

Challenges in Learning Phonics and Phonemic Awareness: Case Studies of Pre-Service Elementary Teachers

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Abstract: This qualitative multi-case research study explored the experiences of pre-service teachers learning phonics and phonemic awareness (PPA) in a literacy methods course. Data were collected from pre- and post-test scores, literacy life maps, semi-structured interviews, and course questionnaires. Findings suggest pre-service teachers with limited prior knowledge struggled with learning PPA but were able to overcome the challenges. Participants perceived their preparedness and confidence in teaching PPA had grown through the course. Participants noted the benefits of hands-on practice with PPA.

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Introduction

In 1999, Congress convened the National Reading Panel to synthesize the research on the most effective components of literacy instruction. The findings of the study document five key components of the reading process, namely phonics, phonemic awareness, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development, 2001). The five components continue to be essential not only for students to learn to read but also for pre-service teachers to learn as part of teacher preparation programs (Hudson et al., 2021).

While each of the five components are essential, phonics and phonemic awareness (PPA) are particularly important for pre-service teachers who will instruct emergent or struggling readers (Moats, 2014). Learning to read is a complex process; students need direct instruction in understanding how spoken sounds transfer to written text (Castles et al., 2018). Through phonemic awareness instruction, beginning readers learn to isolate speech sounds in spoken words (Ehri, 2022; Mesmer & Kambach, 2022). Through phonics instruction, students learn to map speech sounds to letters to read and spell words (Ehri, 2021; Mesmer & Kambach, 2022). Pre-service teachers need to understand how to teach these critical parts of literacy.

Literacy methods courses in teacher preparation programs incorporate instruction in phonics and phonemic awareness. However, many pre-service teachers struggle with learning PPA, graduating with limited content knowledge (Cheesman et al., 2009; Washburn et al., 2011). Pre-service and in-service teachers can grow in their understanding of PPA when given the opportunity (McCutchen et al., 2002; Washburn et al., 2016). Thus, literacy

methods courses must continue to enhance PPA instruction for pre-service teachers (Ehri & Flugman, 2018).

Pre-service teachers in literacy methods classes possess differing levels of content knowledge and experience with PPA. Some pre-service teachers learned to read from a phonetic approach. Others learned to read through whole language without explicit phonics instruction. Still others may have learned to read through a phonetic approach but have forgotten basic language constructs. While learning PPA is a challenge for all pre-service teachers, the difficulty may be exacerbated by limited prior knowledge. Pre-service teachers not only need to understand the content but also must be able to teach it to others. According to the Peter Effect, teachers are unable to teach what they themselves have not learned (Applegate & Applegate, 2004; Binks-Cantrell et al., 2012).

Review of the Literature

The Necessity of PPA for Pre-Field Teachers

Teachers need to have a deep understanding of PPA for students to experience literacy success (Moats, 2009; Wong-Fillmore & Snow, 2000). A teacher's knowledge of phonics-related concepts can impact students' success in reading (Al Otaiba & Lake, 2007; Carlise et al., 2011; McCutchen et al. 2009; Piasta et al, 2009). Pre-field and in-service teachers can learn the needed content through university training and professional development (Bose, 2018; Washburn et al., 2016; Washburn et al., 2011). Pre-service teachers feel their course work emphasizes PPA (Salinger et al., 2010), but studies on textbooks and syllabi reveal that college literacy classes may not use the most effective literacy strategies (Joshi et al.,

2009). Given the importance of PPA for beginning and struggling readers, it is critical that teacher preparation programs provide a strong foundation for pre-service teachers in PPA (Ehri & Flugman, 2018).

Pre-Field Teachers Struggle with Learning PPA

Numerous studies over the past two decades show that pre-field teachers lack proficiency in basic language constructs (Washburn et al., 2016). Salinger et al. (2010) found pre-field teachers (n=2237) correctly answered only half of the questions on alphabets. Washburn et al. (2011) found that two-thirds of the pre-field teachers scored below 60% on an assessment of phonological, phonemic and morphemic awareness. Bose (2018) found that while pre-service teachers grew in their knowledge of PPA, they only answered 72% of questions correctly on the course post-test.

The Importance of Prior Knowledge

According to the constructivist theory, humans learn new information by building on existing knowledge (Unrau & Alvermann, 2013). The activation of prior knowledge facilitates the learning process (Ambrose et al., 2010). Activating prior knowledge can be problematic in higher education when students need to learn content for which they have no prior knowledge; thus, students' levels of prior knowledge should be considered as part of the instructional process (Hailikari et al., 2008).

Purpose

The main purpose of this study was to explore the impact of limited prior knowledge in PPA on the success of pre-

field elementary teachers learning PPA in a literacy methods course. Secondly, this study also sought to understand the factors which help or hinder the successful acquisition of PPA. Finally, the study analyzed the perceptions of pre-field elementary teachers toward the importance of PPA and their preparedness to teach it.

Methodology

As this study aimed to explore the experiences of pre-service teachers with limited background knowledge in PPA, Yin's (2014) multiple-case study procedure was selected. Following this model, each case, or pre-service teacher, served as an individual unit. After the data was collected for each case, single reports were written to summarize the findings of the individual cases. A multi-case summary report was generated to allow for cross-case analysis and the identification of themes. This final step provided a holistic analysis (Yin, 2014).

Participants

The participants in the study were purposefully selected from a literacy methods course at a large, private university in the mid-Atlantic region. Each semester approximately seventy pre-service elementary education teachers enrolled in one of three identical sections of a literacy methods course. The course had a PPA proficiency requirement to pass the class.

Study participants were chosen based on two criteria. The first selection criterion was a low pre-test score. Students who scored at the bottom range across all three sections were tagged as possible participants. The second selection criterion was the pre-service teacher's willingness to sign an IRB-approved consent form to participate in the study. Individuals tagged with a low pre-test score were sent letters of

invitation to participate. Those that responded were sent a consent form. Seven individuals agreed to participate by signing the consent form. All seven were white females whose first language was English. All were elementary education majors, with two majoring in both elementary education and special education. Five were juniors, and two were sophomores. Each participant was assigned a number and pseudonym.

Data Collection

The data were collected over a period of fifteen weeks. Four data sources were utilized for each individual case. A modified version of the Survey of Basic Language Constructs (Binks-Cantrell et al., 2012) was administered as a pre-test on the first day of class and as a post-test on the last day. This survey contained multiple-choice and fill-in-the-blank questions related to PPA, such as how many phonemes or how many syllables were in a word. Results of the pre- and post-test are presented in Table 1. The second source of data came from the literacy life maps created in the second week of the course. In this

assignment, pre-service teachers reflected on their own experiences with reading and writing (See Appendix A). Pre-service teachers drew an icon and wrote a paragraph about five different time periods in their lives, namely first memories, early childhood, elementary, middle/high school, and college years. This assignment allowed pre-service teachers to consider how their own literacy development contributed to their beliefs about literacy instruction. The third instrument of data collection was semi-structured interviews. The interviews loosely followed an interview protocol with 12 questions (see Appendix B) and were conducted by a student worker during the last three weeks of the semester. The interviews were recorded and transcribed. Transcriptions were returned to participants for member-checking. The fourth data source was the end of course questionnaire. The questionnaire was distributed to students as a Google form on the last day of class. The questionnaire contained demographic questions and questions related to the pre-service teacher's experience with PPA in the course.

Table 1: *Pre- and Post-Test Scores*

Participant	Pre-Test	Post-Test	Point Growth
Jane	27	44	17
Mary	28	38	10
Susan	28	51	23
Diane	31	39	8
Kim	32	58	26
Lisa	34	59	25
Karen	36	45	9

Data Analysis

The four data sources for the individual participants were compiled into a written case report. The reports were reviewed by three coders, namely a university professor, a PK-12 practitioner, and a student worker. The coders read the case reports noting repeated themes across the data sources and unique features of the cases. The coders created a multi-case summary chart with the findings from each case (see sample in Appendix C). The coders used the summary chart for the cross-case analysis and identification of cross-case themes.

Results

Case #1: Jane

The results of Jane's pre-test and post-test scores showed a 17-point growth from the beginning of the semester to the end. This was above the mean point growth of 11 points for the course. In Jane's literacy life map, she shared that her parents read to her as a child. She also remembered playing vocabulary games and having a genuine love for reading. During the interview, Jane reported that she didn't learn phonics as a child, but she believes phonics is essential to help children learn to read. She shared that phonics is more in-depth than she knew, commenting that it is hard to acquire if you haven't learned it before. She felt it was important to study PPA and benefited from the professor reviewing the material in class. She felt prepared to teach PPA in the future. On the questionnaire, Jane wrote that the phonics content was challenging. On average, she spent 30-60 minutes studying PPA each week.

Case #2: Mary

Mary had a 10-point growth from the pre-test to the post-test, slightly less than the average point growth for the course. On her literacy life map, Mary shared that her mom read to her as a child. She remembered playing with magnetic letters and having an interest in books. Mary had difficulty learning to read. Due to the help she received from a reading specialist, she now wants to help struggling readers. During the interview, Mary again shared that she struggled to put reading together as a child. She remembered learning rhyming words but not phonics. At the beginning of the course, she felt lost with so many new terms. She believes PPA is very important for children and should be taught with kinesthetic, hands-on activities. Personally, she feels she needs more time to review PPA before teaching as the pace of the course was fast. On the questionnaire, she noted learning phonics required a lot of time as she studied 30-60 minutes per week.

Case #3: Susan

Susan grew 23 points. In her literacy life map, she wrote she was homeschooled and taught to read by her mother. She hated reading until she got to middle school; then, she began to love it. During her interview, she explained she never learned explicit phonics. She remembered reading was word by word not sound by sound. She was taught to point to the words and go across, first words, then sentences. She shared that the course was difficult at first. PPA was not complicated, but it took time to learn. She felt visuals and class activities helped her. She believes it is important for children to learn PPA to understand how language works. On the questionnaire, she noted that the course was challenging, but she learned a lot. She spent approximately 60-90 minutes studying a week but will need additional practice before teaching PPA.

Case #4: Diane

Diane showed an eight-point growth, less than the average point growth for the class. Through her literacy life map, she shared that her parents read to her as a child and she remembered reading groups in school. She didn't like reading as a child but loves reading in college. During the interview, Diane shared memories from her childhood such as literature circles, sight words, syllables and making words. She indicated that the course helped her as she thought she already knew phonics but realized she had forgotten it. She continued to struggle with concepts such as diphthongs and digraphs. She believes phonics is important for life. On the questionnaire, she shared learning phonics was a positive experience. She spent two hours a week studying and feels prepared to teach PPA, but she needs to continue practicing.

Case #5: Kim

Kim had a 26-point growth, well above the course mean growth of 11 points. On her literacy life map, she wrote about her parents reading to her as a child and her enjoyment of stories. By third grade, she struggled with comprehension and no longer enjoyed reading. In tenth grade, she had a great teacher and began to enjoy reading again. In the interview, Kim shared that she attended a private school which placed a heavy emphasis on phonics instruction. At the beginning of the course, she thought she knew phonics but discovered there was much she did not know. She learned a lot and has seen the importance of phonics. She began implementing phonics strategies with her siblings. She feels teachers need to be able to explain how language works. On the questionnaire, Kim indicated that learning PPA was a positive but challenging experience as she spent 30-60 minutes a

week studying. She felt the course prepared her to teach PPA in the future.

Case #6: Lisa

Lisa had a 25-point growth. On her literacy life map she described how her parents read to her. She remembered her teacher loved reading so she did too. During her field experience in freshman year, she observed how a teacher's excitement for reading caused children to love reading. At the interview, Lisa shared memories of learning to read by memorizing the alphabet, sounding out words, singing phonics charts, and playing letter games. She learned a lot in the course, especially about phonemes and morphemes. She benefited from hands-on practice activities. She believes PPA is an important life skill. On the questionnaire, Lisa shared that learning phonics was a positive but challenging experience as she spent one and a half to two hours a week studying. She feels prepared to teach PPA in the future.

Case #7: Karen

Karen gained nine points, scoring below the mean point growth. On her literacy life map, she wrote about her mom reading to her and playing with magnetic letters on the refrigerator. She struggled with reading in middle school and received extra support. She started to enjoy reading in college. During the interview, she shared she attended an extra program in school which focused on phonics. She didn't remember much except for letter cards with sounds and vowels. She felt she learned a lot in the course, but it was harder for her since she didn't learn the material in her childhood. She believes phonics is important. The hands-on activities were helpful, but she would benefit from more practice. Learning PPA in college has been challenging as she

spent 30-60 minutes studying each week, but she feels prepared to teach it.

Cross-Case Themes

Following Yin's (2014) multiple case design, the seven cases were examined across cases to identify themes. Each coder identified the top five themes from the data (see Table 2). The themes from each coder were reviewed and color-coded to identify repeating themes. Themes that were mentioned by two or more coders were retained. Using the list of retained themes, the university professor returned to the data to determine the frequency of each theme (see Table 3).

Two themes were mentioned by all participants. First, all participants shared that learning PPA was challenging for them. Mary stated during her interview, "The first assessment was hard. I was clueless." Susan commented that "it is overwhelming at first because I had to stop thinking of words as whole pictures and break it down into individual parts." Jane shared, "The quizzes were kind of hard, but I think that not having any background before this was definitely a struggle too." Second, despite struggling with the content, all participants felt they had grown and were prepared to teach PPA at the end of the course. This was evidenced by the growth each participant made from the pre- to post-test, but it was also mentioned in the interviews. For example, Karen shared "I do feel prepared because we went over it a lot and practiced it so much." Later in the interview, she said, "If you don't know it, you won't be able to teach it well." The students realized that learning

PPA was not only about content knowledge but also about practical application in the classroom. Diane shared, "I learned a lot...I am better prepared to explain to a student who might wonder why these sounds go together." Susan was excited that she got to see what she was learning in class about PPA being taught in her practicum and in the daycare where she worked.

Another two themes were mentioned by six of the seven participants. Participants shared that they found hands-on practice of PPA very beneficial to their success in learning the material. For example, Mary stated in her interview, "I am a kinesthetic learner, so I need hands-on." Diane mentioned that the "little activities" in class helped her. Lisa shared that practicing PPA "like we are teaching it to a kindergartener" was beneficial for her. While not directly connected to learning PPA, six of the seven participants also shared their parents read to them as part of their literacy development. This was evidenced both in the literacy life maps and the interview transcriptions. Participants had memories of special times spent together enjoying books.

Five of the participants expressed that they had limited background knowledge in PPA. Some made explicit statements about the disadvantage they felt due to not having prior knowledge. For example, in the interview Karen shared, "If I had a better understanding of PPA, it would have been easier for me." Later she said, "Because I didn't remember it as a child, it was harder for me to learn." Similarly, Mary stated, "I don't remember learning phonics at all." In regards to the course pre-test, Susan said, "The pre-test was like a foreign language."

Table 2: Themes by Coder

Coder	Theme
Coder #1: University Professor	#1 Despite PPA being challenging, pre-service teachers can grow in their understanding of PPA. #2 Many struggled with reading as a child but had parents or others to help them. #3 Pre-service teachers mentioned they had limited background knowledge. #4 Pre-service teachers appreciated the hands-on experiences. #5 After the course, most pre-service teachers felt prepared to teach PPA.
Coder #2: PK-12 Practitioner	#1 Parents and teachers play an important role in the literacy development of young children. #2 Many pre-service teachers expressed that they did not like reading initially, but learned to enjoy it. Now, they are excited to teach it. #3 Many pre-service teachers do not remember learning phonics in elementary school and so they struggled with learning the course content. #4 The course content was helpful in learning PPA. They feel prepared to teach it. #5 The course discussion, quizzes, and practice activities were essential in comprehending the PPA concepts.
Coder #3: Student Worker	#1 Pre-service teachers struggled with PPA and morphemic analysis. #2 Pre-service teachers enjoyed the hands-on activities done in class. These activities helped prepare them to teach in a classroom. #3 A majority of the pre-service teachers felt more confident in PPA after this course. #4 Pre-service teachers feel like phonics should have a greater focus when students are learning to read. #5 There was some correlation between time spent studying and higher post-test scores.

Table 3: Theme Frequency Counts

Theme	Coder Frequency	Participant Frequency
The participants found PPA challenging and struggled with learning it.	3	7
The participants felt more prepared/more confident/had grown in PPA after the course.	3	7
The participants found hands-on practice of PPA beneficial.	3	6
The participants had parents who read to them/were part of their literacy development.	2	6
The participants had limited prior knowledge about PPA.	2	5
The participants struggled with reading growing up.	2	3

Key Findings

This study explored the impact of limited prior knowledge in PPA on the success of pre-field elementary teachers in a literacy methods course. All of the participants felt that learning PPA was challenging as evidenced in the interviews and end-of-course questionnaire. Some demonstrated greater gains than others on the post-test as the point growth ranged from eight to twenty-six. All participants demonstrated growth despite entering the course with limited background knowledge.

The study sought to determine what factors helped or hindered pre-service teachers with limited prior knowledge from successfully acquiring proficiency in PPA. Several participants mentioned in the interview and questionnaire that they were hindered because they did not learn phonics as a child. Participants also shared it was difficult to learn PPA as an adult who already knows how to read. The participants felt that in-class review and hands-on PPA activities assisted their learning.

This study sought to understand the perceptions of pre-field elementary teachers with limited prior knowledge toward the importance of PPA and their preparedness to teach it. Despite their own limited background in PPA, the participants perceived that PPA was very important for all children to learn as shared in the interviews. Participants felt prepared to teach PPA after the course as indicated on the end of course questionnaire. Some participants noted they would need additional practice before teaching; however, several had already begun using the concepts learned in class in practicum settings and in tutoring sessions.

Limitations

There are several limitations to this study. The participants in this study were purposefully selected from one university. Although multiple data sources were used to triangulate data, there is the potential for researcher bias. The use of three coders and participant checks of transcriptions served to mitigate this limitation. There is also potential bias due to the professor-student relationship that existed in this study. To reduce bias, all communication regarding the study was conducted by a student worker. The professor had no direct communication about the study with the participants.

Discussion

A primary theme from the study was the difficulty participants had in learning PPA. This aligns with other research in which pre-service teachers struggled with learning phonics (Bose, 2018; Salinger et al., 2010; Washburn et al., 2016; Washburn et al., 2011). The participants in this study grew in their understanding of PPA as evidenced by the interview, questionnaire, and test scores. This finding also compares with the findings of Bose (2018) and Salinger et al. (2010) which documented pre-service teacher growth in PPA through literacy methods courses. The pre-service teachers in this study reported feeling prepared to teach PPA at the end of the course. This finding is to be received with caution as some research shows pre-service teachers' self-perceptions regarding preparedness may be higher than their actual performance ability (Washburn et al., 2016; Washburn et al., 2011).

The findings of this study highlight the importance of PPA in literacy methods courses for elementary education pre-service teachers. The participants did not learn or

did not remember learning to read with phonics. Since learning PPA is essential for pre-service teachers (Enhri & Flugman, 2018; Hudson et al., 2021), direct instruction in PPA is needed in literacy methods courses. In addition to content knowledge, pre-service teachers need instructional experiences with PPA. Participants in this study emphasized the importance of coupling content knowledge with hands-on activities to practice teaching the concepts to students. Englert et al. (2020) found that pre-service teachers were more confident in their phonics knowledge when literacy coursework included field experience.

Finally, the findings of this study confirm the difficulty higher education students have in mastering concepts for which they have no prior knowledge. Similar to the findings of Hailikari et al. (2008), the use of pre-assessments can provide beneficial information at the beginning of a course for both professor and students. The professor can use the information to understand the needs of the students while the students can self-assess their own knowledge to determine the effort needed to succeed in the course.

Recommendations for Practice

Based on the findings discussed above, the following recommendations are provided for teacher educators designing literacy methods courses:

1. Incorporate pre-assessments or surveys at the beginning of the course to identify students who may need additional support with PPA.
2. Provide rich instruction in PPA with ample opportunities to practice challenging concepts in and out of class.
3. Utilize manipulatives and hands-on learning activities which simulate how to teach PPA to children.

4. Plan field experiences concurrent with PPA instruction.

Conclusion

Today's elementary students need teachers who are well-prepared in teaching reading. Teacher education programs must ensure the foundational components of reading are incorporated into literacy methods courses. The results of this study confirm that pre-service teachers struggle with learning phonics and phonemic awareness, but even those with limited prior knowledge can learn PPA with support and practice.

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Appendix A

Literacy Life Map Samples

1. first memories



When I first started talking I called everything daddy. I called my abuelo daddy. I called my baby doll daddy. Everything was called daddy. Every night before my mother and I went to bed, my mom would read to us, "Love You Forever."

2. early childhood

BIBLE

Clifford: The Big Red Dog

My mom would always have stories with my brother and I. She would read stories and if I had any books, she would read to me. I loved "The Big Red Dog" to me as well. It was one of my favorite books as a child.

3. elementary

I can remember in first grade having reading groups. It was usually a group of five people and we would pass the book around and read a paragraph or page each. Some included picture books and some did not. We would have to choose books to read on our own through elementary school, and I always chose June B. Jones.

4. middle/high

March: American Girl

In middle school we had to get five points in English. I always chose to read American Girl books. You would have to read the book then take a quiz in the library on the book to determine how many points you got for the book. A couple of my friends would read these books with me. In high school, I read a bunch of books including "To Kill a Mockingbird" and "The Hatebird". The Hatebird was such a good book. I didn't like reading much in high school, but I read this book several times.

5. college/teacher

I had to read so much throughout college and have learned to love reading because I know how important it is to education. I have been in numerous classrooms and had to read to students. It is important to show criticism when reading especially to elementary students. As a future educator, I will teach my students to love literacy. I will meet the needs of all my students and encourage the ones who may struggle with literacy. Literacy is used in so many aspects of a child and adults life, and I would want to teach this to my students.

Today's reading: Green Eggs and Ham

March: American Girl

First Memories

As a child, I remember watching **Between the Lions** on TV. The show was hosted by lions inside a giant library where they read stories and introduced reading skills. I always looked forward to the clip that talked about "cliff hangers".

Elementary

In third grade we did a book project on the book **The Hundred Dresses**. However, I remember really struggling to understand what the book was about. I was reading the pages, but not comprehending the story. Silly, she forced me away from enjoying reading as a child.

Middle School/High School

In seventh grade, I had an amazing English teacher. The course included multiple books that would be read over the whole year. I was not taking interest in this, but my teacher was going to have to walk with me in order to read and comprehend the literature that started letter because my favorite book was about war!

College/Teacher Education

I always struggled with reading the Bible for personal devotions. Once I came to Liberty, I was really encouraged to grow in my relationship with Christ and read my Bible daily. A verse I am reminded of every day is Luke 9:25.

Between the Lions

The Hundred Dresses

Early Childhood

The Berenstain Bears
By Stan and Jan Berenstain

My parents would read Berenstain Bear books to me before I went to bed. I had a whole collection of these books, and I loved hearing about the fun adventures.

Staying to stay, he him and take cross daily follow me.
Luke 9:25

Appendix B

Interview Questions

1. Describe memories of how you learned to read.
2. What role did phonics play in your learning to read?
3. Do you remember learning phonics? If so, what do you remember?
4. Describe your experience with learning phonics, phonological awareness, and phonemic awareness as a pre-field teacher? Describe your experience with learning phonics, phonological awareness, and phonemic awareness this semester.
5. How important do you think it is for children to learn phonics, phonological awareness, or phonemic awareness?
6. What have been some of the struggles you have faced with learning phonics, phonological awareness, or phonemic awareness this semester?
7. What have been some of the positive aspects about learning phonics, phonological awareness, or phonemic awareness this semester?
8. Why do you think the concepts of phonics, phonological awareness, or phonemic awareness are often difficult for pre-service teachers to grasp?
9. What factors do you believe contribute to the success or difficulty of pre-service teachers in learning phonics, phonological awareness, and phonemic awareness?
10. What recommendations do you, as a pre-service teacher, have for improving the instruction of phonics, phonological awareness, and phonemic awareness in a university literacy methods course?
11. At the end of the course, did you feel prepared (or will you feel prepared) to teach phonics, phonemic awareness, and phonological awareness. Why or why not? Explain your answer in detail.
12. Name two things that you feel would have helped you to be more successful in learning phonics, phonological awareness, or phonemic awareness.

Appendix C
Multi-Case Summary Chart Sample
Coder: PK-12 Practitioner

	Case #1: Jane	Case #2: Mary	Case #3: Susan	Case #4: Diane	Case #5: Kim	Case #6: Lisa	Case #7: Karen
Repeated themes across 4 data sources	-Adults read to her -Enjoyed reading and phonics in school -No longer remembers a lot of the phonics -Won a vocab contest -Loves reading -Feels confident to teach phonics -Learned a lot in the class that she didn't know -Excited to teach reading	-Adults read to her -Read to self -Difficult time reading as a young person -Clueless at beginning of class -Wants to help others learn -Pace of the class is fast	-Adults read to her -Did not like reading -Reading was a family activity -Didn't really learn phonics; just learned words -Wants to be a good reading teacher -Class material very helpful -Not confident yet to teach reading	-Adults read to her -Enjoy reading somewhat -Learned a lot from class -Valued the quizzes/class activities -Ready to teach others	-Adults read to her -Learned a lot from class -Bad experience in 3 rd grade -Enjoyed class activities -Learning to enjoy reading again -Enjoyed the class but was challenging -Ready to teach others	-Adults read to her - Remembers picking books to read -Second grade was a special time; enjoyed reading -Enjoys learning how to teach reading/phonics -Learned a lot in the class -Enjoyed class activities and practical application	-Read to self -Memories from 4 th grade -Struggled with reading -Enjoys reading more now -Learned a lot from class activities -Learning terms and meanings can be very confusing -Class material difficult -Confident to teach others
Unusual/unique features	-Very little phonics in school	-Requested second chance of quizzes -Wants to learn to help others who struggle	-Very little phonics if any in school	-Skills learned are applicable to life -Easy to confuse terms	-Early memories of learning phonics from TV shows -Bad experience in 3 rd grade turned her off to reading	-Enjoyed reading as a young person	-Enjoys reading more now -Learned a lot from class -Confident to help others
Other Notes	-Point Growth of 17 - Junior -1/2 to 1 hour	-Point Growth of 10 - Junior -1/2 to 1 hour	-Point Growth of 23 - Junior -1/2 to 1 hour	-Point Growth of 8 - Junior -2 to 2.5 hours	-Point Growth of 26 - Sophomore -1/2 to 1 hour	-Point Growth of 25 - Sophomore - Adding SPED -1.5 to 2 hours	-Point Growth of 9 - Junior - Adding SPED -1/2 to 1 hour