

Do Teacher Attitudes Impact the Implementation of Literacy Strategies in Content Area Classrooms?

In a survey of existing and emerging research salient to the impact of teacher attitudes on the utilization of literacy strategies in content area classrooms, a primary reason classroom teachers point to for not implementing content area reading strategies in their curriculums is that addressing reading challenges does not fit in a secondary classroom where content is king. Content area teachers often do not see a connection between literacy skills and content information acquisition. As such, many content area teachers struggle to buy into the teaching of reading strategies. Because teachers' beliefs and attitudes shape their professional postures and pedagogy, the influence of educators' beliefs is so strong that it frequently supersedes pre-service education and concept exposure and ongoing in service training. Content area teachers harbor a variety of beliefs, stemming from a multitude of factors, which act as operational barriers to implementation of literacy instruction in their classrooms.