

**Secondary Preservice Teachers' Attitudes toward and Experiences
with Sharing Their Writing with Students**

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Teachers are encouraged to be enthusiastic writing role models and to provide authentic reasons for students to write. The International Reading Association (IRA, 2010) states that middle and high school classroom teachers need to “display positive reading and writing behaviors and serve as models for students” (p. 44). Yet, writing instruction continues to be overlooked in this country’s 1300 schools of education. A course in writing instruction is not a specific requirement in most state teacher certification programs (National Writing Project and Nagin, 2003). Consequently, few secondary content area teachers have been prepared to include writing in their teaching (National Commission on Writing in America’s Schools and Colleges, 2003). The fact that 70% of students grades 4-12 have low proficiency in writing, reveals the need for positive writing instruction (Graham and Perin, 2007).

Writing enhances understanding and retention (Clark, 2007). Students are afforded an opportunity to clarify their thinking about a subject area topic by writing. Through the process of writing, students recognize what they know and what they still need to learn. Graves believes that “writing makes sense of things for oneself, and then for others” (cited in Bright, 1995, p. 36). Writing promotes intellectual growth as students connect their prior knowledge with new information and refine their concepts (Kresst & Carle, 1999). Writing promotes empowerment and dignity (Daisey & Jose-Kampfner, 2002).

The benefit of writing in secondary instruction to clarify thinking and empower, rests upon teachers who recognize its potential (Augsburger, 1998; McLane, 1990). Moreover, the capability of a teacher to include writing-to-learn activities in a classroom

with confidence and effectiveness rests upon the teacher's beliefs and attitudes toward writing and ability to develop instructional activities. Yet, Ada and Campoy (2004) have found that too many teachers, with whom they have worked, feared writing. How we perceive writing affects how we do it (Fletcher, 1993). There is a positive correlation between a teacher's perception of the value of writing within instruction and his or her own comfort level with writing (Faigley, Daly, & Witte, 1981). Teachers who do not like to write, compared to teachers with positive attitudes toward writing, ask their students to write less (Claypool, 1980), focus on grammatical correctness of writing rather than on the process of writing (Gere, Schuessler, & Abbott, 1984). In addition, they shun conferencing with students about writing (Bizzaro & Toler, 1986) and their own writing experience (Lane, 1993).

Theoretical Perspective

Writing apprehension is a construct that characterizes whether a person enjoys or avoids writing (Daly, Vangelisti, & Witte, 1988). The amount of writing apprehension a person possesses ranges from negligible to immense. Writing apprehension is exacerbated or diminished during a writer's schooling and other writing experiences, depending on whether the instructional environment is punishing or encouraging (Smith, 1982). Persons with high writing apprehension tend to select courses and careers that they think require little writing, seldom write for themselves, and have few writing role models (Reeves, 1997). Yet, Pajares (as cited in Blasingame & Bushman, 2004) found that writing apprehension did not predict writing achievement. This may be because negative self-talk, rather than writing capability, worsens writing apprehension (Madigan, Linton, & Johnson, 1996). Wachholz and Etheridge (1996) found that individuals with

high writing apprehension depended on teachers for affirmation and thought that writing was an innate talent rather than a practiced process.

Rasberry (2001) found that some of his secondary preservice teachers took pleasure in writing, but others were apprehensive or doubtful about it. He observed that preservice teachers' attitudes about writing did not align predictably with their content area either before or after his course. In a study (Daisey, 2009a), 27.4% of 124 secondary preservice teachers cited their middle or high school teachers as their most positive writing influence; while 24.2% cited their middle or high school teachers as their most negative writing influence. Only 4.8% thought that most of their teachers enjoyed writing. Of these preservice teachers, 39.5% "disagreed" or "strongly disagreed" that most teachers in their subject area believed it was their job to be a positive writing role model for their students. Furthermore, the mean for the statement "School administrators expect teachers in my subject area to be writers" was 6.47, on a 10-point scale. In another study, 51.3% of secondary preservice teachers drew their favorite writing experience in or for school (Daisey, 2010a), suggesting room for improvement for the use of writing in instruction.

Lortie (1975) thinks that "unless teachers-to-be are aware of their preconceptions and internalizations, the varieties of instructional methods they study may be wasted" (p. 231). Thus, preservice teachers need to examine their own writing identities (Lenski & Pardieck, 1999), as well as explore their own emerging identities as teachers of writing (Brooke, 1991). Gardner (2006) believes that if individuals are placed in new environments and are encircled by people with different perspectives, change in thinking is more likely to occur. This seemed evident in an earlier study (Daisey, 2009a) of 124 preservice teachers who increased their rating for the statement, "I think my future

students will enjoy the writing in my class,” by the end of a content area literacy course. These preservice teachers also increased the extent that they thought of themselves as writers. Perhaps this was because, by the end of the semester many focused on writing more for themselves than for school. This suggested that preservice teachers’ beliefs were malleable given positive experiences themselves (Cardarelli, 1992).

In an earlier study, Daisey (2009a) found that 88.71% of 124 secondary preservice teachers reported that they had shared something they had written with a friend or family member, but only 54.84% had shared their writing with a middle or high school student. Social interaction enhances learning (Vygotsky, 1978); hence, future teachers need an opportunity to talk about their writing with teenage students. Intervention and opportunity in teacher education instruction is required in order to encourage future teachers to share their writing with their students. Thus, the purpose of this study was to explore secondary preservice teachers’ attitudes about and experiences with sharing their content area as well as recreational writing with teenage students.

Research Questions:

1. What percent of preservice teachers enrolled in a field experience connected to a content area literacy course versus those not in a field experience, shared their content area and recreational writing with teenage students in school during the semester?
2. Were preservice teachers who enjoyed writing (or who were less writing apprehensive) more likely to share their content area and recreational writing than those who did not enjoy writing (or were writing apprehensive)?

3. Were preservice teachers in a field experience versus those not in a field experience more likely to enjoy writing or have less writing apprehension?
4. What did preservice teachers learn by sharing their writing and what advice did they have for other preservice teachers about sharing writing with students?

Methodology

Qualitative and quantitative methods were used in the design of this quasi-experimental study (Shadish, Cook, & Campbell, 2001), which took place at a Midwest university that produces a large number of educational personnel.

Participants

The participants in this study were 71 preservice teachers who were enrolled in a required secondary content area literacy course. These preservice teachers included 42 females, 29 males; including one Asian, one African-American, and 69 Caucasians. They represented a wide variety of subject areas including social studies (15), mathematics (10), English (10), special education (10), instrumental music (7), physical education (6), chemistry (2), integrated science (3), business/marketing (1), biology (1), art (1), French (1), Spanish (1), Japanese (1), technology (1), and physics (1). Of these preservice teachers, 48 were in a 30-hour field experience connected to the content area literacy course. The other 23 preservice teachers were not in the field experience because their majors were special education, music or physical education and had their own practicum.

The Assignment

During the semester all preservice teachers presented 3-minute tradebook projects and 3-minute biography projects (in their subject areas) which included their writing, to their classmates in the content area literacy course (see Daisey, 1996-1997). Those who were

in the field experience presented these two projects to classes of middle or high school students in their subject area (see Daisey, 2012). All preservice teachers, as part of the course, wrote a “how-to” book describing how to do something in their subject area. (See Daisey, 2003, 2010b). The preservice teachers in the field experience mentored a student individually in their cooperating teacher’s class by sharing their reading and writing. As one example of their content area writing, I suggested that they share drafts of their “how-to” book with students for their feedback about clarity and interest of content presentation. Those not in the field experience were encouraged to share their writing.

As a professor, I offered the class this biology (my undergraduate major) example of sharing writing within a content area. I showed the class my laminated and bound “how-to” book entitled, “How to Grow Birdhouse Gourds.” I created it in order to learn the life cycle of a flowering plant, one of the state’s science objectives. My book was written on yellow-orange paper and had a Native American motif border on each page. There was an empty package of seeds on the front cover with the title. There were sequentially ordered photographs and captions of my attempt to grow birdhouse gourds. In addition, there were pages with botanical information, uses for birdhouse gourds, tips on growing, pest control and harvesting tips, as well as information about drying, cutting and decorating gourds. There were photographs of decorated birdhouse gourds, a website address for the American Gourd Society, and a resource page. On the back cover was a photograph of me standing next to my birdhouse gourd trellis with my credentials for writing the book. I encouraged preservice teachers to share their “how-to” books first paragraph that was to grab a reader’s interest, rough drafts of steps and examples, revised drafts, their biographies and photographs, as well as finished illustrated book.

In an effort to suggest the variety of forms of recreational writing, I requested that preservice teachers draw a picture of themselves writing during their favorite writing experience. I asked them to write what they were writing, when they were writing it, why they wrote it, how they felt when they wrote it, and what their favorite writing experience suggested to them about how to include writing into their future instruction. I asked preservice teachers to share their drawings and talk about their experience with a classmate. I asked them to raise their hand if their favorite writing experience was in or for school. As in a previous study (Daisey, 2010a) about 50% of the preservice teachers raised their hand and I asked what they were writing. Preservice teachers noted the following: emails, children's books, dedication to late uncle, horror story, song, novel, movie, short stories, Christmas wish list, mother/daughter book, letter to a pen pal in Spain, travel notebook, notes about son's developmental milestones, letter to son for his high school graduation, and Father's Day card. I questioned preservice teachers what their favorite writing suggested to them for the use of writing as future teachers. They thought the importance of choice of topic and writing format, writing for a special moment, relevance, motivation, praise, pride, reflection, creativity, connecting place with writing, as well as including field trips and photographs with writing. Through this drawing activity and discussion, I suggested that favorite writing could be in or for school, while suggesting that writing could be for out-of school purposes. Although I urged preservice teachers to share their "how-to" book and content area writing with students, I did not urge them to share their recreational writing with students. This was because they might have felt this writing was private.

Data Source and Analysis

At the end of the semester, preservice teachers were asked to complete an anonymous survey that contained Likert-like and open-ended questions. (See appendix.). One question asked them to rate their enjoyment of writing through out their life on a 1-10 scale (1 = disliked; 10 = enjoyed). They also completed a pre and post writing apprehension scale, (see Lenski & Pardieck, 1999). The pre survey (administered on the first day of class) was an attempt to measure preservice teachers' apprehension about writing in general. The post survey measured their feelings about the "how-to" book (see Daisey, 2003, 2008, 2009b). Scores on the adapted Writing Apprehension Survey could range from 130 (low apprehension) to 26 (high writing apprehension).

Open-ended survey questions were read and reread to discover categories. My first readings were an inductive analysis focusing on the content of the surveys. I typed the answers for each survey question. Then as I read through them, I looked for key words that were repeated in preservice teachers' responses. I highlighted preservice teachers' quotes that illustrated each category. The categories and tallies of survey responses appear in the results section. I then rewrote the categories along the key words and looked for themes using constant comparison analysis (Corbin & Strauss, 2007). After considering the themes that emerged from preservice teachers' responses, I considered how these themes were connected into a pattern. The themes and patterns appear in the discussion section. In order to enhance the validity and reliability of the study, I had on-going conversations with another literacy methods professor who was the

chair of practicum experiences, as well as content teachers and preservice teachers during the semester. There was no disagreement about categories, themes, or patterns. I compared pre and post quantitative data by using dependent *t*-tests.

Results

More preservice teachers in the field experience shared their content area and recreational writing with students than those not in the field experience. (See Table 1). Preservice teachers both in the field experience and those not in the field experience who reported enjoying writing themselves, were more likely to share their content area writing and particularly their recreational writing. (See Table 2). Likewise, those with low writing apprehension also were more likely to share their content as well as their recreational writing. (See Table 3). However, the opportunity to be in a field experience appeared to be more essential than the reduction of writing apprehension to promote sharing of writing. For example, 17 preservice teachers in the field experience reduced their writing apprehension (based on their first day versus their “how-to” book writing apprehension survey scores) by 10 or more points. Of these 17 students, nine (52.94%) of them said that they shared their content area writing, but none of the 11 preservice teachers who were not in the field experience who lost 10 or more points of writing apprehension shared their writing. In the following section preservice teachers voiced their thoughts about sharing their writing with a class or an individual student. Unless noted, the preservice teacher quoted was in the field experience. Also, unless noted, the preservice teacher quoted did not have low writing enjoyment (LWE) or high writing apprehension (HWA).

What are preservice teachers' attitudes toward sharing their content area writing with teenage students?

Preservice teachers described their thoughts about sharing their content area writing with teenagers. The categories included the following: I think sharing provided students with writing examples. I felt awkward. I did not feel confident about my writing. It was helpful to get student feedback. It was helpful to motivate and excite students about writing. I felt comfortable and positive. My writing was not grade-level appropriate for students. (See Table 4).

Preservice teachers thought that sharing their writing provided students with writing examples. For instance one preservice teacher wrote, "It's VERY important to write right along with the students. I've never know many English teachers to share their writing with their classes." A preservice teacher with LWE felt it "helps students see the importance of writing and how easy or fun it can be. Math can be seen as dry and uninteresting, but there are plenty of writing projects that can excite and engage students." Other preservice teachers thought, "The students respond well-they see your process and know they can do it too." "Showing writing that I've written can give them personalized instruction that specifically applies to them." "I like sharing my writing about my subject area with students. I think it is important because they get to see what college-level writing looks like, and ask questions."

Some preservice teachers felt awkward or not confident about sharing their writing. For example several thought, "It's kind of pointless. The students don't care." "I didn't like it. It felt forced." "This is a lot more nerve-wracking than sharing reading because it's a bit like getting up in front of someone and singing a song." A preservice teacher

with HWA wrote, “I am not confident in my writing skills. I think some of the students are better writers than me.” A preservice teacher who was not in the field experience and who had HWA said, “I feel they will judge it and think negatively.”

Preservice teachers thought that student feedback was helpful. They wrote, “I like to share my writing with others because I feel it is an excellent way to get quality feedback.” “It was intimidating at first, but I revised positive feedback and it turned into a rewarding experience.” “The students are actually quite receptive to writing because they understand that they are helping you create something and have a voice in how things turned out.”

Preservice teachers felt that sharing their writing helped to motivate and excite students about writing. For example a preservice teacher with LWE and HWA noted, “I was okay with doing this although I do not enjoy writing! I picked pieces to share that I felt had a connection to the students and was interesting.” Two preservice teachers who were not in the field experience wrote, “Students have trouble feeling motivated to write-be a role model.” “It is important as it allows you to open your heart up to people through your words and through your music.”

Preservice teachers noted that they felt sharing their writing was comfortable and positive. A preservice teacher with LWE and HWA noted, “I was fine sharing my subject area because I know it so well and felt very comfortable sharing it.” A few preservice teachers believed that their writing was not grade-level appropriate for students. For instance a preservice teacher with LWE and HWA noted, “Honestly I don’t think it helped because my writing is at the college level with an extended vocabulary which they might not be able to understand.”

What are preservice teachers' attitudes toward sharing their recreational writing with teenage students?

Preservice teachers described their thoughts about sharing their recreational writing with teenagers. They included the following categories. I think that sharing could motivate and interest students to write. It is too personal to let students read. I do not write for fun. I am not confident in my writing. Students were not interested. I liked students' feedback. I think that sharing could help build a connection to a student. It is helpful for students to see a writing example. (See Table 5).

Preservice teachers thought that sharing their writing could motivate and interest students to write. For example preservice teachers wrote, "I enjoy it. It helps motivate my players." "I enjoy it. It makes students feel important and are inspired to write their own stuff-especially when they see it's ok to revise!" A preservice teacher with LWE thought, "This can show students writing isn't only for school and they can enjoy doing it on their own." Some preservice teachers felt that their recreational writing was too personal to let students read. For instance one said, "I do not share my writing with students other than music which I write." A preservice teacher who was not in the field experience who had LWE and HWA wrote, "If I write non-school related it's personal feelings that I don't want people to read." A preservice teacher who was not in the field experience said, "This may need to stay to yourself especially if it is an opinion paper."

A few preservice teachers noted that they do not write for fun. For example a preservice teacher with LWE and HWA explained, "I don't do writing outside of school so it's hard for me to have an opinion on that." Similarly, a preservice teacher who was not in the field experience with HWA said, "I don't write much out of school."

A few preservice teachers admitted that they were not confident in their writing. For instance one wrote, “This was a little nerve-wracking for me. The students were receptive (I showed two young boys) and they thought my topic was interesting.” A preservice teacher with HWA noted, “I feel the same or maybe even a little more nervous because at least that writing is academic. Recreational, creative writing feels a little more exposed.” A preservice teacher who was not in the field experience and had LWE said, “I think it would be beneficial but I have not done this. I’m not confident in my writing.”

A few preservice teachers thought that students were not interested in their writing. One observed, “[It was] pointless. They don’t care about my writing let alone want to read it.” Other preservice teachers sought students’ feedback. “I like writing so I enjoy sharing my writing with others for feedback and to generate discussion.”

A few preservice teachers felt that sharing their writing could help build a connection to a student. For instance one wrote, “ I think it’s important to share your writing with students. It gives the students a chance to get to know you.” A preservice teacher who was not in the field experience explained, “This is a time where you can truly express yourself and it could really make an impact on a student. It can create a bond between the student and presenter and it can get the student thinking.” Preservice teachers also thought that sharing their recreational writing was valuable because it offered students an example of writing. “It’s kind of a personal thing to share, but it’s good for students to see how I write and in the future what they can achieve.”

What content area writing did preservice teachers share with teenage students?

Of the 48 preservice teachers in the field experience, 36 shared their content area writing with students, and only two of the 23 preservice teachers not in the field

experienced shared their writing. The preservice teachers in the field experience reported sharing their “how-to” book, (44.4%), writing assignments from other courses (33.3%), writing from the content area literacy course (16.6%), and other writing of theirs (5.5%). For example a preservice teacher wrote, “I shared the ‘how-to’ book rough draft and biopoems. The ‘how-to’ book was a really great experience because [students] offered good suggestions and were quite interested in helping out.” Two preservice teachers with LWE and HWA noted, “I shared one of the analogies we wrote in class (see Daisey, 1993) with a female student. It was a great lesson that I thought would be good for her to learn. She responded positively.” “I shared a comic book chapter I had written for class. Student liked it. Thought it was impressive and kept it.” In contrast preservice teachers reported, “It was hard to motivate the students to read my work and give critiques. I don’t think they were particularly fond of assessing a teacher figure. Plus, I don’t think the writing was interesting to them as I thought it would be.” “I shared a writing I did for one of my history classes and it was overwhelming to the student. It was a paper with a subject they hadn’t learned about yet so they didn’t know what to do with it.” “I shared some scientific lab reports that I had written to show how much detail is needed. The student was kind of shocked how much work went into it.” Preservice teachers not in the field experience wrote, “I have written books about bullying and had the kids illustrate it.” “I wrote a letter to the band about my thoughts and feelings about band, what we do, and why we do it. It made people laugh and cry. It was awesome!”

What recreational writing did preservice teachers share with teenage students?

Of the 48 preservice teachers in the field experience, 14 said that they shared recreational writing, and three out of 23 preservice teachers not in the field experience

reported sharing their recreational writing. No preservice teacher with LWE or HWA reported sharing their recreational writing with a teenage student. Although I did not ask preservice teachers to specify whether they were sharing their writing with an entire class or with an individual student, it appeared that preservice teachers shared their content area writing to both entire classes as well as to individual students. However, it seemed that preservice teachers were more likely to share their recreational writing with individual students.

Of those preservice teachers in the field experience who did share, poetry was most often cited (42.86%), followed by content area literacy course class assignments (14.28%), lyrics (7.14%), and their coaching philosophy (7.14%). The two preservice teachers who were not in the field experience shared lyrics and a story about Judy Blume. Preservice teachers in the field experience noted, “I shared a children’s book I wrote about what cats do at home when you leave the house. He thought it was a fun read.” “I shared my poems with [my mentee] student that I wrote for fun. She thought it was very cool, and told me she wrote poetry too.” A preservice teacher not in the field experience noted, “I write little lines of music now and then and I share them with young drummers.”

What did preservice teachers learn as future teachers by sharing their writing related to their content area with teenage students?

The 35 preservice teachers out of the 48 in the field experience and three out of 23 not in the field experience described what they learned by sharing their content area writing to teenage students. The categories included the following. They learned how to provide writing examples and be a writing role model. They became aware of the need to share

engaging, short, grade-appropriate writing samples. They discovered that students provided useful feedback. Preservice teachers learned it was important to find relevant writing to share. They came to realize that students enjoyed and found a teacher's writing interesting. Preservice teachers encouraged other future teachers to share their writing with students. Some believed that students did not care about the writing shown. (See Table 6).

Preservice teachers thought that by sharing their writing, they could provide students with writing examples while serving as a role model. Two wrote, "I believe that this experience helped the student better understand my motivation. This exercise helped build rapport with this particular student." "Students seem interested because they understand that you are applying the same standards to yourself as you ask of them."

Preservice teachers learned that they needed to share engaging, short, and grade appropriate writing, while focusing on learning outcomes. For example two preservice teachers explained, "Be quick and precise. Tell them the importance of writing and the quick facts that you want them to get out of the writing experience. Be a guide to a greater writing goal." "Students need different levels of writing to challenge their thinking." In contrast another preservice teacher worried, "I enjoyed being able to specify content toward a specific class, but I was afraid I would end up confusing them by writing it instead of just explaining it normally. I could've used the same example verbally more effectively (math)."

Preservice teachers appreciated students' feedback about the writing. For instance a preservice teacher not in the field experience observed that, "[Students] are good critics. They offer valid suggestions." Preservice teachers learned the need to share writing that

was relevant to students. For instance a preservice teacher not in the field experience observed that, “Kids enjoy it when it is meaningful to what they are experiencing.”

Preservice teachers learned how to make sharing engaging. One who was not in the field experience thought that, “Fun interactions make experience more enjoyable.” Preservice teachers learned to have the confidence to share their writing with teenage students. One wrote, “Do it! Don’t be afraid to share.”

What did preservice teachers learn as future teachers by sharing their recreational writing with teenage students?

Fourteen preservice teachers in the field experience and three preservice teachers not in the field experience who answered this question, explained they had learned the following by sharing their recreational writing. I learned how to motivate and interest students. I have useful tips and advice about how to share writing with teenagers. I think that sharing makes teachers and writing real. (See Table 7). No preservice teachers with LWE offered advice.

A preservice teacher with HWA wrote, “Sharing all types of writing can encourage students to write for themselves and improve their writing skills.” One advised to “make sure the students know you and respect you first.” A preservice teacher learned to “Bring in examples. Open up. Never be afraid to show confidence. Project your voice and ask questions.” They discovered that “Sharing your own writing humanizes you. It shows you aren’t just a teacher, you’re a person too!” and that “Students enjoy seeing and writing by their teacher that isn’t school-related. They see the realness.”

What advice do preservice teachers have for future teachers in their content area about sharing writing related to their content area with teenage students?

Preservice teachers advised other future teachers to motivate students to write, show examples of writing, do it!, be a writing role model, and be cautious. (See Table 8). Some preservice teachers provided answers in more than one category.

Preservice teachers encouraged other future teachers to share their writing in order to motivate students to write. For example a preservice teacher with LWE and HWA said, “I feel it is very important to share writing in your subject area, so I would tell them to do this often....as long as students see your own examples, this will help them want to write their own stuff too.” Two preservice teachers advised to share writing that was “Short, fun and quirky,” and “Be humorous. Disguise all things academic as something that is fun and interesting.” Of importance, one preservice teacher explained that “Students might be more inclined to understand why they have to/should write if they see your writing(s).”

Preservice teachers advised other future teachers to show their writing examples. For instance one preservice teacher wrote, “Show them a step-by-step example of a writing piece that you are asking them to do.” A preservice teacher not in the field experience said, “Make time for it.” Preservice teachers urged other future teachers to be a writing role model. One noted, “When [students] have in class writing (poems and such) [you need to] write too!” They encouraged other future teachers to be confident and share their mistakes. “It is worth a try to share written work with your students even if you are not confident in your work. I think students will realize even you have to work hard to write well.” “Ensure that students see that you make mistakes and that not everyone is perfect that you’re all learning together.” “Students like to know what goes on in your

head. Reading your writing makes them more comfortable around you.” “Both the teacher and student can learn from it. It helps build a relationship.”

Preservice teachers offered cautions about sharing content area writing to teenage students. For instance, “Make sure you have a purpose behind the writing you share,” and “Be careful what you share. You don’t want to overwhelm them.” A preservice teacher who was not in the field experience warned, “Make sure that it is 100% appropriate.”

What advice do preservice teachers have for future teachers in their content area about sharing recreational writing with teenage students?

Preservice teachers offered future teachers advice about sharing their recreational writing. The categories included the following. “Do it!” Be careful what you share. Students may be motivated to write if you share your writing. It is possible to build a connection with a student by sharing writing. A student’s feedback is valuable. (See Table 9). Some preservice teachers offered advice in more than one category.

Preservice teachers encouraged other preservice teachers to discover the value of sharing their writing with teenage students. For example they observed, “Do it! Students will like it.” “Just as [with sharing] reading. I think it’s something that should be practiced more.” “Have students share theirs. I did and I was impressed by the work and attitude of the student.”

Preservice teachers warned other future teachers to consider carefully the writing they choose to share. For instance they advised, “Make sure it’s appropriate.” “Be careful, personal or recreational writing, may contain your personal bias about things without you even realizing it. This needs to be avoided.” “Be careful what you share because there is a line between student/teacher relationships and I don’t think it’s proper to share some

personal writings like a diary.” A preservice teacher not in the field experience wrote, “Some people prefer professional distance, while others prefer a vulnerable relationship with their teacher. Tread lightly.”

Preservice teachers suggested that other preservice teachers share their writing in order to motivate students to write. They wrote, “I think that the teacher should emphasize the benefits of writing (both intrinsic and extrinsic).” “Students need to picture their English teachers as writers. (Obviously).” “Bring in recreational writing in a variety of formats so that students may have a choice.” A preservice teacher with HWA felt that, “Sharing your writing can show students that you enjoy writing outside of class.”

Preservice teachers advised other future teachers that sharing their writing may build a connection with a student. For instance one observed, “I think it’s very important to share recreational writing with students. It’s a way to both teach and connect with students.” A preservice teacher with HWA suggested, “Shows them another side of you they might not have know was there.” Preservice teachers suggested the value of students’ feedback about writing. “[A student] might have an idea or question that will help you.”

Discussion

This study revealed the promise of and barriers to secondary preservice teachers sharing their writing with teenage students. Preservice teachers thought that it was helpful to show students examples of their writing to give them an idea of what was expected while personalizing instruction. Teaching adolescents strategies for planning and revising their writing has been found to improve the quality of their writing (Graham, 2006).

Through sharing their content area and recreational writing, preservice teachers thought that they motivated students to write by showing them that their writing was in a

variety of forms and genres. Given that motivation has been cited as one of the greatest challenges of secondary teachers (Campbell & Kmiecik, 2004), it is valuable for teenagers to understand Friedman's advice (1993), "Be done with school. Be in school, but be done with school. Writing teaches writing. Your writing will teach you how to write if you work hard enough and have enough faith" (p. 60). Of importance, preservice teachers valued students' input by asking for their writing advice. Thus, writing is an avenue to empower students, which is a prerequisite for the willingness to construct knowledge (Hanrahan, 1999). In this way, they formed a bond with the teenager. Reeves (2002) suggests that writers "hang out with other writers" (p. 4). By sharing their writing, preservice teachers were able to suggest the time and work that went into writing.

Teenagers need to understand why they should invest their time and energy to increase their writing ability (Atwell, 2007). Preservice teachers spoke of the unexpected rewards of sharing their writing and encouraged other future teachers to try it. Boscolo & Gelati (2007) encouraged their students to reflect upon their past writing source of motivation.

This study also revealed the barriers to preservice teachers sharing their writing with teenage students. These barriers included the effect of writing apprehension, the belief that students did not care, the doubts about the value of sharing writing as opposed to talking about it, and their lack of recreational writing. Preservice teachers with HWA and LWE were less likely to share their writing. Palumbo (2000) laments the amount of baggage most people carry with them about their writing. Inside our baggage, we carry our internal critics who remind us of our past failures, suggest that we not embarrass ourselves again, and if we do write, tell us that it is stupid and worthless (Hagberg, 1995). Sharing writing is transformative for teachers and for students (Powell & Lopez, 1989).

By sharing their writing, preservice teachers can help cut through the stereotypes surrounding writers. They came to see themselves and students more clearly (White & Dunn, 1989) and challenged unexamined assumptions about themselves as writers (Marzano, cited in Graham, 1999-2000). Cynthia Ozick advises, “If we had to say what writing is, we would have to define it essentially as an act of courage” (cited in Gordon, 2000, p. 156). Elbert Hubbard believes, “to escape criticism, do nothing, say nothing, be nothing” (Hjortshoj, 2001). Keyes (2003) believes that “the hardest part of being a writer is not getting your commas in the right place but getting your head in the right place” (p. 5). Edelstein (1999) offers this advice to discouraged writers, “The people who succeed in the writing business are the ones who don’t take rejection very seriously, but who keep on patiently building their skills....Become one of these writers if you can” (p. 153).

Although not statistically significant, more preservice teachers not in the field experience had HWA and LWE. They majored in music, physical education. Perhaps as Reeves (1997) observed, these preservice teachers thought they had selected courses and careers that required little writing. Finally, this study revealed the promise of field experiences to give preservice teachers the opportunity to share their writing with teenagers in order for them to decide for themselves its value.

Some preservice teachers in the current study felt that teenagers did not care about their writing. To those preservice teachers I say, “try again.” I encourage them to take the advice of their classmates and share relevant, quick, and quirky writing. One mathematics preservice teacher thought that the explanation she wrote to share would be clearer to a student through verbal rather than written communication. However, when I hear this comment, I am reminded of the movie that I show to preservice teachers each

semester entitled, “*Good Morning, Ms. Toliver!*” (1994). Ms. Toliver is a middle school mathematics teacher at East Harlem Tech in New York City. She asks her students to write in their journals everyday. One assignment was to explain how to solve a complex fraction. If students (or teachers) can write this process clearly, they must understand it. This is because writing shows what we know and the gaps in our understanding (Graves, cited in Bright, 1995). This is valuable to learn mathematics.

Another barrier to preservice teachers sharing their writing with teenagers is the attitude that “I don’t write for fun,” or “I don’t write out of school.” These responses remind me of an analogy offered by a preservice teacher with LWE in a previous study (Daisey, 2009a) who explained, “I write out of need. I don’t write for fun. To call myself a ‘runner,’ I would run because I want to, not because I’m being chased.” Yet, in this previous study, preservice teachers’ rating for the statement, “To what extent do you consider yourself to be a writer?” increased during the semester. Notably at the end of the semester, when asked to explain what type of writer they envisioned themselves, the category “school writer” decreased from 48.39% to 8.06%. Reeves (1997) found that persons with HWA seldom wrote for themselves and had fewer writing role models. However, positive writing experiences in a content area literacy course could encourage preservice teachers to reconsider their attitudes toward writing. Murray (1982) believed, that although adolescents may write for teachers, writers write for themselves. This is important since research (NCES, 1994) has shown the value of recreational writing to improve students’ writing skills. Graham (1999-2000) believes that teachers need to help their students examine their assumptions about writing and writers in order to help them imagine a new identity as a writer for themselves.

In an earlier study (Daisey, 2008), 115 secondary preservice teachers were asked for their thoughts about writing apprehension and its effect on a teacher's instruction. They were asked why it would be valuable for teachers with HWA to talk to their students about their own past negative writing experiences. Preservice teachers believed that by doing so, the teacher could relate to struggling students and suggest to students that they were not alone. Similarly, Lane (1993) recalled,

Recently, a high school teacher told me he felt very insecure about his own writing and didn't feel right about sharing that with his class. He thought it would be bad modeling. I told him I felt just the opposite. When we model our struggles we give our students permission to struggle alongside us. We wipe out the disempowering notion of perfection that teachers often unwittingly model, and we expose our uniqueness, our vulnerability, and most important of all, our humanity (p. 144-145).

Given the number of secondary preservice teachers, and the fact that secondary teachers have been cited as the most positive or negative influence on secondary preservice teachers as writers (Daisey, 2009a), it is essential for preservice teachers to have an opportunity to share their content area and recreational writing with teenage students. A limitation of this study was that it was based on the self-report of preservice teachers. In the future, researchers need to follow preservice teachers into their student teaching and ask teenage students their thoughts about a teacher sharing their writing with them.

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Table 1

Comparison of Preservice Teachers' Sharing of Writing

	Field Experience (<i>N</i> = 48)	Nonfield Experience (<i>N</i> = 23)
Content area writing	75%	8.7%*
Recreational writing	27.1%	13%**

Note.

* $X = 0.141$, $df = 70$, $p = 0.0129$

** $X = 0.451$, $df = 70$, $p < 0.0001$

Table 2

Writing Enjoyment throughout Life and Sharing Writing

Writing enjoyment

All ($N = 71$) = 6.80

In Field ($N = 48$) = 7.10

Not in Field ($N = 23$) = 6.17

Writing enjoyment of those who shared content writing

In field ($N = 36$) = 7.25

Not in field ($N = 2$) = 7.0

Writing enjoyment of those who did not share content writing

In field ($N = 12$) = 6.66

Not in field ($N = 21$) = 6.09

Writing enjoyment of those who shared recreational reading

In field ($N = 13$) = 7.53*

Not in field ($N = 3$) = 9.67**

Writing enjoyment of those who did not share recreational writing

In field ($N = 35$) = 6.66

Not in field ($N = 20$) = 5.7

Note. There was not a statistically significant difference in the writing enjoyment of preservice teachers in the field vs. those not in the field ($t = -1.44$, $df = 70$, $p = 0.0773$).

*There was a statistically significant difference in the writing enjoyment of preservice teachers in the field who shared their recreational writing vs. those who did not share ($t = -1.94$, $df = 46$, $p = 0.029$).

**There was a statistically significant difference in the writing enjoyment of preservice teachers not in the field who shared their recreational writing vs. those who did not share ($t = -2.32$, $df = 21$, $p = 0.015$).

Table 3

Writing Apprehension First Day versus. "How-to" Book Scores and Sharing Writing

	<u>1st day</u>	<u>"how-to" book</u>
Writing Apprehension		
All ($N = 71$)	92.14	102.48*
In Field ($N = 48$)	93.42	103.70**
Not in Field ($N = 23$)	89.48	100.00***
Writing Apprehension of those who shared content writing		
In field ($N = 36$)	93.92	102.19
Not in field ($N = 2$)	109.5	115.00
Writing Apprehension of those who did not share content writing		
In field ($N = 12$)	91.92	108.64
Not in field ($N = 21$)	87.57	98.57

Table 3 (Cont.)

Writing Apprehension First Day versus. “How-to” Book Scores and Sharing Writing

	<u>1st day</u>	<u>“how-to” book</u>
Writing Apprehension of those who shared recreational reading		
In field ($N = 13$)	100.07	102.25
Not in field ($N = 3$)	98.67	109.00
Writing Apprehension of those who did not share recreational writing		
In field ($N = 35$)	90.94	104.20
Not in field ($N = 20$)	88.1	98.65

Note. Writing apprehension score range from 26 (high) to 130 (low).

* $t = -5.26$, $df = 70$, $p < 0.0001$

** $t = -2.50$, $df = 47$, $p = 0.0081$

*** $t = -2.97$, $df = 22$, $p = 0.0035$

There was a correlation between first day writing apprehension scores and writing enjoyment: $t = 10.24$, $df = p < 0.00001$.

Table 4

Preservice Teachers' Attitudes toward Sharing Content Area Writing

	Field Experience (<i>N</i> = 48)	Nonfield Experience (<i>N</i> = 23)
Provides students with writing example	31.25%	26.08%
Felt awkward, not confident about my writing	20.83%	17.39%
Helpful to get student feedback	14.58%	0%
Helps to motivate/excite students about writing	12.50%	30.43%
I feel comfortable/positive	12.50%	8.69%
My writing is not grade-level appropriate for students	8.33%	4.3%
No time to share writing	0%	8.69%
No answer	0%	4.35%

Table 5

Preservice Teacher's Attitudes about Sharing Recreational Writing

	Field Experience (<i>N</i> = 48)	Nonfield Experience (<i>N</i> = 23)
Sharing could motivate/interest students to write	29.17%	13.04%
Too personal to let students read	25%	34.78%
I don't write for fun.	10.42%	4.35%
I'm not confident in my writing	8.33%	8.69%
Students not interested	6.25%	0%
I would like students' feedback	6.25%	4.35%
Sharing could help build a connection to a student	6.25%	4.35%
Students could see an example of writing	4.17%	8.69%
No answer	4.17%	4.35%
Generally, I would do it	4.17%	17.39%

Table 6

What Preservice Teachers Learned by Sharing Content Area Writing

	Field Experience (<i>N</i> = 48)	Nonfield Experience (<i>N</i> = 23)
How to provide writing example/ be a role writing role model	25.71%	0%
Need engaging, short, grade-level appropriate writing to share	22.86%	0%
Students provide useful feedback	14.28%	0%
Find relevant writing to share	14.28%	33.33%
Students enjoy/find interesting	8.57%	66.66%
Do it!	8.57%	0%
Students don't care	2.86%	0%
I learned nothing	2.86%	0%

Table 7

What Preservice Teachers Learned by Sharing Recreational Writing

	Field Experience (<i>N</i> = 14)	Nonfield Experience (<i>N</i> = 3)
I learned how to motivate/interest	42.86%	33.33%
Tips and advice about how to share	21.43%	0%
Sharing makes teachers/writing real	14.28%	0%
Nothing	14.28%	0%
Sharing writing is rewarding	7.14%	66.66%

Table 8

Preservice Teachers' Advice about Sharing Content Area Writing

	Field Experience (<i>N</i> = 48)	Nonfield Experience (<i>N</i> = 23)
Motivate students to write	43.75%	43.48%
Show examples of writing	25%	17.39%
Do it!	20.83%	8.70%
Be a writing role model	14.58%	8.70%
Cautions	12.50%	21.74%
No answer	4.16%	4.35%

Table 9

Preservice Teachers' Advice about Sharing Recreational Writing

	Field Experience (<i>N</i> = 48)	Nonfield Experience (<i>N</i> = 23)
No answer	29.17%	17.39%
Do it!	22.92%	17.39%
Cautions	22.92%	26.09%
Motivate students to write	18.75%	39.13%
Make connection to student	8.33%	4.35%
Too personal-wouldn't share	8.33%	4.35%
Get student feedback about writing	6.25%	0%

Appendix

This semester I have encouraged you to share your reading with students in your subject area. I would like to know your thoughts about this idea. Would you answer the following questions, please? Thank you.

1. Are you in FETE/Practicum Yes No
2. What are your thoughts (how do you feel about) sharing your reading about your subject area individually with students (those who aren't relatives)?
3. What are your thoughts (how do you feel about) sharing your reading, that you read for recreation or pleasure with students (those who aren't relatives to you)?
4. Have you ever shared reading related to your content area with a teenager (who was not a relative to you)? Yes No
5. If your answer for question 4 was yes, please explain what you shared related to your content area and tell me about one of your experiences. If your answer for question 4 is no, skip to Q.7.
6. What did you learn as a future teacher by sharing your reading related to your content area in the example you described in Q. 5?

6. Have you ever shared your recreational (non-school) writing with a teenager (who was not a relative to you)? _____ Yes _____ No

7. If your answer for question 6 was yes, please explain what you shared and tell me about one of your experiences. If your answer for Q.6 was no, skip to Q. 9.

8. What did you learn as a future teacher by sharing your recreational (non-school) writing with a student (who was not a relative to you)?

9. What advice do you have for future teachers in your subject area about sharing their writing related to your content area to teenagers (who are not relatives)?

10. What advice do you have for future teachers in your subject area about sharing their recreational (non-school) writing to teenagers (who are not relatives)?

11. What suggestions do you have for future FETE/Practicum students about preparing and presenting their class-long pre, during, and after reading lesson to students in their cooperating teacher's class?