on certain key aspects (Table 2) They strongly agree on developing foundational reading skills in their mother tongue, likely referring to informal literacy experiences at home rather than engagement with formal printed texts (4.21) and receiving encouragement from family members to read books (4.16). Additionally, reading for enjoyment during childhood also garnered agreement (4.03). However, there was disagreement regarding the teacher's emphasis on reading for knowledge (2.5). Respondents were uncertain about whether high school teachers encouraged reading novels (3.08) or promoted frequent visits to the library (3.13). Overall, the respondents positively evaluated their reading experiences, with a weighted mean of 3.64.

Table 2. Reading experiences of pre-service teachers.

No.	Statement	Mean	Description
1	I read books for enjoyment during my childhood.	4.03	Agree
2	I started reading between the ages of 5-6.	3.92	Agree
3	Before I could read for myself, members of my family used to read to me first.	4.03	Agree
4	I started reading in my mother tongue.	4.21	Strongly Agree
5	My family members used to encourage me to read a lot of books.	4.16	Agree
6	When I was a child, I always visited the library to read or to borrow books to read at home.	3.13	Uncertain
7	I used to read fictional stories per week when I was in high school.	3.87	Agree
8	My teachers in high school encourage me to read novels.	3.08	Uncertain
9	There are many books in our house.	3.47	Agree
10	My teacher emphasized that reading helps us to be more knowledgeable.	2.5	Disagree
Weighted Mean		3.64	Agree

The attitudes of respondents toward reading generally reflect a positive outlook, as shown in Table 3. There was strong agreement on the benefits of reading (4.76) and a high level of interest in engaging with compelling topics (4.39). However, some uncertainty was observed regarding their enjoyment of complex texts (3.13) and academic literature (3.03). Overall, the respondents demonstrated a favorable attitude toward reading, although there was some hesitancy when it comes to handling difficult texts and academic materials.

Regarding reading self-efficacy, Table 4 displays the respondents' confidence and belief in their reading abilities, particularly in sharing insights (3.95), completing reading tasks (3.61), and comprehending texts (3.55). However, there was uncertainty regarding answering questions (3.13) and summarizing key points (3.18). The overall weighted mean of 3.31 suggests respondents feel uncertain about their reading efficacy.

When it comes to reading strategies (Table 5), respondents place a strong emphasis on seeking the meanings of unfamiliar words (4.21) and frequently re-reading when facing difficulties in understanding (4.13). Additionally, they engage in strategies such as previewing content pages before reading (4.0), mentally summarizing key points (3.87), and utilizing tutorials for comprehension (3.84). These varied strategies yield an overall weighted mean of 3.79, reflecting the respondents' adaptive approach to reading challenges.

In Table 6, the reading habits of respondents show agreement in reading for pleasure (3.63), meeting academic requirements (3.47), and engaging in writing activities after reading (3.42). However, there was uncertainty regarding the frequency of book reading (2.53), novel consumption (2.79), interest in historical books (3.03), and visits to the library for course-related information (3.21). The weighted mean of 3.19 indicates an overall uncertainty in the respondents' reading habits.

Table 3. Attitude towards reading of pre-service teachers.

No.	Statement	Mean	Description
1	I always believed that reading was a good thing to do.	4.76	Strongly Agree
2	I have favorite subjects that I read about.	4.11	Agree
3	I enjoy reading when I know the plot.	3.92	Agree
4	Reading different books well will help me with my studies.	3.39	Agree
5	I do not enjoy reading if the story has difficult texts.	3.13	Uncertain
6	I feel there is too much to read in the literature course.	3.76	Agree
7	I find academic books difficult to read.	3.03	Uncertain
8	Reading helps me understand difficult topics.	4.45	Strongly Agree
9	If the assignment is interesting, I can read difficult book material.	3.82	Agree
10	If my instructor discusses something interesting that catches my attention, I will read more about it.	4.39	Strongly Agree
Weighted Mean		3.88	Agree

Table 4. Reading efficacy of pre-service teachers.

No.	Statement	Mean	Description
1	I think I can read well with understanding.	3.55	Agree
2	I read slowly and I have problems with understanding.	3.24	Uncertain
3	I can easily complete the reading assignments given to me.	3.61	Agree
4	I read slowly so it makes me tired and bored.	2.74	Uncertain
5	I have difficulty understanding words and sentences (50% or more) in my reading assignments.	3.16	Uncertain
6	I have often translated what I read into my dictionary before I understand.	3.5	Agree
7	I struggle to comprehend university-level texts, especially when they contain unfamiliar vocabulary.	3.03	Uncertain
8	I have difficulty extracting the main points from what I read.	3.18	Uncertain
9	When I read, I always share and explain what I understood with my friends and classmates.	3.95	Agree
10	I always find it difficult to answer questions based on readings assigned by teachers.	3.13	Uncertain
Weighted Mean		3.31	Uncertain

Table 5. Reading strategies of pre-service teachers.

No.	Statement	Mean	Description
1	I use a different reading approach when I read a novel compared to other types of texts.	3.39	Agree
2	Before I read a textbook, I look at its contents page.	4	Agree
3	The first thing I do when I see an unknown word is to look up the meaning.	4.21	Strongly Agree
4	I record new words and try to memorize them with their meanings.	3.61	Agree
5	I always take notes on important things in reading pieces.	3.61	Agree
6	When I am reading, I always underline or highlight parts that I think are important.	3.55	Agree
7	I use questions like why, what, and how to help me understand what I am reading better.	3.68	Agree
8	I always re-read the piece when I do not understand what I am reading.	4.13	Agree
9	I summarize the main ideas in my head as I read.	3.87	Agree
10	The tutorials helped me understand difficult concepts.	3.84	Agree
Weighted Mean		3.79	Agree

Table 6. Reading habits of pre-service teachers.

No.	Statement	Mean	Description
1	I read for pleasure.	3.63	Agree
2	I still read magazines and or newspapers.	3.24	Uncertain
3	I read at least one novel every month.	2.79	Uncertain
4	I always go to the university library to look for information related to my courses.	3.21	Uncertain
5	I always read my lecture notes.	3.37	Uncertain
6	I only read academic articles when I have an assignment.	3.47	Agree
7	I strictly follow my schedule in studying and reading.	3.24	Uncertain
8	I read a lot of historical books.	3.03	Uncertain
9	After reading, I started to write my story or reading piece.	3.42	Agree
10	I read 2-3 books a week.	2.53	Disagree
Weighted Mean		3.19	Uncertain

Finally, the respondents' reading challenges reveal both areas of concern and uncertainty, as shown in Table 7. They acknowledge difficulties with concentration (3.79), remembering or summarizing information (3.66), phonemic awareness, defined as the ability to recognize and manipulate individual sounds (phonemes) in spoken words (3.55), and

connecting ideas within passages (3.47). On the other hand, uncertainties emerge in relation to punctuation (2.87), responding to questions (2.84), and applying textual content to personal experiences (2.79). The overall weighted mean of 3.36 signifies uncertainty in the respondents' reading challenges

Table 7. Reading challenges of pre-service teachers.

No.	Statement	Mean	Description
1	I have trouble sounding out words.	3.45	Agree
2	I have experienced confusion between letters and the sounds they represent.	3.55	Agree
3	I sometimes ignore punctuation and comma while reading.	2.87	Uncertain
4	I experience confusion about the meaning of words in sentences while reading.	3.71	Agree
5	I sometimes experience a lack of concentration during reading.	3.79	Agree
6	I have experienced the inability to connect ideas in a passage.	3.47	Agree
7	I have trouble remembering or summarizing what I have read.	3.66	Agree
8	I experience difficulty in connecting what I have read to my prior knowledge.	3.45	Agree
9	I have difficulty applying the content of a text to a personal experience.	2.79	Uncertain
10	I have difficulty answering questions after reading.	2.84	Uncertain
Weighted Mean		3.36	Uncertain

Reading Competency of the Respondents

The results of the reading rate assessment conducted among the respondents after providing ample time to read the materials are shown in Table 8. All participants were instructed to read the passages aloud during the reading rate assessment, while the researcher timed and recorded their reading durations. This consistent oral reading approach ensured uniform measurement across respondents, although it is acknowledged that reading aloud may result in slower reading rates compared to silent reading. The findings revealed that the majority of respondents (92.11%) demonstrated a reading rate ranging from 121 to 181 words per minute, categorizing them as below-average readers on Custureri's (2014) reading speed benchmarks. In contrast, a small percentage (7.89%) displayed a reading rate of 120 words per minute or less, indicating significantly reduced reading fluency, which may reflect difficulties in automatic word recognition or processing speed. The mean reading rate of the respondents was calculated at 139.36, indicating an overall below-average reading rate among the participants.

The oral reading level of students revealed that the majority (33 or 86.84%) were independent with 97-100 reading scores, while only 5 (13.16%) have a word reading score of 90-96, which was described as instructional level (Table 9). The mean score was 97.59 described as independent.

The reading comprehension assessment results for pre-service teachers (Table 10) focused on their grasp of the reading materials. Among the 38 participants, there was a varied distribution of scores: one achieved an Outstanding score (2.63%), while another attained a Very Satisfactory rating (2.63%). Additionally, four participants were classified as Satisfactory, and five as Fairly Satisfactory. However, the majority (71.05%) did not meet the expectations, indicating room for improvement. With an average score of 63.42, the group collectively fell below the anticipated comprehension level, pointing to the need for additional support or interventions to enhance their reading skills.

Table 8. Reading rate of pre-service teachers (Custureri 2014).

Words per minute	Frequency (f) N=38	Percentage (%)	Interpretation
350 to 500 wpm	-	-	Above Average
240 to 350 wpm	-	-	College Level
181 to 240 wpm	-	-	Average
121 to 181 wpm	35	92.11	Below Average
120 and below	3	7.89	Poor; Slow
Mean	139.36		Below Average

Table 9. Oral reading level of pre-service teachers (DepEd 2018).

Word Reading Score	Frequency (f) N=38	Percentage (%)	Interpretation
97-100	33	86.84	Independent
90-96	5	13.16	Instructional
89 and below			Frustration
Mean	97.59		Independent

Table 10. Reading comprehension level of pre-service teachers.

Comprehension Score	Frequency (f) N=38	Percentage (%)	Interpretation
90-100	1	2.63	Outstanding
85-89	1	2.63	Very Satisfactory
80-84	4	10.53	Satisfactory
75-79	5	13.16	Fairly Satisfactory
Below 79	27	71.05	Did Not Meet Expectations
Mean	63.42		Did Not Meet Expectations

DISCUSSION

Reading Profile of the Respondents

Reading experiences. This study revealed a positive outlook on childhood reading experiences among the respondents, emphasizing the importance

of parental support and mother tongue instruction. Respondents frequently mentioned being encouraged by their families and having access to diverse reading materials such as storybooks, comic books, magazines, religious texts, and school textbooks, which contributed to the development of foundational

literacy skills. These findings are aligned with prior studies that underscore the importance of early exposure to reading in predicting academic achievement (Mol and Bus 2011; Price and Kalil 2019). Furthermore, access to school libraries—equipped with books, digital media, and educational technologies—plays a vital role in enhancing literacy skills, fostering information literacy, and promoting lifelong learning (Johnston-Rodriguez and Henning 2019; Ernst 2023).

Despite the positive experiences at home, the study revealed a tendency for students to underutilize library resources, which may hinder their readiness for academic-level reading in higher education. This underutilization may be attributed to limited library access, lack of awareness of available materials, or a preference for digital sources and mobile devices over traditional print resources. This points to a need for reimagined library services that reflect students' evolving interests and support the development of academic reading habits (Jayakumar and Tamilselvan 2016; Rahmi and Elviana 2022). Additionally, the discrepancy in teacher emphasis on the importance of reading for knowledge emphasizes the need for supportive pedagogical approaches to motivate students effectively (Brandt et al. 2021). Students engagement in activating prior knowledge before, during, and after reading—combined with collaborative learning—can enhance comprehension and deepen their ability to recognize connections between concepts (Hattan 2024).

These findings underscore the need to integrate early reading experiences into pre-service teacher education programs. Institutions must help future educators understand how personal reading backgrounds shape their teaching. At the same time, schools and libraries should design culturally responsive, engaging reading environments that bridge home and academic literacy. Strengthening these connections may empower pre-service teachers to sustain and model effective reading behaviors, ultimately fostering a deeper culture of literacy in classrooms.

Reading attitude. The study revealed pre-service elementary education teachers' positive attitude towards reading, emphasizing its importance and benefits. Their willingness to explore diverse topics and recognize reading as a tool for understanding complex subjects demonstrates a favorable disposition (Lim et al. 2015; Osisanwo 2016; Purnamasari et al. 2022). While they exhibit openness and a willingness to engage with various texts, reservations about challenging and academic materials suggest a potential lack of confidence in handling complex content (Fielding-Barnsley and Purdie 2005; Rahim 2013; Dania and Adha 2021).

Cultivating a positive attitude towards challenging texts can enhance critical thinking,

comprehension, and academic performance among students. Educators can facilitate this by incorporating engaging reading materials and activities to foster a view of reading as an enjoyable and rewarding experience. Encouraging a growth mindset around reading—where struggle is viewed as part of learning—can encourage students to persist and thrive in more rigorous reading situations.

The findings highlighted the importance of developing instructional approaches that build confidence and resilience in reading academically complex texts. Teacher education programs should provide pre-service teachers with structured opportunities to engage deeply with scholarly materials, alongside guided strategies that demystify academic language and enhance reading self-efficacy. By empowering pre-service teachers to approach difficult texts with curiosity rather than apprehension, such programs can enable them to model perseverance, cultivate critical reading habits, and promote deeper literacy engagement in their future classrooms.

Reading self-efficacy. Pre-service elementary education teachers exhibited varying levels of reading self-efficacy, which reflect their confidence in performing reading tasks. This variation likely stems from a combination of factors, including prior reading experiences, academic backgrounds, and individual learning styles. Their beliefs about their reading abilities may also evolve as they progress through coursework and gain practical field experience (Ciampa and Gallagher 2018). The findings suggest a need for targeted instructional support to address the specific areas where confidence is low, particularly in handling complex academic texts and responding to comprehension questions.

Although many respondents expressed confidence in collaborative learning settings and completing assignments, they struggled with advanced comprehension and fluency—skills essential for academic success and effective teaching (Fang 2016; Willegems et al. 2017; Amendum et al. 2018). This calls for greater emphasis on building vocabulary, developing comprehension strategies, and fostering critical reading skills. Structured peer collaboration and guided reading discussions can further enhance students' engagement and self-assurance in academic reading tasks (Helfrich and Clark 2016).

These findings underscore the critical role of language educators in shaping reading self-efficacy through instructional design. Teacher education programs must move beyond basic literacy instruction and offer explicit training in metacognitive strategies, academic vocabulary, and scaffolded engagement with challenging texts. Embedding these components into coursework not only builds technical reading proficiency but also empowers pre-service teachers to trust their ability to navigate complex material. In

doing so, they are better prepared to model confident reading behaviors, instill a growth mindset in their future students, and support learners across varying literacy levels.

Reading strategies. The study revealed a strong understanding of reading strategies among respondents, evident in their utilization of various techniques like looking up unknown words and summarizing main ideas. This suggests that pre-service teachers are aware of effective reading approaches and are willing to employ them. Their positive responses to tutorials further emphasize the value of seeking assistance, reflecting a proactive approach to learning (Akyol and Ulusoy 2010; Clark 2016; Aşıkcan et al. 2018).

However, the effectiveness of these strategies may vary depending on individual differences such as learning styles, linguistic background, and academic preparedness. As such, further research is needed to examine how these factors influence the application and success of reading strategies among pre-service teachers. A deeper understanding of these variations can help educators refine instructional methods to meet diverse learner needs more effectively.

These findings underscore the need for teacher education programs to formalize strategy instruction, not only by introducing techniques but also by contextualizing when, how, and why they should be used. Language educators should embed metacognitive strategy training into reading pedagogy, enabling pre-service teachers to reflect on their reading processes and adjust their approaches to suit different text types and learning contexts. Developing flexible, strategic readers will better prepare pre-service teachers to scaffold reading for their own students, particularly in classrooms with diverse language and literacy backgrounds.

Reading habits. The findings indicated diverse reading habits among pre-service elementary education students, with positive inclinations towards pleasure reading and post-reading writing. This suggests that many students find reading enjoyable and are willing to engage with it for personal fulfillment. However, variability in engagement across different reading activities stems from a complex interplay of factors, including personal preferences, academic demands, and individual routines. This highlights a mix of intrinsic and extrinsic motivations driving their reading habits (Uzum and Alincak 2021; Neno et al. 2022; Wijayanti et al. 2022).

Yet, some respondents expressed uncertainty around reading frequency and library usage, possibly due to limited exposure to diverse genres or a lack of consistent reading routines. This indicates a need to provide varied, accessible, and relevant reading materials to support engagement across academic and personal contexts (Akçay 2017; Jaelani and Holisah 2021). Promoting a wider range of reading

experiences can help pre-service teachers expand their literary horizons and deepen their connection with text.

These findings emphasized the role of teacher education programs in cultivating sustainable and reflective reading habits among future educators. Language educators should implement structured reading routines, genre exploration projects, and reading journals to foster habitual reading practices. Moreover, encouraging pre-service teachers to reflect on their own reading behaviors allows them to become more conscious readers—capable not only of improving their own literacy, but of intentionally modeling strong reading practices for their future students.

Reading challenges. The results revealed common reading challenges among pre-service teachers, including difficulty concentrating, summarizing, confusion with letter-sound relationships, and connecting ideas within a passage. These challenges pose significant obstacles to comprehension and learning, particularly in classrooms where teacher preparation is limited or learning environments are overcrowded. Such issues emphasize the need for targeted instructional support and the promotion of reflective reading practices to improve literacy outcomes (Kodi and Phindane 2022).

Additionally, uncertainties related to punctuation, responding to questions, and linking texts to personal experiences may result from varying cognitive and language proficiency levels. These challenges are particularly critical for educators teaching English Language Learners (ELLs), where effective instruction requires sensitivity to varied linguistic backgrounds and alignment with diverse cognitive processes (De Jong et al. 2013; Solikhah 2018).

These findings highlighted the urgent need for teacher education programs to embed diagnostic and remedial reading strategies into their training models. Language educators should equip pre-service teachers with tools to identify and respond to common reading difficulties—not only in their students but in themselves. This includes instruction in phonological awareness, summarization techniques, metacognitive strategies, and text-to-self connections. Furthermore, institutions must ensure that remedial supports such as reading clinics, peer tutoring, and strategy workshops are accessible to teacher candidates.

Reading Competency of the Respondents

Reading rate. The reading assessment revealed that a significant number of pre-service teachers have below-average reading rates, suggesting challenges in fluency and speed that may hinder their ability to process and comprehend text efficiently. These struggles are often associated with difficulties in concentration, summarization, and vocabulary acquisition (Washburn et al. 2011). Inadequate

exposure to diverse reading materials and limited opportunities for fluency-building practice may further contribute to these challenges, negatively affecting comprehension and overall academic performance (Macalister 2014). Individual differences in reading habits and cognitive engagement also influence fluency levels (Aybala 2017).

Importantly, these limitations have practical implications for future teaching practice, as reading fluency is critical in delivering instruction, modeling reading strategies, and supporting learners—especially those with reading difficulties (Meeks et al. 2016). Fluency is also essential for effectively teaching ELLs where pacing, prosody, and clarity play key roles in comprehension (Dixon et al. 2014; Calet et al. 2017).

These findings underscore the necessity for teacher education programs to integrate systematic fluency development into their literacy training. Language educators should incorporate guided repeated reading, performance-based reading (e.g., reader's theater), and speed-reading strategies as part of instructional coursework. Additionally, pre-service teachers should be provided with formative assessments and individualized feedback to monitor their progress and address fluency deficits early. Enhancing reading rate not only supports academic success but also ensures that pre-service teachers are well-prepared to serve as fluent, confident reading models for their future students.

Oral reading level. The oral reading level of pre-service teachers that was assessed through miscue analysis, reveals high proficiency, indicating fluency and confidence in vocalizing written text. This skill is fundamental to effective teaching, particularly in modeling proper pronunciation, phrasing, and reading flow for students (Dennis et al. 2016). However, despite strong oral performance, the disparity between fluent oral reading and slower silent reading rates highlights the need for balance between fluency and comprehension. Oral reading may mask underlying comprehension challenges, making it important to analyze both expressive ability and cognitive understanding (Albertini and Mayer 2011; Latham Keh 2016).

Those classified as independent readers, scoring between 97–100, exhibit strong fluency, which can support better comprehension outcomes. Yet, students scoring at the instructional level may still require targeted support to develop decoding, vocabulary, and automaticity, reinforcing the need for differentiated fluency instruction (Badawy 2024). Additionally, the assessment method's focus on miscues overlooks critical components such as intonation, pacing, and dialectal variation, all of which impact the effectiveness of oral reading.

These findings highlighted the importance of broadening oral reading assessments in teacher

education to include prosody, expression, and clarity—skills that are central to engaging classroom reading. Language educators should implement pronunciation training, expressive reading activities (e.g., poetry recitation, reader's theater), and peer feedback sessions to help pre-service teachers refine their delivery. Furthermore, addressing dialect-related articulation challenges through culturally responsive instruction can empower future teachers to read confidently and authentically model fluent, expressive reading that resonates with diverse learners.

Reading comprehension check. The comprehension assessment uncovered a range of scores among pre-service teachers, with most falling short of expected proficiency levels. Notably, 71.05% scored below 79, indicating inadequate comprehension. This aligns with Canoy and Loquias' (2022) study, revealing similar challenges among students in achieving reading comprehension standards. The emphasis on reading quantity over quality in some educational settings may hinder comprehension (Dickens and Meisinger 2016). While oral reading skills may excel, Trainin et al. (2015) note that comprehension levels can vary between oral and silent reading. This discrepancy suggests a need for balanced reading practices to foster comprehensive understanding.

Limited vocabulary and background knowledge can impede comprehension for pre-service teachers, impacting their ability to derive meaning from texts. Benevides and Peterson (2010) link higher comprehension scores to reading habits, early exposure to enjoyable reading, and frequent library visits. Enhancing reading comprehension demands a collaborative approach among researchers, educators, and policymakers, emphasizing the development of background knowledge, vocabulary, inferencing abilities, and comprehension monitoring skills throughout learners' educational journey (Elleman and Oslund 2019). Improving guidance on comprehensive reading strategies and promoting diverse text exposure can enhance pre-service teachers' comprehension skills.

The mean score of 63.42 underscores the group's overall struggle to meet expected reading comprehension levels, signalling a need to enhance the pre-service teachers' skills for effective teaching. The findings indicate the necessity for targeted support and interventions to boost reading comprehension abilities through innovative resources, training, and strategies. Reading comprehension involves complex cognitive skills, including word recognition and inference-making (Corso et al. 2024). Interventions targeting executive functions have demonstrated significant improvements in reading performance, particularly for students from low socioeconomic backgrounds (Corso et al. 2024). Programs that incorporate comprehension strategies, such as prediction and summarization, have

been effective. For instance, a study showed that 24 sessions of targeted reading comprehension intervention improved both fluency and comprehension, especially in narrative texts (Yang and Kim 2023).

Furthermore, research has shown that repeated reading aloud and immediate questioning post-reading significantly enhance comprehension levels among seventh-grade students, with notable progress in their reading abilities (Caabay et al. 2024). These findings underscore the urgency for teacher education programs to implement structured, research-based interventions that strengthen reading comprehension. Language educators must move beyond surface-level fluency instruction by integrating explicit strategy training—including metacognitive reflection, vocabulary development, and content-based reading across genres. Embedding practices such as reciprocal teaching, repeated reading with feedback, and scaffolded questioning into coursework can equip pre-service teachers with the cognitive and pedagogical tools needed for deep, reflective reading.

The study highlights a notable paradox: while many pre-service elementary education teachers demonstrate strong oral fluency, most struggle with reading rate and comprehension. This raises concerns about whether current programs adequately support the higher-order demands of reading, such as analysis, inference, and critical reflection. These gaps may stem from early reading experiences focused more on speed and accuracy than meaning-making. Without adequate exposure to academic texts or instruction in comprehension strategies, fluency may mask significant weaknesses in understanding.

This disconnect has critical implications for teacher preparation. Pre-service teachers who struggle with comprehension may lack the confidence and ability to effectively support student learning, potentially undermining literacy development in line with Sustainable Development Goal 4: Quality Education. Addressing these challenges requires a balanced, reflective approach to reading instruction—one that fosters fluency, deep comprehension, and lifelong learning habits.

To this end, teacher education programs should implement evidence-based strategies that build vocabulary, strengthen text analysis, and enhance metacognitive skills. Personalized instruction and diversified assessments—including evaluations of silent reading and prosody—are essential for meeting the needs of diverse learners. Reflective practices such as reading journals and peer discussions can further promote self-awareness and instructional readiness.

Although limited by a small sample size and simplified assessment tools, this study emphasizes the need for robust, inclusive literacy training. Future educators should be equipped with both technical and

critical reading skills to ensure that they are well prepared to foster meaningful, lifelong learning in their classrooms.

FUNDING

In-kind support was provided by Western Philippines University in the form of administrative assistance, access to facilities, and other institutional resources.

GENERATIVE AI STATEMENT

The researcher used generative artificial intelligence (AI) tools, including Grammarly and QuillBot, solely for language refinement and editing to improve clarity and readability. All intellectual content, data analysis, interpretations, and conclusions remain the original work of the authors, who take full responsibility for the integrity of the manuscript.

ETHICAL CONSIDERATIONS

In this study, the researcher further explained to the respondents the purpose of the study and confidentiality procedures, and requested their signatures of consent. Respondents' names remained anonymous and interview transcripts were assigned a random number as well as secure in the personal laptop with a password. The researcher assured the respondents to not engage in deception about the nature of the study nor share personal experiences with respondents during the survey.

DECLARATION OF COMPETING INTEREST

The author declares no competing interests.

ACKNOWLEDGMENTS

The author would like to express her sincerest gratitude to the respondents to measure their reading profile. Likewise, gratitude is directed to the two anonymous reviewers for the valuable suggestions that greatly improved this paper.

REFERENCES

- Akçay A. 2017. A research on book reading habits of Turkish teachers. *Journal of Education and Training Studies*. 5(10):43-53. <https://doi.org/10.11114/jets.v5i10.2609>
- Akyol H, Ulusoy M. 2010. Pre-service teachers' use of reading strategies in their own readings and future classrooms. *Teaching and Teacher Education*. 26(4):878-884. <https://doi.org/10.1016/j.tate.2009.10.026>

- Albertini J, Mayer C. 2011. Using miscue analysis to assess comprehension in deaf college readers. *Journal of Deaf Studies and Deaf Education*. 16(1):35–46. <https://doi.org/10.1093/deafed/enq017>
- Amendum SJ, Conradi K, Hiebert E. 2018. Does text complexity matter in the elementary grades? A research synthesis of text difficulty and elementary students' reading fluency and comprehension. *Educational Psychology Review*. 30(1):121–151. <https://doi.org/10.1007/s10648-017-9398-2>
- Aşıkcan M, Pilten G, Kuralbayeva A. 2018. Investigation of reflecting reading comprehension strategies on teaching environment among pre-service classroom teachers. *International Electronic Journal of Elementary Education*. 10(4):397–405. <https://doi.org/10.26822/iejee.2018438129>
- Aybala C. 2017. Primary school pre-service teachers self-assessed competency level of teaching how to read in Turkey. *Educational Research and Reviews*. 12(17):855–859. <https://doi.org/10.5897/ERR2017.3325>
- Badawy WME. 2024. The effectiveness of a differentiated instruction-based program for developing english reading fluency among preparatory. *Faculty of Education Journal (Al-Arish)*. 12(37):237–264. <https://doi.org/10.21608/foej.2024.334405>
- Benevides T, Peterson SS. 2010. Literacy attitudes, habits and achievements of future teachers. *Journal of Education for Teaching*. 36(3):291–302. <https://doi.org/10.1080/02607476.2010.497375>
- Boakye NANY. 2017. Exploring students' reading profiles to guide a reading intervention programme. *English Language Teaching*. 10(7):158. <https://doi.org/10.5539/elt.v10n7p158>
- Brandt L, Sharp AC, Gardner DS. 2021. Examination of teacher practices on student motivation for reading. *The Reading Teacher*. 74(6):723–731. <https://doi.org/10.1002/trtr.1999>
- Caabay MaT, Martinez L, Valdestamon J, Aguhayon H. 2024. Intervention to enhance reading comprehension skills of Grade 7 students through background knowledge activation, repeated readings, reading aloud, and asking questions. *International Journal of Education and Teaching Zone*. 3(1):50–59. <https://doi.org/10.57092/ijetz.v3i1.154>
- Calet N, Gutiérrez-Palma N, Defior S. 2017. Effects of fluency training on reading competence in primary school children: The role of prosody. *Learning and Instruction*. 52:59–68. <https://doi.org/10.1016/j.learninstruc.2017.04.006>
- Canoy D, Loquias A. 2022. Identifying reading miscues and reading performance in the oral reading verification test in english: basis for an intensive reading program. *International Journal of English Language Studies*. 4(4):38–46. <https://doi.org/10.32996/ijels.2022.4.4.6>
- Ciampa K, Gallagher TL. 2018. A comparative examination of Canadian and American pre-service teachers' self-efficacy beliefs for literacy instruction. *Reading and Writing*. 31(2):457–481. <https://doi.org/10.1007/s11145-017-9793-6>
- Clark S. 2016. An exploratory study examining the influence of the number of reading methods courses on pre-service and in-service teacher perceptions of ability to teach reading. *Asia-Pacific Journal of Teacher Education*. 44(2):125–141. <https://doi.org/10.1080/1359866X.2015.1066492>
- Concepcion RJ. 2024. Intentionality of junior high school teachers on reading comprehension difficulties among grade nine learners: a phenomenological study. *EPRA International Journal of Environment Economics, Commerce and Educational Management*. 11(6):78–84. <https://doi.org/10.36713/epra17372>
- Corso HV, Corso LV, De Salles JF. 2024. Intervention in reading comprehension skills. In: Cardoso CDO, Dias NM, editors. *Neuropsychological Interventions for Children - Volume 1*. Cham: Springer Nature Switzerland. p. 181–191. [accessed 2025 Feb 4]. https://doi.org/10.1007/978-3-031-53586-4_13
- Custureri MC. 2014. READING: increasing reading SPEED. [accessed 2025 July 11]. <https://www.slideserve.com/rosie/reading-increasing-reading-speed>
- Dania R, Adha AD. 2021. The challenges of using online authentic materials in reading classroom for first-year EFL students: Bandung, Indonesia. *Advances in Social Science, Education and Humanities Research*. 546:433–436. <https://doi.org/10.2991/assehr.k.210427.066>
- De Jong EJ, Harper CA, Coady MR. 2013. Enhanced knowledge and skills for elementary mainstream teachers of english language learners. *Theory Into Practice*. 52(2):89–97. <https://doi.org/10.1080/00405841.2013.770326>
- Dennis MS, Bryant BR, Calhoun MB. 2016. Oral reading miscues and their relation to silent reading comprehension in children with and without learning disabilities. *International Journal for Research in Learning Disabilities*. 3(1):47–60. <https://journals.ub.uni-koeln.de/index.php/IJRLD/article/view/1864>
- DepEd (Department of Education). 2018. *The Philippine Informal Reading Inventory Manual 2018*. Pasig City, Philippines. <https://ia903103.us.archive.org/18/items/PhilIRIFullPackage/V1/Phil-IRI%20Full%20Package%20v1.pdf>
- Dickens RH, Meisinger EB. 2016. Examining the effects of skill level and reading modality on reading comprehension. *Reading Psychology*. 37(2):318–337. <https://doi.org/10.1080/02702711.2015.1055869>
- Dixon LQ, Wu S, Burgess-Brigham R, Joshi RM, Binks-Cantrell E, Washburn E. 2014. Teaching english reading: what's included in the textbooks of pre-service general education teachers? In: Harwood N, editor. *English Language Teaching Textbooks*. London: Palgrave Macmillan UK. p. 111–141. [accessed 2025 Feb 4]. https://doi.org/10.1057/9781137276285_4
- Elleman AM, Oslund EL. 2019. Reading comprehension research: implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*. 6(1):3–11. <https://doi.org/10.1177/2372732218816339>
- Ernst MI. 2023. The Crucial Role of School Libraries in Influencing Children's Literacy and Learning. *Journal of Childhood Literacy and Societal Issues*. 2(1):32–39. <https://doi.org/10.71085/joclsi.02.01.26>
- Fang Z. 2016. Forum: teaching close reading with complex texts across content areas. *Research in the Teaching of English*. 51(1):106–116. <https://doi.org/10.58680/rte201628687>
- Fielding-Barnsley R, Purdie N. 2005. Teachers' attitude to and knowledge of metalinguistics in the process of learning to read. *Asia-Pacific Journal of Teacher Education*. 33(1):65–76. <https://doi.org/10.1080/1359866052000341133>
- Hattan C. 2024. Supporting students' knowledge activation before, during, and after reading. *The Reading Teacher*. 77(6):861–869. <https://doi.org/10.1002/trtr.2322>
- Helfrich SR, Clark SK. 2016. A comparative examination of pre-service teacher self-efficacy related to literacy instruction. *Reading Psychology*. 37(7):943–961. <https://doi.org/10.1080/02702711.2015.1133466>
- International Literacy Association. 2025. *Standards for the preparation of literacy professionals*. *Literacy Worldwide*. [accessed 2025 Feb 4]. <https://www.literacyworldwide.org/get-resources/standards/standards>
- Jaelani A, Holisah F. 2021. A survey of pre-service english teachers' reading habits of english text. *Journal of English Language Learning*. 5(2):7–18. <https://doi.org/10.31949/jell.v5i2.3200>
- Jayakumar R, Tamilselvan NT. 2016. High school students' reading habits—A user study of the study l'école Internationale, Puducherry, India. *International Journal of Library & Information Science*. 5(1):69–78.
- Johnston-Rodriguez S, Henning MB. 2019. Pre-service teachers' perception of financial literacy curriculum: national standards, universal design, and cultural responsiveness. *Education Sciences*. 9(1):34. <https://doi.org/10.3390/educsci9010034>
- Kodi Z, Phindane P. 2022. Investigating challenges faced by intermediate phase educators in the teaching of reading in english fal. A case study of selected primary schools in

- nylstrom circuit. In: Education and New Developments 2022 – Volume I. inScience Press. p. 572–576. [accessed 2025 Feb 4]. <https://doi.org/10.36315/2022v1end127>
- Latham Keh M. 2016. Understanding and evaluating English learners' oral reading with miscue analysis. *Journal of Adolescent & Adult Literacy*. 60(6):643–653. <https://doi.org/10.1002/jaal.625>
- Lim HJ, Bong M, Woo Y-K. 2015. Reading attitude as a mediator between contextual factors and reading behavior. *Teachers College Record: The Voice of Scholarship in Education*. 117(1):1–36. <https://doi.org/10.1177/016146811511700116>
- Liu K, Robinson Q, Braun-Monegan J. 2016. Pre-service teachers identify connections between teaching-learning and literacy strategies. *Journal of Education and Training Studies*. 4(8):93–98. <https://doi.org/10.11114/jets.v4i8.1538>
- Macalister J. 2014. Teaching reading: research into practice. *Language Teaching*. 47(3):387–397. <https://doi.org/10.1017/S026144481400007X>
- Meeks L, Stephenson J, Kemp C, Madelaine A. 2016. How well prepared are pre-service teachers to teach early reading? A systematic review of the literature. *Australian Journal of Learning Difficulties*. 21(2):69–98. <https://doi.org/10.1080/19404158.2017.1287103>
- Moats L. 2009. Knowledge foundations for teaching reading and spelling. *Reading and Writing*. 22(4):379–399. <https://doi.org/10.1007/s11145-009-9162-1>
- Mol SE, Bus AG. 2011. To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*. 137(2):267–296. <https://doi.org/10.1037/a0021890>
- NAEYC (National Association for the Education of Young Children). 2025. Early childhood program standards. National Association for the Education of Young Children. [accessed 2025 Feb 11]. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/2025_early_childhood_program_standards.pdf
- NCTE (National Council of Teachers of English). 2007. 21st-century literacies: research clips. National Council of Teachers of English. [accessed 2025 Nov 2]. <https://cdn.ncte.org/nctefiles/resources/policyresearch/21stcenturyclips.pdf>
- Neno H, Emanuel U, Yulita D. 2022. Teachers' reading habits and their effect on the students' literacy. *English Review: Journal of English Education*. 10(3):811–820. <https://doi.org/10.25134/erjee.v10i3.5705>
- Neuman SB, Cunningham L. 2009. The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal*. 46(2):532–566. <https://doi.org/10.3102/0002831208328088>
- OECD (Organisation for Economic Co-operation and Development). 2019. PISA 2018 results (volume II): where all students can succeed. OECD Publishing. [accessed 2025 Feb 4]. <https://doi.org/10.1787/b5fd1b8f-en>
- Osisanwo A. 2016. Positivity towards reading as a tool for better academic performance. *Research on Humanities and Social Sciences*. 6(19):39–43.
- Pace Miles K, Fletcher A. 2023. Improving vulnerable populations' emergent reading outcomes by training preservice teachers in an evidence-based program. *Journal of Research in Childhood Education*. 37(3):442–462. <https://doi.org/10.1080/02568543.2023.2211645>
- Price J, Kalil A. 2019. The effect of mother–child reading time on children's reading skills: evidence from natural within-family variation. *Child Development*. 90(6):e688–e702. <https://doi.org/10.1111/cdev.13137>
- Purnamasari I, Kudadiri S, Damanik ESD. 2022. Student attitude toward connecting strategy in reading. *Yavana Bhasha: Journal of English Language Education*. 5(1):61–71. <https://doi.org/10.25078/yb.v5i1.732>
- Rahim PRMA. 2013. Pedagogy for meeting the challenges of tackling reading amongst university students. *Procedia - Social and Behavioral Sciences*. 107:72–79. <https://doi.org/10.1016/j.sbspro.2013.12.401>
- Rahmi L, Elviana. 2022. Peran perpustakaan sekolah dalam mempromosikan budaya baca di sma sebagai strategi peningkatan literasi siswa. *Jurnal Ilmiah Bahasa dan Sastra Indonesia*. 1(2):66–74.
- Rosales MaJ. 2024. Reading motivations, strategies, and interventions of teachers in bridging learning gaps. *Diversitas Journal*. 9(1_Special). https://doi.org/10.48017/dj.v9i1_Special.2967
- Shaw P. 1994. The effects of teacher training on pre-service elementary education majors' conceptual framework of reading. *Reading Horizons: A Journal of Literacy and Language Arts*. 34(3):216–233. https://scholarworks.wmich.edu/reading_horizons/vol34/iss3/3
- Solikhah I. 2018. Insufficient preparation of teaching reading: what should teacher challenge? *IJOLTL: Indonesian Journal of Language Teaching and Linguistics*. 3(3):71–84. <https://doi.org/10.30957/ijotl-tl.v3i3.499>
- Trainin G, Hiebert EH, Wilson KM. 2015. A comparison of reading rates, comprehension, and stamina in oral and silent reading of fourth-grade students. *Reading Psychology*. 36(7):595–626. <https://doi.org/10.1080/02702711.2014.966183>
- Uzum H, Alincak F. 2021. Investigation of book reading habits of teacher candidates. *The Eurasia Proceedings of Educational and Social Sciences*. 23:104–108. <https://doi.org/10.55549/epess.1071454>
- Van Der Boom E, Jang EE. 2018. The effects of holistic diagnostic feedback intervention on improving struggling readers' reading skills. *Journal of Teaching and Learning*. 12(2):54–69. <https://doi.org/10.22329/jtl.v12i2.5105>
- Vansteelandt I, Mol SE, Van Keer H. 2022. Pre-service teachers' reader profiles: stability and change throughout teacher education. *Journal of Research in Reading*. 45(1):1–19. <https://doi.org/10.1111/1467-9817.12378>
- Washburn EK, Joshi RM, Binks Cantrell E. 2011. Are preservice teachers prepared to teach struggling readers? *Annals of Dyslexia*. 61(1):21–43. <https://doi.org/10.1007/s11881-010-0040-y>
- Wijayanti E, Mujiyanto Y, Pratama H. 2022. The influence of the teachers' reading habit on their teaching practice: a narrative inquiry. *English Education Journal*. 12(2):205–214. <https://doi.org/10.15294/ej.v12i2.56256>
- Willems V, Consuegra E, Struyven K, Engels N. 2017. Teachers and pre-service teachers as partners in collaborative teacher research: a systematic literature review. *Teaching and Teacher Education*. 64:230–245. <https://doi.org/10.1016/j.tate.2017.02.014>
- Yang M, Kim B. 2023. Improvement of reading fluency through reading comprehension intervention: A pilot investigation. *The Korea Learning Disabilities Association*. 20(3):87–109. <https://doi.org/10.47635/KJLD.2023.20.3.87>

Responsible Editor: Dr. Jennifer T. Diamante