



UNIVERSIDAD
DE MÁLAGA



READING COMPETENCE AND TEACHER TRAINING SPAIN

1. THE CONCEPT OF LITERACY

Humans invented reading just a few millennia ago. And with this invention we modify the organization of our brain and expanded our ability to think, modifying the evolution of our species. All this has been possible thanks to the brain's ability to shape itself through experience. This intrinsic plasticity of the brain forms the basis of almost everything we are and what we can become. We understand, as Colomer points out (1993), that reading is not the sum of skills but rather a unitary and global process of interpretation of the texts. In this process, skills acts in relation to one another.

On the other hand, the reader does not make a transposition of the meaning of the text into his mind, but actively constructs his interpretation based on his knowledge and his interrelation with the written text. The reader acts intentionally by directing his attention to the different aspects of the text and constantly monitoring his understanding to detect possible errors and correct them (Colomer, 2000).

When we ask ourselves what is reading, the answer seems quite obvious "reading is to understand the written text." What is not so clear is the objective or purpose of the reading. Simplifying the multiple meanings, while for some reading it is only interpreting texts for others reading is decoding the written language.

It is interesting to highlight the idea that reading is an interactive process between the reader and the text, a process by which the former tries to satisfy (obtain pertinent information for) the objectives that guide his reading (Solé, 1987).

For students, reading will only make sense to the extent that it meets their needs, responds to their interests and provides them with some use. The purpose of this learning leads to a truly comprehensive reading, which allows you to enjoy, inform yourself, learn autonomously, making it useful for school and for life.

In order to have a better understanding of the current situation of reading literacy and teacher training, a theoretical review has been carried out and data has been collected through two channels: a questionnaire carried out for Early Childhood and Primary Education students and an interview to academic authorities and educational institutions and directors of educational centres whose characteristics are presented below. This introductory section has the purpose of knowing the concept of literacy in certain partner countries and framing the issues that will be addressed in this report that corresponds to sections 2, 3 and 4.

1.1. Description of the students of the Childhood and Primary Education Degree

The sample is made up of 679 informants: 317 are students of the Degree in Early Childhood Education and 362 of the Degree in Primary Education of the University of Malaga during the 2019/2020 academic year. They were given an online questionnaire with questions regarding their sociodemographic characteristics, about the training received, the competencies acquired during the Degree studies and the activities carried out during the practicum by both the students themselves and their tutors in the educational centres.

Figures 1 and 2 show the distribution by courses of the sample. In Early Childhood Education, 41.32% is in the second grade, 34.07% in third and 34.07% in fourth. In the Primary Education Degree the sample is more uniform with 29.56% of the students in the second year, 34.81% in the third and 35.64% in the fourth year.

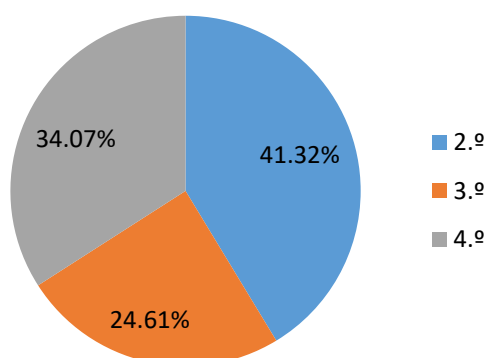


Figure 1. Distribution by courses of students in Early Childhood Education

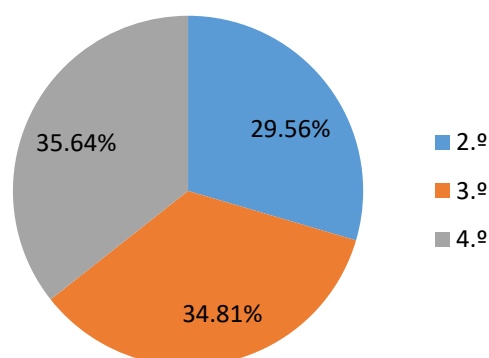


Figure 2. Distribution by courses of students in Primary Education

With regard to sex, the students of the Early Childhood Education Degree are almost entirely women with 96.85% compared to 3.15% men. On the other hand, in the Primary Education Degree, the difference between both sexes is less: 67.13% of women compared to 32.87% of men. Tables 1 and 2 show that the majority of students are from Spain (2.52% of the students in the Early Childhood Degree and 1.83% of the students in the Primary Education Degree are from other nationalities than Spanish).

Table 1

Nationality of the students of the Degree in Early Childhood Education

Nationality	Nationality	
	Frequency	%
Spanish	309	97.48
Argentina	3	0.95
Chilean	4	1.26
British	1	0.32
Total	317	100

Table 2

Nationality of the students of the Degree in Primary Education

Nationality	Nationality	
	Frequency	%
Spanish	359	99.17
Ecuadorian	1	0.28
Romanian	1	0.28
Venezuelan	1	0.28
Total	362	100

Regarding Primary Education students, there are 6.9% who study in the bilingual group and 30.66% who have not yet chosen the speciality, slightly higher than the 2nd year students, since the speciality is chosen at from 3rd year. In order from highest to lowest, the specialties chosen have been the following: Physical Education (27.62%), Inclusive School and Attention to Diversity (17.13%), Foreign Language: English (14.36%), Foreign Language: French (5.25%), Music Education (2.21%), Hearing and Language (1.66%), double speciality choosing Foreign Language: English and French (0.55%), double speciality including Physical Education and Inclusive School and Attention to Diversity (0.28%) and double speciality choosing Inclusive School and Attention to Diversity and Hearing and language (0.28%).

1.2. Academic authorities and educational institutions and directors of educational centres

The sample of the sector of academic and institutional authorities responds to five Education Inspectors, the Dean of the Faculty of Education Sciences and its Academic Secretary, as well as the School Libraries Coordinator of the Local Educational Authority. On the other hand, the sample also collects the contributions of five school leaders.

2. KEYS TO PROMOTE READING COMPETITION IN EDUCATIONAL CENTRES

The complex contemporary social realities make it necessary to improve through education, with an educational system that redesigns various programs and plans. We refer to programs that stimulate the adaptation of teachers and their students to new social needs (own knowledge, reflection, teamwork, communication or listening, among other aspects), also promoting creativity and initiative. Specifically, we will influence those who favours reading literacy in educational centres.

Writing and reading skills are tools for acquiring culture (reading in different formats, writing texts with different structures, or learning languages from an early age). Therefore, programs endorsed by current regulations are needed to develop competence in linguistic communication, offering strategies and methodological resources that complement the school curriculum with support measures to improve reading, writing and oral language. For example, at Spanish level, the *Orden ECD / 65/2015* describes it as the result of communicative action within certain social practices, in which the individual acts with other interlocutors and through texts in multiple modalities, formats and supports.

Against this background, what do the educational authorities and directors of our centres think? To get an approximate idea, various questionnaires have been carried out, which we will analyse below. On the one hand, we will examine those completed by the academic and institutional authorities, and on the other, those answered by principals. After asking the questions, we have drafted the answers obtained qualitatively, thus offering the following analysis:

A. What do you consider to be the key factors in promoting reading in schools?

The first key factor lies in the fulfilment of the Law, being the educational inspection who watches over it. Thus, the *Ley Orgánica 2/2006 de Educación* mentions reading in the educational stages:

- In Children with a first approach to reading.
- In Primary, with a minimum daily reading time in the classroom, students must acquire basic cultural skills related to reading and develop reading habits.

On the other hand, it is necessary:

- Reading as an experience of the entire educational community, favouring autonomous work dynamics and with favourable space-time conditions.

- Design a coherent, functional and meaningful Reading Plan for students, with the use of texts that promote interest and critical sense of the situation in students, according to their age. If reading is part of a more complex process in which the student has to write, present or debate, it will go much deeper into reading comprehension.

- Make the students see that reading is not just another curricular task, but an entertainment space. For this, methodological proposals can be put into practice in classrooms that favour reading. As Pennac (1992) says the verb to read does not support the imperative, therefore one should not force oneself to read.

- Rigorous planning with a clear intention (pleasure in reading), organizing and specifying activities for the use of the school library, while highlighting to families the importance of reading by schoolchildren.

- Personal and financial resources and teacher training.

- The teaching staff must awaken the interest of the students.

- Development of competence in linguistic communication and acquisition of the fundamental tool for access to knowledge, involving families.

B. How can schools promote reading programs in which families participate, in order to promote the acquisition of reading habits by students outside the school context?

From a reading family, a reader is born ... The family can positively influence to develop a taste for reading. This is accomplished by looking for a time of day when the family reads individually or in a shared way (reading a story, emphasizing intonation, voice registration changes, etc.). Thus, it is appropriate to read and comment on common parent-student texts, colloquia ... The key factor is that students observe (learning by modelling) that their parents read at home on a regular basis.

Other ways could be:

- The centre, through tutoring, reading workshops or family schools from the library, can give guidance, advice and ideas on how to promote reading habits from home. It is relevant to inform parents of the convenience of reading with their children stories at certain times of the day, exclusive and not shared with another activity. You could use a "family lectometer" or reading at home and later exposure in class, book clubs, etc.

- Proposing the centre recommended reading to parents regarding their children.

It is important that students acquire the habit of reading at home and for this they must see their elders read.

- Be open to advice to parents, if they demand it. Have availability.
- Take advantage of any family situation for the child to read: excursions, recipes, advertising, news, etc.
- Work within the scope of the reading and linguistic programs.

C. How can educational centres promote reading communities in which students, teachers, families, municipalities and entities and people from the school environment can participate?

The regulations state that educational centres will promote reading programs in which families participate, in order to promote the acquisition of reading habits by students outside the school context (*Instrucciones 24/7/2013* on reading treatment). Moreover, educational centres will favour the constitution of reading communities in which students, teachers, families, municipalities and entities and people from the school environment may participate, for which training and cultural extension activities may be organized, both in school hours and in those dedicated to complementary and extracurricular activities.

For this reason, educational projects must articulate work formulas that enhance participatory reading programs and favour the constitution of reading communities, in order to achieve, after compulsory schooling, a taste for reading, the habit of reading or strategies for searching for information. In other aspects:

- Coordinated municipal and school libraries and connoisseurs of the editorial fund available and used by students and families.
- Creation of commented reading groups in educational centres (even if they are small groups).
- Organizing reading marathons in specific ephemeris.
- Promoting sponsorship of readers (between students and parents) outside school hours and in coordination with the nearest municipal library.
- Inviting authors (through the culture area of the City Council) to explain the creative process of a work in the school library to the students.

- Playful activities related to clues that can only be found in literary texts (jointly planned between teaching centre - municipal library - parents – parents’ associations- parents’ schools).

- Organize joint readings, gatherings, monologues, theatrical performances, space on the school blog to comment on readings.

- Be part of an Erasmus+ project that involves all these sectors of the population.

D. What resources, services and activities to promote reading can be organized from the school library for families to participate?

The use of libraries in educational centres can be promoted to create reading opportunities among students through a continuous environment of experiences, interactions, reading reflections and the development of informational or intellectual skills.

School libraries must inform families of available learning resources. Among the performances:

- Joint activities: Reading marathon, reading sponsorship, gatherings, colloquia and debates, as well as book loans and meetings with authors.

- Leisure activities: storytelling, book fairs / market, traveling books, traveling backpack, workshops, book of life, dialogical readings, speech games, family theatre, etc.

- Visits to other libraries and to nearby bookstores.

- Modernize, extend the hours of the library and decorate it among students, families and responsible library and collaborating staff.

E. Mention and describe a good practice you know of to encourage reading.

Many schools carry out many of the activities contemplated above. All contribute to establishing the conditions for students to achieve linguistic development appropriate to their age, promoting the habit and pleasure of reading and writing.

Some examples of good practices could be: reading support (older students tutor younger students in reading), school radio workshop, bibliography, reading corner, booktrailer, the reading tree (each sheet It comes out when a student has read a book, corroborated by the teacher), people book (students dressed in their favourite book, and read to classmates their favourite excerpt, explaining which book it is, the author), etc.

F. What measures to reinforce and support the competence in linguistic communication can be carried out to respond to the specific needs of the students and ensure the coordination of all members of the teaching team that serves the student? Do you consider the measures currently being carried out to be sufficient?

One of the measures put in place by the educational administration that intends to involve the entire teaching team in this task, is its coordination and teacher integration through the Centre's Linguistic Project. This can be a response route that affects both the contents involved and the teachers, pretending that linguistic and non-linguistic subjects are integrated into a common project. Another program may be linguistic program called "ComunicA¹".

Other activities would be: daily readings, debates, written compositions, radio workshop, oral exhibitions, dictations, tongue twister poems and riddles, active methodologies to promote the use of languages (discursive, plastic, musical, body), projects from different areas or subjects (depending on the subject or work content).

Other measures could be: reducing school hours to increase teacher coordination hours, increasing human resources to reduce the ratio, splits or supports, improve teacher training, etc. On the other hand, there are general and specific measures of attention to the difficulties of the student body, especially in this instrumental area, which must be put in place at the time the difficulties are detected. There are also programs like instrumental reinforcements after the school.

To the second part of the question, if the measures currently carried out are considered sufficient, comment that the measures in education are necessary, most of them, but rarely sufficient. The increasing demand of society is linked to both increasing needs and a demand for material resources. In summary, the educational administration does what it considers convenient with the available resources that are limited. Teachers are still excessively subject to textbooks, so other relevant issues for student development are not prioritized.

G. Do you consider the time devoted to reading in schools on a daily basis sufficient?

In the current regulations, the centres must guarantee the incorporation of a reading time of one hour, or the equivalent of an hourly session, in all the courses of the stage in the

¹ For more information, visit: <http://www.juntadeandalucia.es/educacion/webportal/web/lecturas-y-bibliotecas-escolares/comunica>

basic education, and in addition, debate and oratory are encouraged in these teachings. If it is also complemented by reading (recommended) at home, it should be enough. Although starting from the premise that reading and good reading comprehension is the basis of most of the other learning acquired, it is never enough.

H. What general lines of pedagogical action in relation to the treatment of reading and writing could be carried out in order to facilitate the coordination of all the actions that are carried out and, therefore, the coordination between the Early Childhood Education stage and Primary?

Promote transit between stages according to the approved transit protocol in compulsory education in the province of Malaga. The academic year 2017/18 was launched on an experimental basis, contemplating coordination actions and design of the programs of the instrumental areas and subjects (Spanish Language and Literature, Mathematics and Foreign Language), coordinated selection of textbooks, establishment of guidelines common use of material, exchange of information on the methodology used, with special emphasis on correction, evaluation and qualification criteria, and exchange of information on study techniques.

In a word: coordination. This is a deficit aspect in teaching practice.

On the other hand, more than a few lines of action, the taste for reading must be encouraged. Thus, it will be the students' own intrinsic motivation that determines the path to follow, based on their own interests, prior knowledge, need to communicate, etc.

3. INITIAL TEACHER TRAINING

The official teachings of the Education Degree are regulated with a clear training objective, which is none other than to promote the achievement by students of a university training that combines basic general knowledge and transversal knowledge related to their comprehensive training, together with the competencies and specific knowledge aimed at their incorporation into the workplace.

It is the responsibility of the University to design, together with society, Study Plans that revolve around the development of the competencies established as fundamental. The Curriculum for the Degree in Early Childhood and Primary Education is structured in 4 blocks of content. Each block is organized into Modules, subjects and disciplines whose regulatory framework is shown in Table 3:

1. Basic training.
2. Mandatory disciplinary didactic modules.
3. Practicum (includes the Final Degree Project).
4. Optional training.

Table 3

Regulations governing the study plans of the Degree in Early Childhood and Primary Education

Spanish Qualifications Framework for Higher Education (<i>Real Decreto 1027/2011</i>)	
Official university teaching arrangement (<i>Real Decreto 1393/2007</i>)	
DEGREE IN EARLY CHILDHOOD EDUCATION	DEGREE IN PRIMARY EDUCATION
<i>Orden ECI/3854/2007</i>	<i>Orden ECI/3857/2007</i>
Preparation of the Study Plan by the Universities	
1 st favourable report of the National Agency for Quality Assessment and Accreditation	
2 nd authorization of the Autonomous Community of Andalusia	
3 rd positive verification of the Council of Universities	
<i>Resolución de 2 de mayo de 2012, de la Universidad de Málaga, por la que se publica el plan de estudios de Graduado en Educación Infantil. (BOE-State)</i>	<i>Resolución de 18 de enero de 2013, de la Universidad de Málaga, por la que se publica el plan de estudios de Graduado en Educación Primaria (BOE-State)</i>
<i>Resolución de 2 de mayo de 2012, de la Universidad de Málaga, por la que se ordena la publicación del Plan de Estudios de las enseñanzas conducentes a la obtención del Título Universitario Oficial de Graduado o Graduada en Educación Infantil por la Universidad de Málaga (BOJA- Autonomous community)</i>	<i>Resolución de 18 de enero de 2013, de la Universidad de Málaga, por la que se ordena la publicación del Plan de Estudios de las enseñanzas conducentes a la obtención del Título Universitario Oficial de Graduado o Graduada en Educación Primaria por la Universidad de Málaga (BOJA- Autonomous community)</i>

Based on the specific competences of each title, a questionnaire has been designed to find out the competences developed on reading skills in students. Next, the actions carried out by the students and their tutors during their practice period will be analysed.

3.1. Early Childhood Education degree competencies

Table 4 shows that the competence that most students claim to have acquired is number 4, relative to understanding the daily dynamics in Early Childhood Education (with 92.74%), in which the most students have started without acquiring is the number 9, referring to the mastery of the language and literacy curriculum (54.57%) and the one they have acquired the least is number 6, on the management of language learning

situations in multicultural and multilingual contexts with 46.37%. This factor is very relevant in order to find good practices and teaching materials that help students achieve this competence.

Table 4

List of competencies acquired in the Early Childhood Education Degree

	No %	Iniciated %	Yes %
01. I know the objectives, curricular contents and evaluation criteria of Early Childhood Education.	1.26	19.87	78.86
02. I am able to design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the centre.	2.21	30.60	67.19
03. I know and am capable of exercising the functions of tutor and counsellor in relation to family education in the period 0-6 years.	9.78	39.12	51.10
04. I understand that the daily dynamics in Early Childhood Education is changing according to each student, group and situation, as well as knowing how to be flexible in the exercise of the teaching function.	0.63	6.62	92.74
05. I know the evolutionary phases of language learning in early childhood, I know how to identify possible dysfunctions and intervene for their correct evolution.	5.99	49.53	44.48
06. I am able to deal effectively with language learning situations in multicultural and multilingual contexts.	34.38	46.37	19.24
07. I would know how to use techniques and resources so that students express themselves orally and in writing.	6.62	34.38	58.99
08. I know and am able to apply didactically in the classroom information and communication technologies (ICTs) to develop reading competence.	12.62	28.71	58.68
09. I master the language and literacy curriculum of this stage, as well as the theories about the acquisition and development of the corresponding learning.	11.36	54.57	34.07
10. I understand the transition from oral to writing, and I know the different registers and uses of the language.	12.93	44.48	42.59
11. I know and master oral and written expression techniques.	10.09	37.22	52.68
12. I know the learning process of reading and writing, as well as its teaching.	7.89	40.38	51.74
13. I know and would know how to use resources for reading animation.	8.52	27.13	64.35
14. I am able to acquire literary training to learn about children's literature and its teaching.	6.31	22.71	70.98
15. I would like to encourage reading in students, and encourage them to express themselves through written language.	3.47	31.23	65.30
16. I am able to collaborate with the different sectors of the educational community and the social environment.	5.99	26.81	67.19
17. I have a critical and autonomous attitude about knowledge, values and public and private social institutions.	4.42	25.55	70.03
18. I understand the role, possibilities and limits of education in today's society and the fundamental competences that affect the Infant and Primary Education centres, as well as their professionals.	6.94	36.28	56.78
19. I know the difficulties that students who do not have as their mother tongue or do not know can have to learn our official language.	8.20	24.92	66.88
20. I am able to critically analyse and incorporate social issues that affect family and school education (social impact of audio-visual and technological language, discrimination and social inclusion, sustainable development ...)	7.57	40.06	52.37
Global	8.36	33.33	58.31

3.2. Primary education degree competencies

Table 5 shows that the competition that a greater number of students claim to have acquired is number 5, on the importance of the library (with 77.07%), the one that has been started the most is number 7, regarding capacity to deal effectively with situations in multicultural and multilingual contexts (46.69%) and the least-acquired competence is number 14, on preparing to express themselves orally and in writing in a foreign language, at 38.98%.

Table 5

List of competencies acquired in the Primary Education Degree

	No %	Iniciated %	Yes %
01. I know the curricular areas of primary education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.	2.49	34.81	62.71
02. I am able to design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the centre.	2.76	32.04	65.19
03. I understand the basic principles of language and communication sciences.	8.84	35.08	56.08
04. I am able to acquire literary training and know children's literature.	9.39	37.85	52.76
05. I am aware of the importance of the school library as a resource centre for reading, information and lifelong learning.	6.08	16.85	77.07
06. I know and I am able to apply information and communication technologies in the classroom.	6.35	27.90	65.75
07. I am able to deal effectively with language learning situations in multicultural and multilingual contexts.	27.90	46.69	25.41
08. I am able to encourage reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.	11.33	40.33	48.34
09. I know the organization of primary and primary schools and the diversity of actions that comprise their operation.	9.94	37.29	52.76
10. I know the school curriculum of languages and literature.	8.84	29.83	61.33
11. I know the process of learning written language and its teaching.	6.91	40.88	52.21
12. I am able to encourage reading and encourage students to express themselves through written language.	4.70	25.69	69.61
13. I know the difficulties in learning the official languages of students of other languages.	19.61	33.15	47.24
14. I am able to have my students express themselves orally and in writing in a foreign language.	33.98	38.95	27.07
15. I know the current proposals and developments based on learning skills.	15.47	35.91	48.62
16. I am able to identify and plan the resolution of educational situations that affect students with different abilities and different learning rhythms.	5.80	45.30	48.90
17. I know the processes of interaction and communication in the classroom, which help to address and solve discipline problems.	5.80	39.50	54.70
18. I know and am able to exercise the functions of tutor and counsellor in relation to family education in the period 6-12.	17.40	45.58	37.02
19. I understand the role, possibilities and limits of education in today's society and the fundamental competences that affect nursery and primary schools and their professionals	7.46	42.82	49.72

20. I am able to relate education to the environment, as well as cooperate with families and the community.	4.97	39.50	55.52
21. I am able to critically analyse and incorporate social issues that affect family and school education (social impact of audio-visual and technological language, discrimination and social inclusion, sustainable development ...).	6.91	44.75	48.34
Global	10.62	36.70	52.68

3.3. Activities carried out during the internship period with the child education students

Overall, it is observed that 24.78% have marked that some actions are not carried out by the tutor of the practices or the student, 38.20% by the tutor only, 5.06% by the university student and 31.96 % performed by both (see Table 6). Therefore, it is observed that university students tend to carry out most of the actions of their tutors and that in a very small percentage they do some that their tutors do not do.

Table 6
Activities carried out during the internship period with the child education students

	None	Tutor	Student	Both
01. Relationships between written language and oral language are established.	7.26	21.45	4.73	66.56
02. Animation dynamics are established to the reading (change of characters, changes of endings, creation of stories with images ...).	17.67	21.45	14.83	46.06
03. The classroom is organized according to the needs of students with different learning corners and workshops.	17.98	37.22	7.26	37.54
04. Reading activities are carried out in large groups.	17.98	21.45	11.04	49.53
05. Reading activities are carried out in small groups.	36.91	14.20	13.56	35.33
06. Reading activities are carried out individually.	27.13	23.66	9.15	40.06
07. My students learn to read by following the textbook of an editorial.	43.85	30.28	4.42	21.45
08. The reading activities start from a project, teaching unit and / or centre of interest.	19.24	44.79	4.73	31.23
09. The classroom programming is modified according to the needs of the students throughout the course.	13.88	49.53	3.79	32.81
10. Groups are organized taking into account that they have students with different reading levels.	45.74	24.29	2.21	27.76
11. There is a stipulated time in class for learning to read (assembly, corners ...).	12.30	32.49	4.42	50.79
12. There is a quiet place in the classroom dedicated to individual reading (classroom library).	30.91	44.48	2.21	22.40
13. In class, various ICT resources are used to carry out interactive reading activities (internet, digital whiteboard, book material or created ...).	13.25	32.49	2.52	51.74
14. Information is provided to families to encourage reading learning at home (workshops, quarterly meetings, tutoring, parent school ...).	16.40	64.67	2.52	16.40
15. Families do with their child at home suggested literacy activities in the classroom.	26.18	54.26	2.84	16.72

16. Coordinates with other teachers to schedule and / or carry out activities with our students about reading.	19.87	59.94	1.89	18.30
17. In my classroom other agents of the educational centre or other professionals participate in actions that favor the reading learning of my students.	44.48	36.59	2.21	16.72
18. An initial evaluation is carried out at the beginning of the school year.	17.67	68.45	1.89	11.99
19. Different moments in the classroom are analysed during the course to evaluate the reading learning of my students.	21.14	48.90	2.21	27.76
20. Concrete moments are used during the course to evaluate my students with a reading test.	45.74	33.44	2.84	17.98
Global	24.78	38.20	5.06	31.96

3.4. Activities carried out during the internship period with primary school students

The global results coincide with those of the Early Childhood Education students, since the most marked response indicates that actions have been carried out by both the students and their tutors (35.80%), followed by those carried out only by their tutor (30.03 %), by neither (27.04%) and by the students only (7.13%). Table 7 shows the percentage of student responses for each of the actions.

Table 7
Activities carried out during the internship period with primary school students

	None	Tutor	Student	Both
01. My students are asked questions while reading texts to ensure their understanding.	6.91	19.89	11.05	62.15
02. The participation of families in the organization of reading activities (cultural week, representation of works ...) is encouraged.	29.83	48.90	4.70	16.57
03. Activities are proposed for my students to summarize and synthesize knowledge after reading (topics, main ideas, protagonists, events, inferences ...).	8.84	33.43	10.22	47.51
04. Reading activities are carried out in large groups.	11.33	27.62	6.63	54.42
05. Reading activities are carried out in small groups.	32.87	17.68	10.22	39.23
06. Reading activities are carried out individually.	7.46	33.15	8.84	50.55
07. Readings are made in pairs.	53.87	16.30	6.08	23.76
08. My students use a textbook in the language area.	10.50	54.14	3.87	31.49
09. The reading activities start from a joint project with the rest of the curricular areas.	38.95	29.56	5.52	25.97
10. The classroom programming is modified according to the needs of my students throughout the course.	15.75	37.57	9.94	36.74
11. Groups are organized taking into account that they have students with different reading levels.	33.98	25.41	6.63	33.98
12. My students do activities focused on reading speed aloud and in silence.	33.70	30.94	4.70	30.66
13. My students do activities focused on reading speed in silence.	43.92	26.24	5.52	24.31
14. My students are asked before, during and / or after reading a text.	11.60	20.99	9.12	58.29
15. ICTs are used to favour the development of linguistic competence.	22.10	23.48	11.05	43.37
16. Activities are carried out for students to compare texts by format or gender.	49.45	22.38	4.42	23.76

17. It is carried out in the sponsoring centre where my students tell stories or stories to students from lower grades.	44.75	32.87	3.31	19.06
18. Concrete moments are used during the course to evaluate my students with a reading test.	30.94	42.27	3.87	22.93
19. It is proposed to my students directed readings to favour the development of social skills that help to face and resolve conflicts in the classroom.	28.73	32.87	7.73	30.66
20. Different analysis techniques of a read text are used (concept maps, dramatizations, murals, portfolios, opinion, debates ...).	25.41	24.86	9.12	40.61
Global	27.04	30.03	7.13	35.80

4. PERMANENT TEACHER TRAINING

Over the last decades, teacher training has become more important in our society. As the McKinsey Report (Barber & Mourshed, 2008 and Barton, Farrel & Mourshed, 2013) establishes, the ceiling of quality education of a country, lies in the quality of training of its teachers. From this perspective, we go back to the 80's when in Andalusia the competences in education were transferred to it, being three years later, when the need to have a space of resources for teachers was forged, creating the Teacher Training Centres as stable platforms for training, innovation and exchange of pedagogical information. Then, from 1992, the First Andalusian Training Plan would emerge, conceiving as a framework for the organization and coordination of the human and economic resources necessary for teacher training. This Plan would materialize with the approval of the *Decreto 194/1997* with which the Andalusian Teacher Training System is created, defined as an instrument of general support for the educational system by promoting training activities for teachers.

The needs and challenges of society were changing, palpating the concern to find new strategies to achieve better teaching practices, thus giving rise to the II Andalusian Plan for Ongoing Teacher Training (2003). Over time, the hallmarks of the teaching centres changed, implementing the current III Andalusian Training Plan ten years later through the *Decreto 93/2013*, which currently establishes the strategic lines focused on:

- I. Improvement of educational practices, performance and educational success.
- II. Continuous improvement and training of teaching staff.
- III. Shared knowledge, research and innovation.
- IV. Educational centres as collaborative learning and training environments.
- V. Teaching of Special Regime (Artistic, Permanent and Languages) and Vocational Training.

Therefore, it is necessary to become aware of the training need of education professionals, not only as a right but as an obligation of the teacher and a responsibility of the Educational Administrations, as well as the centres. The connection between initial and permanent training is essential, where theory and practice interact, stimulating the cooperative work of teachers with the conditions that allow students to achieve basic competences, coordination in the field of education and training, thus enhancing the transformative character of the school.

With this approach, in our study we wanted to refer to the continuous training of teachers, analysing various questionnaires carried out in the province of Malaga, both for infant and primary teachers, as well as a significant sample of academic authorities and educational institutions, as well as directors of educational centres.

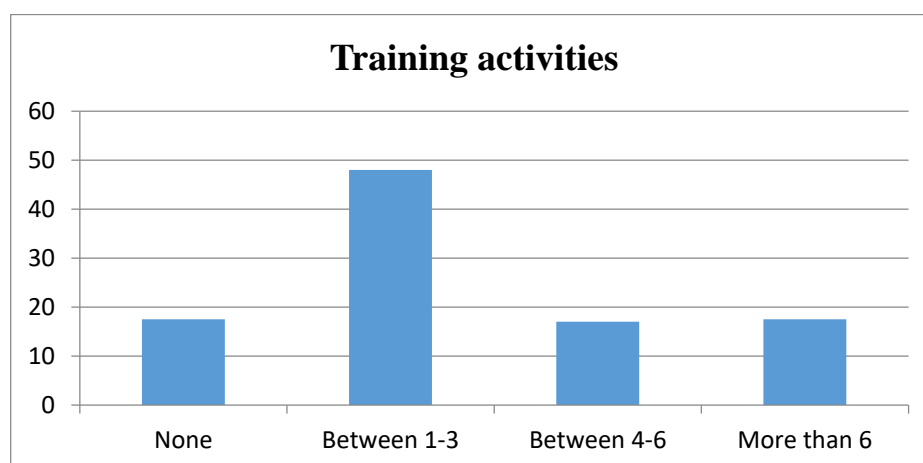


Figure 3. Training activities carried out in linguistic competence (last 5 years)

Analysing the results obtained, we observe in Figure 3 that only 17.5% of the sample of teachers surveyed have not done any training in the last five years, while 82.5% have done some activities. It highlights that teachers do need updating and training (to a greater or lesser degree). On the other hand, when asked the teachers if they have been in centres with innovative practices (Figure 4), we find that it is very even (53% yes, compared to 47% who do not consider them innovative). Perhaps it would be necessary to clarify among the teaching community what is understood by innovative practices, which according to AGAEVE (2018) would be related to good practices, understanding these as an innovative action (new elements or improves existing ones) with a clearly defined objective that they develop an evidence-based,

transferable, sustainable and effective strategy, with broad participation of the people involved and which has a rigorous system for monitoring results.

Innovative centres

■ No ■ Yes

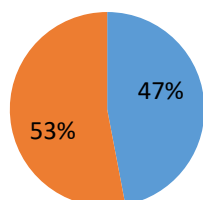


Figure 4. Membership in innovative centres

Innovative centres

■ No ■ Yes

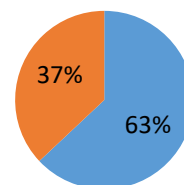


Figure 5. Inclusion in reading projects

Regarding participation in institutional or administration projects related to teaching reading (Figure 5), it is evident that more than half of the respondents, specifically 63%, have not participated in them; aspect to reflect on.

In the case of surveys carried out with educational authorities, we highlight two key questions for our analysis, which are detailed below:

A. Do you consider that there is a training plan that responds to the needs of the educational community for the development of communicative competence, the promotion of reading and the creativity of students? How could it be improved?

B. Do the educational centres have adequate technical, documentary and pedagogical advice in relation to the treatment of reading through the educational administrations? Why?

In response to question A, 62.5% of the respondents affirm that there is a training plan that responds to the promotion of reading and communicative competence, focusing attention on the strong impulse to the use of libraries and the promotion of reading, having to name A coordinator of the Reading and Library Plan is mandatory, as well as a team that helps with certain administrative and management tasks. Another outstanding relevant factor is that both the Teacher Training Centres and certain internal organs of each centre have the competence to detect training needs, propose them to the community of teachers and faculty in particular, and develop them. This does not mean that it does not depend too much on the voluntariness of the teaching staff or the impulse of certain groups involved in this field and passionate about it, still having a

long way to go. In addition, at the institutional level, the Andalusian Government has designed the Reading Promotion Plan 2017-2020, under the motto "Reading gives you extra lives²", offering training in three lines of participation (technical and organizational tasks in the school library; program training course in the use of information and learning resources; and selection of digital resources and project their programs and services to the network). In parallel, at the Local Educational Authority of Málaga, two more lines are offered, one for inter-centre library cooperation, and the second, for promoting reading in a foreign language (English, French, and German).

Only 25% of the respondents did not believe that there is a good training plan, and that a greater formative evaluation of the teaching staff in terms of language proficiency would be necessary. Lastly, 12.5% are unaware of the existence of the aforementioned resources and promotion plans.

In response to question B, around 70% believe that any facet is susceptible to improvement; however, schools that require technical, documentary and pedagogical advice in relation to the treatment of reading have such advice through the services provincial, as well as the reference adviser. On the other hand, the educational inspection also has technical advisory competence in the matter. In this sense, the Ministry of Education and the Ministry of Education of the Andalusian Government have been developing plans to promote reading and school libraries for years, and the Local Educational Authority has advisers on this matter. The remaining 30% believe that it is insufficient, so it is necessary to equip and train the use of ICT in relation to reading and writing. In addition, they emphasize that such advice does not go beyond what each teacher seeks autonomously and voluntarily.

In the case of the principals' answers, 80% affirm that there is a training plan that responds to the needs of the educational community for the development of communicative competence, although it would require that it have a more constant and inclusive praxis. Although it is working, they think that it can be improved and enhanced more. The remaining 20% think that there is no plan, but it could be improved with the offer of the Teacher Training Centre.

Regarding technical, documentary and pedagogical advice in relation to the treatment of reading, they affirm that there are a high percentage of teachers who are

² <http://www.juntadeandalucia.es/educacion/webportal/web/planes-y-programas/novedades/-/contenidos/detalle/plan-de-fomento-de-la-lectura-2017-1rwhk4ru3j4mj>

involved in facing challenges with notable dynamism and an administration that has favoured the promotion of reading from their competences. Some centres have carried out training linked to reading and writing learning and its difficulties, to the detriment of the promotion of reading. However, it may be subject to improvement, since it depends more on the work and preparation of a good reading plan from the centre itself than on what is provided by the Administration.

In conclusion, it would be interesting to provide resources and work strategies through specialized and compulsory courses, through the Teacher Training Centre. From this perspective, the main reason for the permanent training and updating of teachers should be focused on facilitating teacher training, providing them with strategies, methodologies and tools for the management and pedagogical organization of their work to face the challenges of the educational system and adapt teaching to the educational needs of students. This update should be about: training adapted to the needs demanded, different dimensions of diversity, improvement of the classroom climate and resolution of conflicts, digital and linguistic competence or specific competences of management teams and new teachers, among others.

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