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During the past decade reading beliefs have changed from a product orientation that included the decoding of orthographic symbols to a process orientation that involves keeping all forms of communication whole. Additionally, current research clearly demonstrates that reading strategies must go beyond the printed page (Tierney and Pearson, 1983; Rumelhart, 1985; Goodman, 1986). The pedagogy of reading has also changed from teacher directed, skill building strategies to student entered process oriented strategies (Tierney and Pearson, 1983; Rumelhart, 1985). In essence, reading beliefs and practices have been expanded to include total literacy development (Levine, 1982). Despite the preceding, many reading educators continue to use traditional lecture methods to teach process oriented strategies to elementary preservice teachers (Brazee and Kristo, 1986). Lecture methods provide ineffective models for putting these strategies into practice as they put students in passive roles, and ultimately minimize learning. In order to help preservice teachers learn to use process oriented strategies, those strategies should be used to teach reading methods courses (Schuman and Relihan, 1990). In other words, reading educators need to incorporate

instructional strategies into their own teaching that model the theory they teach (Prenn and Scanlon, 1991). This article will describe a project that sought to sample 1) the theoretical perspective preferred by elementary reading educators, and 2) instructional strategies used by elementary reading educators to teach reading methods courses.

Currently, whole language and interactive perspectives dominate the pedagogical field of literacy development. Whole language, according to Goodman (1986), is more of a philosophy than a prescribed methodology; however, it does at least strongly imply a framework for instruction. The framework weaves together the components of language — reading, writing, listening, and speaking — by actively involving learners in authentic experiences in meaningful social settings. Reading skills are not taught as ends in themselves but, rather, as facilitators of communication. Interactive models of reading stress the use of four cueing systems — syntactic, semantic, graphophonic, and schematic. Readers employ the cueing systems interactively as they read and are provided thereby with "four avenues of understanding at the same time" (May, 1990, p. 33). They use their knowledge of sentence structure, word meaning, phonics, and background knowledge simultaneously to hypothesize and infer text meaning (Rumelhart, 1985; Pearson and Johnson, 1978).

Given that the prevalent theory and practice which supports contemporary reading instruction has changed from a product model to a process model (Glazer, Searfoss, and Gentile, 1988) one might conclude that the instructional practices used to teach reading methods courses have changed also. However, reform efforts at the college level have been slow. For example, course content often lacks adequate instruction in pedagogy and application experiences (Deal and Chatman, 1989); teacher educators often do not model

effective teaching strategies (Raths and Katz, 1982); and information is delivered primarily by teacher lecture and independent reading assignments (Kelly and Farnan, 1990). Such dissonance between course content and instructional practices clearly diminishes instructional effectiveness (Stover, 1990). Recommendations for overcoming persistent instructional practices used in preservice teacher preparation courses appear in the professional literature.

One recommendation emphasizes the need for preservice teachers to learn pedagogy by experiencing it as students themselves. Smith (1983) emphasized that "the first essential component of learning is the opportunity to see how something is done. I shall call such opportunities 'demonstrations,' which in effect show a potential learner 'this is how something is done'" (p. 102). Demonstrations actively engage students in content and process, thus providing an instructional model that students can use in their own classrooms. Goodlad (1991) suggested that preservice teacher training courses should emphasize putting theory into practice rather than separating theory from practice. He further suggested that analysis of practice should precede knowledge of theory. For example, preservice teachers may experience a strategy as students themselves then use theory to analyze that experience in terms of their own learning.

Efforts to implement the above recommendation in teacher training courses are beginning to appear in literature. Courses have been designed to help students learn how to create a reading-writing classroom by using reading-writing-peer conferencing experiences within the course itself (Lehman, 1991). Lessons have been developed to help students learn inductive reasoning by using inductive teaching in the lesson delivery (Neubert and Binko, 1991). A teaching model has been used to help preservice teachers learn content and

provide a process teaching model by incorporating cooperative learning with prereading, during reading, and postreading strategies (Kelly and Farnan, 1990). It appears that some reading educators are examining ways that instructional practices can be made compatible with espoused theory. During periods of reform, reading educators expect theory and research to *inform* practice; however, it is difficult to gauge the extent to which theory and research are *applied* to practice. Therefore it is critical that snapshots be taken which reflect change in teaching practices across the nation. Do reading educators subscribe to whole language and other interactive perspectives? Are reading educators using instructional strategies which are consistent with these perspectives? In an attempt to answer these questions, the following objectives for this study were identified: 1) to examine elementary reading faculty's preferred theoretical perspectives of teaching reading, and 2) to examine elementary reading faculty's preferred instructional strategies.

Methodology

A two-part questionnaire was developed for use in this project. Part one elicited descriptive information by asking respondents to indicate their rank, institution, number of reading methods courses they taught per semester, number of years they have spent in higher education, and percent of their time spent in research and writing. Respondents were then asked to identify in writing their personal theoretical perspective for teaching reading. They were provided examples which were representative of whole language, interactive, and skill-based orientations. Part two of the questionnaire included a list of 24 instructional strategies commonly described in current reading methods textbooks and reading journals. (See Tables for the strategies list.) Interactive, traditional, and whole language strategies were included, and space was provided for respondents to write any frequently

used strategies that had not been included. Respondents were asked to indicate how frequently they used each strategy during instruction by circling the appropriate number on a 3 point Likert Scale (1= *rarely*, 2 = *occasionally*, 3 = *often*). The questionnaire was mailed to elementary reading faculty in 200 teacher training institutions including comprehensive universities, regional universities, and colleges located in each of the 50 United States. Responses were returned in a stamped envelope and anonymity for respondents preserved.

Results

Ninety-four reading faculty from 41 states returned the completed survey. Frequencies and percentages were computed based on the number of responses. Of the responding group, 44 (47 percent) taught at comprehensive universities, 25 (27 percent) at regional universities, 25 (27 percent) at colleges, and their ranks ranged from instructor to professor. Forty-seven (50 percent) indicated that they had taught in higher education for 10 years or less, and 47 ((50 percent) for more than 10 years. Sixty-one (65 percent) respondents reported spending less than 20 percent of their time in research and writing, and 79 (84 percent) taught two to four classes per semester. In response to question one, *What is your philosophical perspective for teaching reading (whole language, interactive, skills, etc.)?*, seven categories emerged (see Figure 1). Thirty-two (34 percent) respondents indicated they preferred whole language, 28 (30 percent) an interactive approach, and 20 (21 percent) described themselves as eclectic. Two (2 percent) respondents advocated the transactive perspective, 7 (7 percent) preferred a combination of whole language and interactive, and 2 (2 percent) indicated a skills based preference, 2 (2 percent) identified a combined skills based and interactive preference, and 1 declined to answer the question.

Figure 1: *Number of Responses*

Theoretical Perspectives
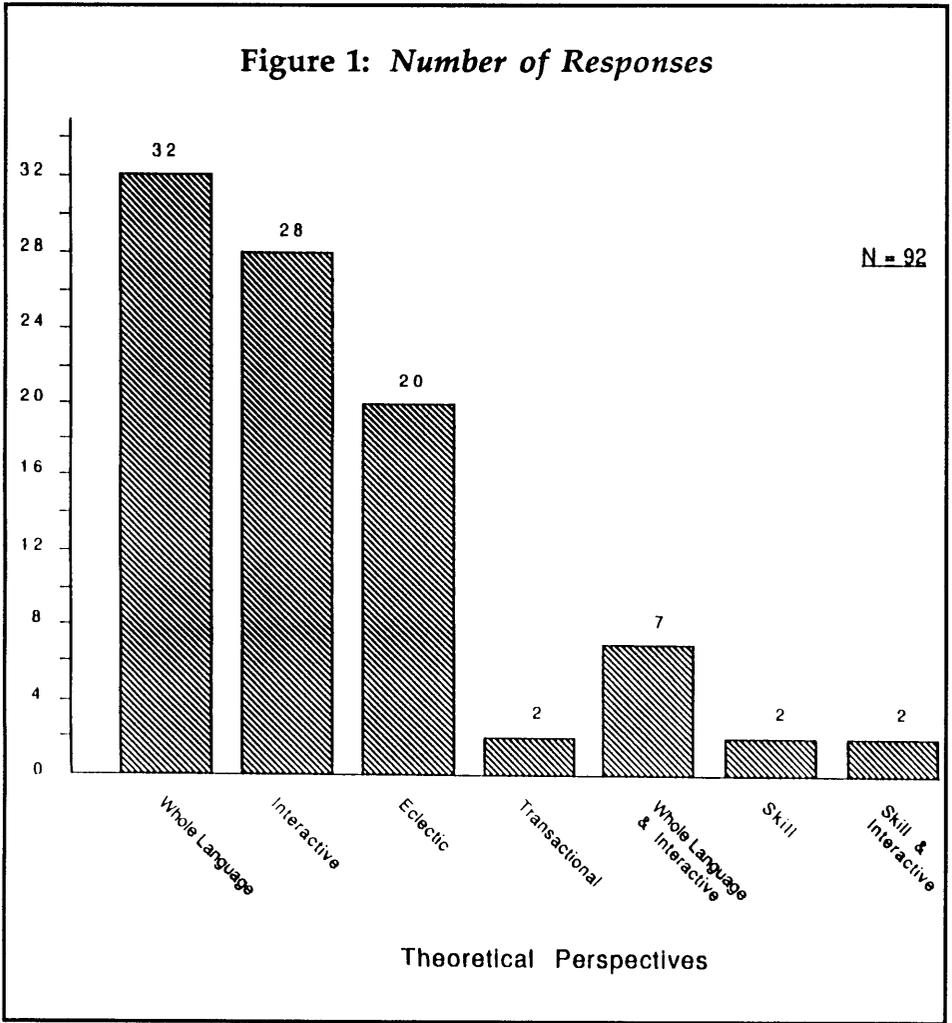
In response to the survey's second request, i.e., *identify strategies you use to teach reading methods courses and how frequently you use them*, frequencies and percentages were also computed.   Since the majority of respondents formed three groups — whole language, interactive, or eclectic preferences — only those groups' practices were examined in detail. Percentages were computed for each group's responses that were based on the number of teachers in the entire group who reported that they used the strategy (see Tables 1, 2, and 3).

Table 1
Reported Use of Reading Strategies
by Whole Language Respondents (n = 32)

| | Percent of Responses | | |
Strategies	Rarely	Occasionally	Often
1. Assigned reading	0	9	91
2. Cooperative learning (Slavin/Johnson)	19	34	47
3. Teacher demonstration	3	31	66
4. DRA (Directed Reading Activity	44	38	19
5. Dramatization/role-playing	43	44	13
6. DRTA (Directed Reading-Thinking)	31	31	38
7. Exit slips	65	22	13
8. Guided practice	35	41	25
9. Journal writing	25	16	59
10. Lecture	28	47	25
11. Literature group discussions	34	38	28
12. Newspapers, magazines, etc.	60	28	13
13. Audio-visuals (transparencies, tapes, videos, etc.)	9	31	59
14. Pen pals	72	6	22
15. Prereading techniques	16	50	34
16. Question levels (high/low)	18	28	53
17. Questioning placement (pre, post, interspersed)	41	31	28
18. Reading aloud to students	18	25	56
19. Semantic mapping/webbing	13	38	50
20. Small group activities/projects	0	22	78
21. Peer teaching	37	34	28
22. Small group discussions	9	25	66
23. Study strategies	31	56	13
24. Theme cycles	46	32	21

Of the respondents (n = 32) who indicated they espoused whole language, 50 percent indicated using nine strategies "often" as follows: 1) assigned reading, 91 percent; 2) small group activities/project, 78 percent; 3) teacher demonstration, 66 percent; 4) small group discussions, 66 percent; 5) journal writing, 59 percent; 6) audio-visuals (tapes, videos, etc.), 59 percent; 7) reading aloud to students, 56 percent; 8) question levels (high/low), 53 percent; 9) semantic mapping/webbing, 50 percent. Of the respondents (n = 28) who indicated they preferred an interactive approach, 50 percent indicated using eight strategies "often" as follows: 1) assigned reading, 89 percent; 2)

lecture, 68 percent; 3) question levels (high/low), 64 percent; 4) teacher demonstration, 64 percent; 5) small group activities, 61 percent; 6) semantic mapping/webbing, 54 percent; 7) audiovisuals (tapes, videos, etc.), 50 percent; 8) small group discussions, 50 percent.

Table 2
*Reported Use of Reading Strategies
by Interactive Respondents (n = 28)*

Strategies	Percent of Responses		
	Rarely	Occasionally	Often
1. Assigned reading	0	11	89
2. Cooperative learning (Slavin/Johnson)	11	57	32
3. Teacher demonstration	0	36	64
4. DRA (Directed Reading Activity	28	36	36
5. Dramatization/role-playing	50	36	14
6. DRTA (Directed Reading-Thinking)	25	43	32
7. Exit slips	74	22	4
8. Guided practice	29	46	25
9. Journal writing	18	39	43
10. Lecture	11	21	68
11. Literature group discussions	57	36	07
12. Newspapers, magazines, etc.	68	21	11
13. Audio-visuals (transparencies, tapes, videos, etc.)	14	36	50
14. Pen pals	93	4	4
15. Prereading techniques	7	46	46
16. Question levels (high/low)	4	32	64
17. Questioning placement (pre, post, interspersed)	15	37	48
18. Reading aloud to students	31	38	31
19. Semantic mapping/webbing	4	43	54
20. Small group activities/projects	4	36	61
21. Peer teaching	30	48	22
22. Small group discussions	7	43	50
23. Study strategies	32	39	29
24. Theme cycles	65	31	4

Of the respondents (*n* = 20) who indicated they preferred an eclectic approach, 50 percent reported using six strategies "often" as follows: 1) assigned reading, 85 percent; 2) question levels (high/low), 65 percent; 3) semantic mapping/webbing, 60 percent; 4) small group activities/project, 60 percent; 5)

teacher demonstration, 50 percent; 6) question placement (pre, post, etc.), 50 percent.

Table 3
Reported Use of Reading Strategies
by Eclectic Respondents (n = 20)

Strategies	Percent of Responses		
	Rarely	Occasionally	Often
1. Assigned reading	5	10	85
2. Cooperative learning (Slavin/Johnson)	5	50	45
3. Teacher demonstration	5	45	50
4. DRA (Directed Reading Activity	35	35	30
5. Dramatization/role-playing	60	25	15
6. DRTA (Directed Reading-Thinking)	35	45	20
7. Exit slips	83	17	0
8. Guided practice	20	45	35
9. Journal writing	35	35	30
10. Lecture	25	40	35
11. Literature group discussions	35	40	25
12. Newspapers, magazines, etc.	40	55	5
13. Audio-visuals (transparencies, tapes, videos, etc.)	25	35	40
14. Pen pals	85	10	5
15. Prereading techniques	30	35	35
16. Question levels (high/low)	0	35	65
17. Questioning placement (pre, post, interspersed)	15	35	50
18. Reading aloud to students	10	60	30
19. Semantic mapping/webbing	10	30	60
20. Small group activities/projects	10	30	60
21. Peer teaching	35	40	25
22. Small group discussions	10	45	45
23. Study strategies	20	50	30
24. Theme cycles	45	30	25

Discussion

Current trends in reading education support the importance of students being active participants in learning and whole language and interactive perspectives provide a basis for active learner involvement. Collectively these two perspectives emphasize that the learner should build new knowledge on existing schema structures, construct personal meaning during reading experiences, and develop rational

hypotheses and inferences through interaction with text. This study indicated that many reading faculty appear to embrace theory that supports active engagement in learning; however, traditional teaching practices were also evident.

In general, results indicate that reading faculty who reported the whole language preference also reported using teaching strategies that increased learner involvement to a greater extent than did other participants. First, they reported using lecture *less* often than participants advocating the interactive and eclectic perspectives. Twenty-five percent of the whole language advocates reported using lecture often; whereas 68 percent of the interactive and 35 percent of the eclectic advocates reported using lecture often. Second, the whole language advocates appeared to provide preservice teachers with opportunities to learn in social situations by frequently using small group activities/projected (78 percent), and small group discussions (66 percent). The whole language group was the only group to report the use of journal writing (59 percent). Since journal writing provides a medium for integrating reading and writing, it is crucial that preservice teachers experience this strategy as well as understand the rationale which supports it (Schuman and Relihan, 1990). Finally, the whole language advocates indicated frequent use of reading aloud to students (56 percent). When reading educators read aloud to preservice teachers, they not only model a very powerful strategy, but they facilitate and foster love of good literature in the college classroom (Packman, 1991).

Although there were several differences in reported use of instructional strategies among the three groups, there were some similarities. Overall, assigned reading was the most frequently used instructional strategy. Traditionally, assigned readings have served as a predominant informational

delivery system (Kelly and Farnan, 1990). The practice seems to be standing the test of time in most college classrooms regardless of the instructor's philosophical perspective.

Another strategy all three groups identified as using often was teacher demonstration. If preservice teachers are to value and later use specific strategies, reading educators must model the strategies they deem important (Schuman and Relihan, 1990). In summary, results of this survey indicate a decided change in the preferred theory and strategies related to teaching reading methods courses. As noted earlier, 34 percent of the participants indicated a strong commitment to whole language, while only 2 percent advocated a skills based approach. Similar change is also evident in the elementary classroom. Smith, Rinehart, and Thomas (1991) surveyed 491 elementary schools across the United States, finding that within the past four years, four-fifths of the schools surveyed had implemented some whole language practices in the classroom. However, teachers reported a need for more information about whole language applications. Although the instructional practices used by reading educators in this survey appear to incorporate some strategies consistent with prevalent reading perspectives, traditional college teaching practices persist. First, though lecture was not identified as an instructional practice used often by whole language or eclectic advocates, 68 percent of the interactive advocates reported using it often. In addition, assigned reading and questioning were used frequently. Second, descriptive data indicated that courses dealing with literacy education (reading, language arts, children's literature) were taught separately in 75 percent of the institutions represented in the survey. Of the 32 (34 percent) respondents who advocated whole language, 23 (72 percent) reported that literacy courses were taught separately while only 9 (28 percent) indicated an integrated or combined format. Integration is a major theme within whole language philosophy, and the continued practice of fragmenting literacy

courses is inconsistent with holistic views. Literacy educators cannot expect to convey the importance of holistic, integrated literacy teaching when they do not practice it themselves (Short and Burke, 1989; Ross, 1992).

Preservice teachers learn more than theory and philosophy in their methods courses. They learn how to teach, and they tend to teach in their classrooms as they were taught (Short and Burke, 1989; Packman, 1991). If reading educators want beginning teachers to use current strategies in their teaching, they need to incorporate those strategies in their own teaching of reading methods courses (Kelly and Farnan, 1990; Packman, 1991). Much of what we learn, we learn because it has been experienced. Instructional strategies that are experienced in college classrooms have a powerful impact (Schuman and Relihan, 1990). Preservice teachers do look to their college teachers for examples, and, as we have seen in this present study, there are consistencies and inconsistencies in the messages they are receiving.

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