



From the ideal reading to the competent mediator. Metacognition and reading habits in teacher training

Del lector ideal al mediador competente. Metacognición y hábitos lectores en la formación de docentes

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Abstract

This work aims at helping determine those factors that will allow the introduction of instructional changes to optimize the initial training of reading teachers. To that end, the reading habits (self-perception of reading level, reading frequency, motivation...) presented by 170 teachers in training in relation to their preferred reading format (digital or conventional) and with their perception of metacognitive reading strategies are analysed. The results show preferences for digital media both for recreational and academic reading, as well as a statistically significant better relationship with reading in women. There was a positive and significant correlation between reading habits and perception of reading metacognition, which deserves to be taken into account to reinforce reading processes (digital and conventional) during the training of these future mediators of reading.

Keywords: Reading habits; reading instruction; metacognition; reading comprehension; teacher education.

Resumen

En el camino de fijar claves que permitan introducir cambios instruccionales y didácticos que sirvan para optimizar la formación inicial de docentes, este trabajo tiene por objetivo principal analizar los hábitos lectores (autopercepción de nivel lector, frecuencia lectora, motivación...) que presentan 170 maestros en formación en relación con el formato de lectura preferido (digital o convencional) y con la percepción de las estrategias metacognitivas lectoras que emplean. Los resultados muestran preferencias por los medios digitales para el caso de la lectura recreativa y académica, así como una mejor relación con la lectura, estadísticamente significativa, para el caso de las mujeres. También se concluye una correlación positiva y significativa entre hábitos lectores y percepción de la metacognición lectora, la cual merece ser tomada en cuenta para reforzar los procesos lectores (digital y convencional) durante la formación de estos futuros mediadores de la lectura.

Palabras clave: Hábitos de lectura; enseñanza de la lectura; metacognición; comprensión lectora; formación de docentes.



INTRODUCTION

It is often argued that the skills teachers should possess in order to contribute to the development of their students' reading literacy competence are those that would define an ideal reader. Among these, the starting point is an interest in and taste for reading which, correctly enriched through technical and heterogeneous knowledge, generate a critical capacity, impossible to subtract from complex or critical reading and, therefore, essential to be a model reader or a teacher in charge of teaching how to read literary texts. This is the picture described, among others, by the studies of [Morrison et al. \(1998\)](#) or more recently [Munita \(2014\)](#) for the case of Spanish trainee teachers, which, however uncomfortable it may be, should be related to [Applegate and Applegate \(2004\)](#) and the conclusions of their "Peter Effect": teachers in charge of teaching how to read literature are not ideal readers or, what amounts to the same thing, are not qualified for such a mission.

It is therefore important to know precisely the attitudes and reading habits of trainee teachers, as this is the starting point for designing, implementing and evaluating instructional and didactic changes in university curricula that will contribute to a better development of their reading and literary competence, of their capacity for literary and cultural mediation, and finally, of their teaching effectiveness. Thus, this study, which supplements and complements other previous studies ([Yüksel & Yüksel, 2012](#); [Al-Dawaideh & Al-Saadi, 2013](#); [Iwai, 2016](#); and, for the Spanish case, [Felipe & Barrios, 2017](#); [Caride et al., 2018](#); [Alcocer-Vázquez & Zapata-González, 2021](#); [Díaz-Díaz et al, 2022](#), among others), its main objective is to analyse the reading habits (self-perception of reading level, reading frequency, motivation, etc.) of student teachers in relation to the favourite reading format (digital or conventional) and the perception of the metacognitive reading strategies they use.

The following research questions are derived from the main objective:

- a) What are the reading habits of student teachers? Are there significant gender differences?
- b) What is the favourite reading format (paper/digital) for student teachers?
- c) What is the level of perception of reading metacognition among student teachers?
- d) Is there any correlation between reading habits and the level of reading metacognition?

Attitudes and reading habits of trainee teachers

There are many studies aimed at generating a reading profile of student teachers, including their attitudes, motivation, interests and reading habits. Obviously, as developed by [Jodeck-Osses et al. \(2021\)](#), understanding and intervening in teachers' reading motivation is essential as it is realised that a teacher who enjoys reading in his or her private life can become a role model and mediate the consolidation of reading as a practice that is intrinsically valued by his or her students. In the United States, the aforementioned research by [Applegate and Applegate \(2004\)](#) on the reading habits of trainee teachers showed that future heads of literary education in American schools lacked an autonomous and consolidated reading habit, which did not allow for an emotional and personal involvement with reading. It was clear that their reading motivation was mainly

extrinsic and, in general, the result of an academic demand and whose main reward was the qualification. This worrying result has also been found in other geographical areas, such as the United Kingdom (Cremin et al., 2008), Canada (Benevides & Peterson, 2010), Ecuador (Ouyang et al., 2020) and Spain, among others. In the case of Spain, numerous studies have been published on the reading behaviour of trainee teachers (to those mentioned above, we should now add the following: Echevarría & Gastón, 2000; Larrañaga et al., 2008; Granado, 2014; Felipe & Barrios, 2017), which support the view of the low appreciation of reading and the insufficient reading skills of this population, which is so important for the education system. This undervaluation of reading among student teachers converges in the adoption of a simplistic and vague vision of the reading process, which omits both the linguistic and didactic epistemic bases of reading required for its effective teaching in the classroom (Díez et al., 2018). In addition, practising teachers are not normally models of the ideal reader: on the contrary, there is evidence of infrequent personal reading or that this is only aimed at strengthening their academic-professional role (Cremin et al., 2008; Benevides & Peterson, 2010), leaving aside the appreciation of the act of reading as a relevant action in their lives.

This chronic situation is aggravated by the so-called digital revolution and the diversification of reading formats. Recent studies on reading habits do not forget to incorporate this other type of reading processes that occur on screens (Mokhtari et al., 2009; Díaz-Díaz et al., 2022) and which involve the displacement of reading on paper or conventional reading in both recreational and academic reading. Moreover, digital reading is linked to spaces for socialising in digital communities and leisure (Alcocer-Vázquez & Zapata-González, 2021), placing conventional reading in professionalising spaces that require much greater concentration (Putro & Lee, 2018). These reading behaviours have undergone changes due to the current COVID-19 pandemic, which has driven the use of digital resources and technologies in students' academic training.

Metacognition and reading literacy training for prospective teachers

The trainee teachers' precarious reading habits and independent interest in reading leads to a limited knowledge of reading comprehension strategies, especially those of a metacognitive nature. As is well known, these strategies are essential to the optimal development of the reading process, as they allow for the identification and correction of disruptions that affect the textual comprehension dialogue between reader and discourse. This dialogue includes planning, monitoring, checking, reviewing and evaluating the cognitive mechanisms involved in reading (Myers & Paris, 1978; Brown et al., 1981; Garner, 1988).

Metacognition thus plays a key role in learning performance (Armbruster et al., 1983). Assuming that reading is one of the main tools for acquiring new knowledge, poor, unintentional and poorly self-regulated reading skills negatively affect academic and professional activities (Dabarera et al., 2013).

On the other hand, Williams and Atkins (2009) emphasised that teaching reading requires teachers with a high level of competence and flexibility. In this regard, they state that only when teachers are aware of what their own comprehension involves, are they able to adequately monitor their students' reading and provide them with appropriate instruction. Finally, they even state that it is even more important for teachers to have

metacognitive reflection than for their own students. In the same vein, [Wilson and Bay \(2010\)](#) focus on the importance of students seeing that strategies are flexible and that good readers use them according to the purpose of the reading and the demands of the text. This requires teachers to develop, as they call it, a “pedagogical” understanding of metacognition.

As regards the assessment of reading metacognition, there are validated instruments in place, such as the Reading Awareness Scale ([Jiménez-Rodríguez et al., 2009](#)), aimed at pre-adolescent individuals that combines three metacognitive processes (planning, monitoring and assessment) and three variables (activity, person and text); or the Metacognitive Reading Strategies Perception Questionnaire (MARSQ) ([Mokhtari & Reichard, 2002](#)), which assesses both global reading metacognition and the use of different reading strategies (global, reading support and problem-solving).

Although there are not as many instruments as for reading attitudes and habits, there are several studies on the reading metacognition of trainee teachers. In summary, they conclude a medium or medium-high level of metacognitive reading perception ([Asikcan & Saban, 2018](#); [Pascual, 2019](#)), which would not match that of an ideal reader. Looking at the breakdown of this research, it is noteworthy that a preference has been identified for the use of problem-solving strategies, i.e., cognitive procedures used by the reader to avoid or correct problems that affect text comprehension ([Al-Dawaideh & Al-Saadi, 2013](#); [Solak & Altay, 2014](#); [Iwai, 2016](#)). In contrast, reading support strategies (use of dictionaries, note-taking, etc.) are the least preferred by prospective teachers when optimising their textual comprehension ([Koulianou & Samartzi, 2018](#); [Martín-Ezpeleta & Echegoyen, 2020](#); [Do & Phan, 2021](#); [Díaz-Díaz et al., 2022](#)). In the end, it is clear that the link between trainee teachers and reading can be greatly enriched.

METHOD

Participants

The research was carried out during the academic year 2020-2021 using a sample of 170 students of the 2nd year of the Degrees in Early Childhood Education (N=71) and Primary Education (N=99), who were studying at a very relevant Spanish university. With regard to the demographic characteristics of the sample under analysis, 87.6% of the participants were female and 12.4% male, which corresponds to the study population. The age range of the prospective teachers involved in the study ranged between 19 and 38 years, with an average age of 20.1.

Instruments

Three duly validated instruments were used to fulfil the aims of this research: firstly, to analyse the reading behaviour of prospective teachers, an extract of questions taken from the Reading Habits Questionnaire of the Centro de Estudios para la Promoción de la Lectura (CEPLI, as per its Spanish acronym) by [Larrañaga et al. \(2008\)](#); secondly, the Conventional/Digital Reading Habits Questionnaire ([McKenna et al., 2012](#)) was used to assess reading practices in terms of format and reading goals. Thirdly, the Metacognitive Reading Strategies Perception Questionnaire (MARSQ), developed by [Mokhtari and](#)

Reichard (2002), was used to measure the perception of metacognitive reading strategies. The latter two instruments, originally in English, have been translated into Spanish.

To verify the validity of the Spanish translations of the two instruments, the Cronbach Alpha statistical test was applied to each of the subscales that make up the instruments. Thus, for the Conventional/Digital Reading Habits Questionnaire, a value of $\alpha = .751$ was achieved for Academic Print (5 items), $\alpha = .815$ for Academic Digital (5 items), $\alpha = .862$ para Recreational Print (5 items) y $\alpha = .831$ for Recreational Digital (3 items). On the other hand, for the Metacognitive Reading Strategies Perception Questionnaire (MARSI), we obtained a value of $\alpha = .748$ for the global reading strategies scale (13 items); a value of $\alpha = .732$ on the problem-solving strategies scale (8 items); and, finally, on the support strategies scale (9 items) a value of $\alpha = .720$. Global metacognition (30 items) obtained a value $\alpha = .830$. Finally, the validation of the first questionnaire on reading habits is provided by the same authors (Larrañaga et al., 2008), which obtained a value $\alpha = 0.852$. Thus, the aforementioned values reflect the high internal consistency of the three instruments from a statistical point of view. Therefore, this shows the high reliability and validity in the measurement and evaluation of the various dimensions of the act of reading.

With regard to the first instrument, it should be noted that it is made up of 12 closed-ended questions that inquire into the reading behaviour of the subjects in its various dimensions, such as reading frequency, motivation to read, self-perception of reading, etc. The questions are multiple-choice, with a number of answers ranging from four to eight alternatives.

The Conventional/Digital Reading Habits Questionnaire is made up of 18 items that assess the attitude of individuals towards reading in four dimensions: reading in digital and conventional format for academic purposes; and its counterpart, reading in digital and conventional format for recreational purposes. Each item presents a reading situation and participants assess their identification based thereon with the statement using a 6-point Likert scale, where level 1 represents a low degree of identification and level 6 a high degree of identification.

The third instrument, whose purpose is to assess the level of metacognitive awareness of reading strategies, consists of 30 items describing various procedures that help readers to enhance their textual comprehension, which are grouped into three scales: global strategies, whose purpose is to set the stage for effective reading; problem-solving strategies, which brings together those skills aimed at solving any disruptions during reading; and, finally, support strategies, which encompasses the external resources to which the reader can turn to promote comprehension. Each item responds to a 5-point Likert scale structure. The reading metacognition rating scale is based on the average of each of the three scales, with the following graduation as a reference: high (3.5 or higher), medium (between 2.5 and 3.4) and low (below 2.4).

Data analysis

The data obtained were processed using SPSS version 26 software. The first step was to carry out a descriptive statistical analysis (mean and standard deviation) of the scales that make up each questionnaire. The Mann-Whitney U test was used to determine the existence of significant differences in reading habits by gender. Finally, Spearman's correlation was applied to determine the level of interrelation between the variables of the

reading habits questionnaire, conventional/digital reading formats and reading metacognition. In all cases mentioned, the level of statistical significance used was .05.

RESULTS

Analysis of trainee teachers' reading habits

The first questionnaire aims at analysing the reading behaviour of prospective teachers, looking at key variables such as reading frequency, motivation for reading and number of books read in a year, among others. With regard to voluntary and autonomous reading (i.e., not motivated by an academic requirement), respondents reported reading regularly (24.7%) or at least once or twice a week (18.8%). However, it is worrying that more than half of the future teachers (56.6%) report reading rarely, once a month or quarterly, or hardly ever.

Figure 1 shows the reading motivations of the surveyed population. 60% of trainee teachers say that they read for pleasure, which would imply an autonomous motivation, an indication of a consolidated reading habit. This is a completely contrary inference to the results of the first item, which, as noted above, reflects a discontinuous and inconsistent reading frequency. In addition, 51% of the research sample read for learning and 47% for fun. There is thus an instrumental consideration of reading, with a low preference for its recreational dimension.

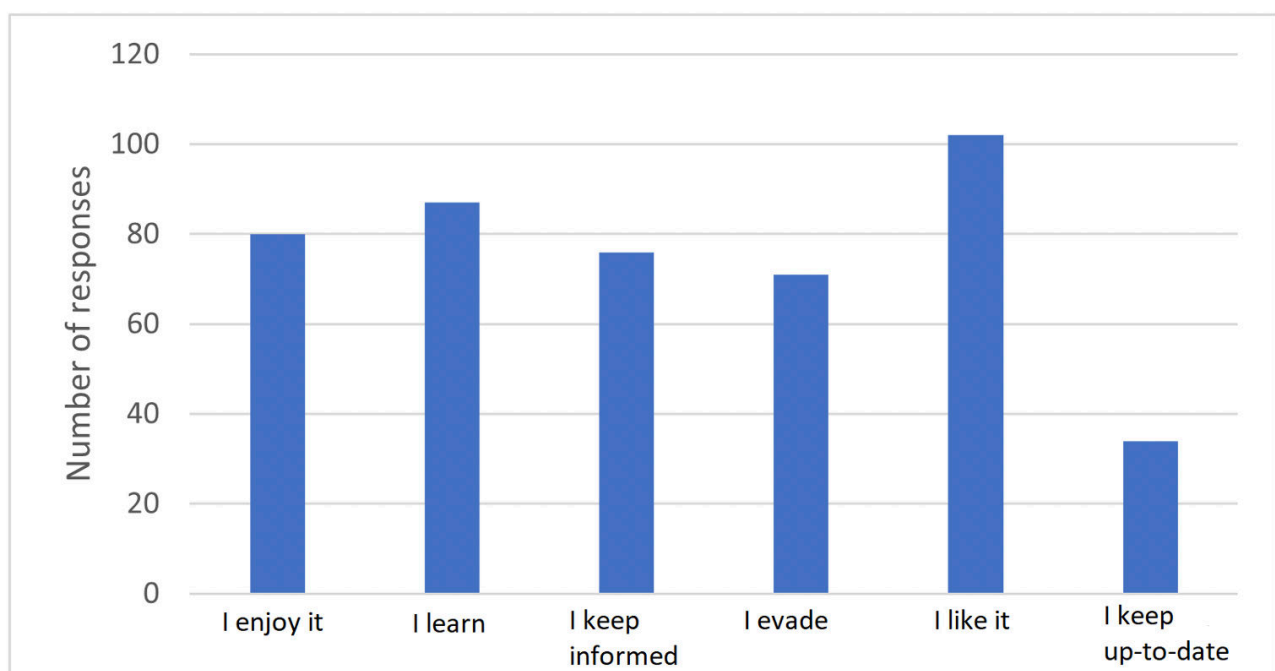


Figure 1. Motivation of trainee teachers to read

The above results also contradict the number of books read per student during the last year, where 31.8% report reading only 1 or 2 texts on their own initiative. A worrying 12.9% of trainee teachers report not reading any books at all. As for their relationship with reading, future teachers evaluate it positively: 48.8% rate it as “good” and 20% as “very good”. Less than 15% of respondents rated their reading record negatively. To the question

“Do you like reading?”, 42.9% of respondents said “quite a lot” and 18.8% said “a lot”. In other words: 61.7% of future teachers report a high liking for reading, compared to 8.2% who say they have a low affinity for the act of reading and 30% who consider it “regular”. This preference of students for reading is again contradicted when time spent per week on this activity is considered, as a large proportion of respondents reported that they do not read regularly during the week (35.9%), while those read frequently every week (6 to 10 hours) do not exceed 13.5%.

Figure 2 shows the results obtained in the reading self-perception of prospective teachers, i.e., in the self-assessment of their own reading level based on their personal and academic reading experiences. These results match those obtained by Munita (2014) in a study with Catalan trainee teachers, where he observed that 50.5% of the sample investigated were categorised as strong, competent readers with a consolidated reading habit.

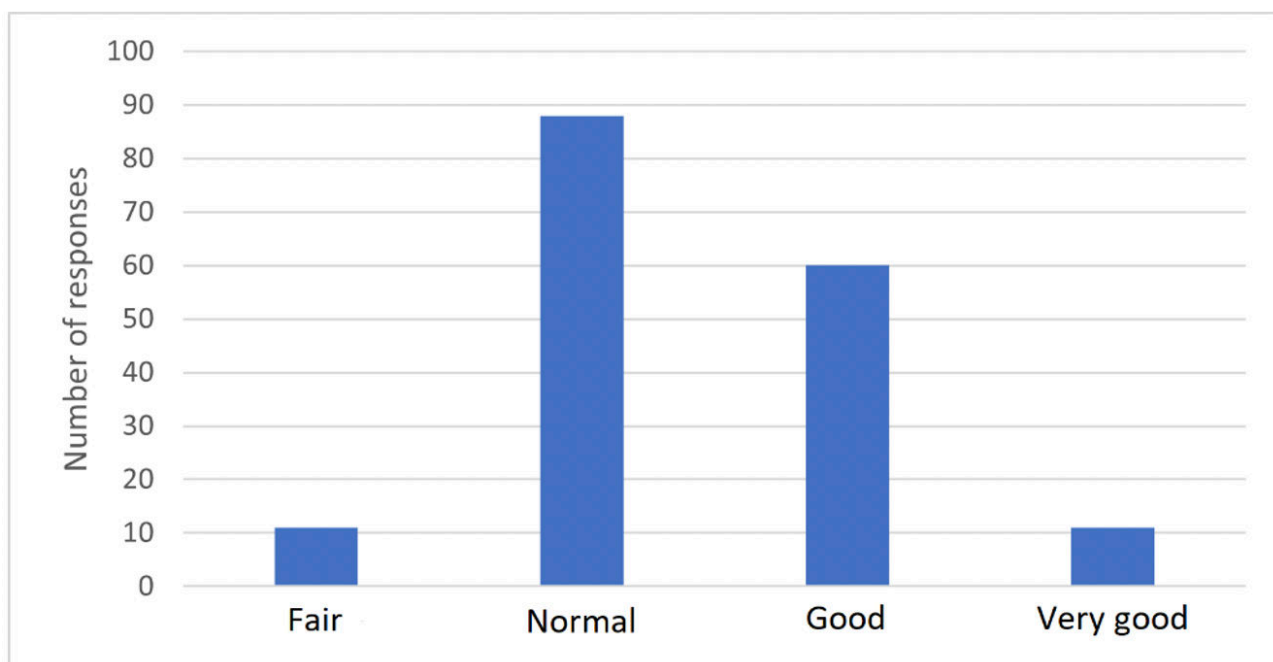


Figure 2. Self-perception of trainee teachers' reading levels

On analysing the results of the reading habits questionnaire according to gender, differences between genders are found. Men report reading more books for pleasure (66.6% of men read more than three books for pleasure in the last year compared to 53.8% of women), while women spend more time reading and have a better relationship with reading and a greater enjoyment of the act of reading, as well as a higher perception of their reading level. According to the Mann Whitney U-test (see table 1), these differences are statistically significant in the case of the relationship with reading and the enjoyment of reading. These results are consistent with other research in both adult (Vadon, 2000; Summers, 2013) and youth populations (Logan & Johnston, 2009), where women's attitudes towards reading and their reading activity were higher than those of men.

Table 1. Differences in reading habits by gender

Question	Gender	Average range	U	z	p
How many books did you read for pleasure last year?	Woman	85.18	1517.50	.231	.817
	Man	87.74			
If you are a regular reader, how much time do you spend reading per week?	Woman	86.02	1487.50	.375	.707
	Man	81.83			
How would you define your relationship with reading from childhood until today?	Woman	88.94	1052.50	3.601	.009**
	Man	61.12			
Based on your reading behaviour, what do you think your reading level is?	Woman	87.91	1205.50	1.881	.060
	Man	68.40			
Do you like reading?	Woman	89.02	1040.00	2.638	.008**
	Man	60.52			

** There are significant differences at the .01 level

Metacognitive reading strategies

Table 2 shows the descriptive statistics for each of the scales that make up the MARSI questionnaire, which assesses students' perceptions of the reading strategies they use to help them comprehend a text (Mokhtari & Reichard, 2002).

Table 2. Descriptive statistics for each of the scales that make up the reading metacognition awareness questionnaire

Scale	Minimum	Maximum	Mean	Standard Deviation
Global strategies	1.9	4.8	3.46	.57
Problem-solving strategies	2.1	5.0	4.15	.56
Support strategies	1.3	4.9	3.49	.66
Global metacognition	1.9	4.9	3.69	.52

As can be seen, student teachers have a high level of awareness in reading metacognition (M=3.69), as well as a preference for the use of problem-solving strategies (M=4.15), followed by support strategies (M=3.49) and, lastly, global strategies (M=3.46). This convergence in the results shows that problem-solving strategies, such as re-reading complex paragraphs or hypothesising, are techniques known to students when facing difficulties in textual comprehension.

Digital and conventional reading habits

Table 3 shows the descriptive statistics of the questionnaire on digital and conventional reading habits for both academic and recreational purposes. The highest preference is for recreational reading in digital format (M=5.16), which covers reading practices linked to

leisure reading on the Internet, social networks, online texts, etc. This is followed by recreational reading in print (M=4.79), such as novels, comics and manga; digital academic reading (M=4.16), whose high preference may be due to the extensive use of digital texts in universities due to the COVID-19 pandemic; and, finally, print academic (M=3.78), whose low choice by prospective teachers may also be due, in an inversely proportional sense, to the increase in the burden of digital academic reading and the decrease in the use of physical media in schools.

Table 3. Descriptive statistics of the four scales that make up the conventional and digital reading habits questionnaire

Scale	Min.	Max.	Mean	Standard deviation
Academic Digital	2.0	6.0	4.16	.81
Academic Print	2.0	5.60	3.78	.80
Recreational Digital	3.0	6.0	5.16	.82
Recreational Print	2.6	6.0	4.79	.93

Correlation between reading habits, reading metacognition and reading in digital/conventional format

The last objective of this study is to analyse the link between the reading habits of student teachers and their perception of their reading metacognition and their attitudes towards reading in a digital or conventional format. Tables 4 and 5 show the Spearman correlations between the reading behaviour variables and the reading metacognition perception (in its three subscales and the global value), as well as their attitudes according to the reading format.

Table 4. Spearman correlations for reading habits and reading strategies (GS: global strategies; PSS: problem-solving strategies; RSS: reading support strategies; GIM: global metacognition)

Reading habit	GS	PSS	RSS	GIM
How many books did you read for pleasure last year?	R .109	.170*	.131	.158*
	p .155	.026	.090	.040
Do you like reading?	R .160*	.228**	.170*	.214**
	p .037	.003	.026	.005
If you are a regular reader, how much time do you spend reading per week?	R .143	.120	.103	.139
	p .062	.119	.181	.071
How would you define your relationship with reading from childhood until today?	R .189	.270**	.214**	.262**
	p .014	.000	.005	.001
Based on your reading behaviour, what do you think your reading level is?	R .156*	.208**	.110	.183*
	p .042	.007	.154	.017

** The correlation is significant at the .01 level

* The correlation is significant at the .05 level

As can be seen, numerous significant correlations between all the variables under analysis are found. The most significant correlations of the different reading strategies and global metacognition are found with the link to reading and the declared liking for reading. Therefore, it is assumed that prospective teachers who positively value reading skills are those who have a higher perception of their reading strategies.

The number of books read for pleasure has significant correlations with problem-solving strategies and support strategies, but not with global and total metacognition strategies. This may indicate that recreational reading, being free from external demands and the complexity of academic texts, is not accompanied by pre-reading planning, and that the effort made by the subjects for comprehension focuses on a very small and localised use of problem-solving and support strategies.

Table 5. Spearman correlations for reading habits and reading formats (AD: academic digital; AP: academic print; RD: recreational digital and RP: recreational print)

Reading habit	AD	AP	RD	RP
How many books did you read for pleasure last year?	R .173*	.307**	-.141	.535**
	p .024	.000	.066	.000
Do you like reading?	R .009	.211**	-.020	.735**
	p .907	.006	.793	.000
If you are a regular reader, how much time do you spend reading per week?	R .140	.247**	-.136	.484**
	p .069	.001	.078	.000
How would you define your relationship with reading from childhood until today?	R -.020	.221**	-.008	.523**
	p .798	.004	.919	.000
Based on your reading behaviour, what do you think your reading level is?	R -.046	.125	-.059	.367**
	p .549	.105	.443	.000

** The correlation is significant at the .01 level

* The correlation is significant at the .05 level

Finally, it should be noted that print reading formats maintain significant correlations with most of the reading practices under analysis. In particular, the print recreational factor maintains positive and significant relationships with all reading habits variables at the 0.01 level, especially relevant for reading enjoyment with a value of $R = 0.735$. The print academic factor shows positive and significant correlations with all variables except the reading level of the trainee teachers. In contrast, the only significant correlation that the digital format (only in its academic version) maintains is with the number of books read. This is an indication of the predominance of the physical medium by more experienced readers, to the detriment of the digital format.

DISCUSSION AND CONCLUSIONS

The results of this study on reading habits show that more than half of the teacher training students surveyed read occasionally, an indication of discontinuous and unconsolidated reading behaviour. They mainly read for academic reasons, which shows an instrumental valuation of reading (Álvarez-Álvarez & Diego-Mantecón, 2018; Caride et

al., 2018). However, self-perception of reading is quite high, which shows a contradiction between their own assessment of their reading behaviour and what they actually read. In general, these prospective teachers have a high self-perception of their reading skills, which does not correlate with effective and frequent reading practice (Garfield, 2008; French et al., 2015). In addition, greater preference for reading has been identified among women, who rate their reading history since childhood more positively.

At this point, it should be borne in mind that reading is a process that - in addition to the communicative needs and characteristics of individuals - is affected by the characteristics of the cultural context in which it takes place and the nature of the discourses which are propagated in a given era. Reading is not about decoding linguistic information only, but also about integrating sensory and motor processes based on the reader's experience and cultural and social context (Järvillehto et al., 2009), a context which in turn also influences metacognitive strategies (Chiu et al., 2007). Moreover, becoming a reader in the digital age has meant changes in both reading patterns and preferred reading formats (Díaz-Díaz et al., 2022). Therefore, as Mangen and van der Weel (2019) conclude, a new integrative and transdisciplinary model of textual reading that accounts for its psychological, ergonomic, technological, social and developmental aspects is needed in the current context. These authors even to propose the existence of different subjective experiential dimensions of reading according to different types of texts and purposes.

All this helps to explain the contradictions detected in defining oneself as a reader when one does not read. Reading continues to be something socially prestigious and campaigns to promote (prestige) reading only serve to update collective beliefs that value reading, regardless of the fact that this does not always translate into reading practice. Moreover, the diversification of the reading process brought about by the progressive technological progress in all spheres of life has led to a reformulation of the role of the reader; but also of the very concept of reader (normatively, 'who reads or has the habit of reading [books]'), which raises the question of whether an identification is not being extended between reader and literate or a person who reads texts not necessarily in books.

Finally, the trainee teachers' perception of reading metacognition is at a high level, with a preference for problem-solving strategies. These results are consistent with previous studies (Yüksel & Yüksel, 2012; Al-Dawaideh & Al-Saadi, 2013; Iwai, 2016; Martín-Ezpeleta & Echegoye, 2020; Díaz-Díaz et al., 2022). Statistical analysis showed that people who have a positive vision of reading and who read frequently have a higher metacognitive awareness of comprehension strategies. Moreover, this type of experienced reader prioritises conventional reading, i.e. in physical format, to the detriment of digital media, and regardless of whether the reading undertaken is for recreational or academic purposes, as Liu (2005) explains.

From the above, it can be concluded that reading on paper helps to optimise metacognitive awareness in reading strategies, in contrast to reading in digital format. The significant correlations found between the variables studied support this conclusion. Thus, the significant correlations between reading habits and metacognitive awareness show that trainee teachers who enjoy reading have a higher perception of their reading strategies, a phenomenon that is reiterated in the self-perception of the reading profile. Furthermore, reading habits are also significantly correlated with reading formats: the most skilled and proficient readers tend to prefer print, both in academic and leisure situations.

The results of this research must logically be interpreted taking into account some logical limitations, such as the high percentage of women in the sample compared to the presence of men (this is a convenience sample which, in any case, corresponds to the study population). It should also be borne in mind that research instruments, although validated, may have their limitations.

That said, the results explained above not only allow us to carefully identify the reading profile of trainee teachers, but they must also be interpreted as the basis, the foundations, on which to build the instructional and didactic changes that the training of readers requires. Future teachers, or rather teachers of the future, need to change their relationship with reading and develop a richer reading process that will give them better results, i.e., better reading comprehension and also better technical knowledge about reading practice, which is crucial for teaching reading beyond basic reading literacy. Fostering metacognitive awareness of reading enriches the hermeneutic dialogue maintained with the discourses and, furthermore, favours their didactic transfer to novice and inexperienced readers. Teachers who know how to regulate and monitor their reading have a much better chance of effectively transferring the procedures used for this purpose.

In this sense, the reading training of teachers must therefore include these metacognitive aspects, which means promoting epistemic reflection on reading, which in the case of trainee teachers awaits the attention that writing has received. It is understood that university students have developed a personal, almost spontaneous way of reading, and now it is a question of making them aware of it, of conceptualising it on the basis of technical terms specific to their didactic training, such as planning, revision, evaluation, etc. This will be the definitive step to intervene by reinforcing those specific phases and strategies of the reading process, which will surely help them to grow as readers, but also as reading mediators.

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