

**Researcher**

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**Title of Project**

The (Re)construction of Teacher Candidates' Reading Identities  
Through Extensive Reading Programs: A Multicase Study

**Research Supervisors**

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**TIRF Research Topic Investigated**

Language Teacher Education

**Supported by**

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**Bio**

Anita Kurniawati Hadiyanto is a doctoral candidate in Language Education at Universitas Negeri Yogyakarta, Indonesia. Her research focuses on how EFL teacher candidates (re)construct their reading identities through Extensive Reading (ER) programs. Through a multiple-case study in Indonesian teacher education, she explores how ER can nurture engaged readers and prepare future teachers to inspire a love for reading in English.

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**Project Summary**

Students' self-concept as readers influences their engagement with texts, making reading identity central to long-term reading habits. However, research shows that many pre-service teachers lack enthusiasm for reading (Applegate & Applegate, 2004; Kerkhoff et al., 2020), a concern that also applies in EFL contexts. Teachers with weak reading identities may struggle to inspire students, reinforcing low motivation and disengagement.

Academic environments that emphasize reading ability over enjoyment often shape pre-service teachers' beliefs about what it means to be effective EFL readers and teachers. Many tend to focus on teaching reading skills rather than fostering a love for reading (Merga, 2016; Renandya, 2007), often due to limited experiences with pleasure reading and a lack of strong reader-teacher role models.

As a researcher, I position teacher education programs as key sites for the (re)construction of reading identities. Drawing on Reading Identity Theory and sociocultural perspectives, this study explores how existing Extensive Reading (ER) programs contribute to identity development. ER, selected for its explicit emphasis on reading enjoyment and learner autonomy, offers opportunities for personal and meaningful reading engagement.



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This study adopts a multiple-case study design to examine shifts in reading identity, contributing program components, and their implementation across three teacher education programs in Indonesia affiliated with the Indonesian Extensive Reading Association (IERA). Data sources include interviews, classroom observations, focus group discussions, and relevant documents. Framed by the flexible principles of ER (Day & Bamford, 2002), the study seeks to understand how ER supports the development of positive reading identities and informs future teaching practices.