EVALUATION OF READING PRACTICES OF PRIMARY SCHOOL EDUCATION (PORTUGAL)

1. INTRODUTION

Several studies state that, considering that the alphabetical system is based on phonemes (sounds), being aware of them since an early age is an extremely important requirement for a more positive relationship between the reading and the writing processes. Therefore, learning to read and write is developed in a hierarchical way. Thus, to learn how to read and write, the child first needs to master a set of pre-skills, acquired in the early childhood educational period.

Since early childhood education, children encounter written texts and participate in multiple situations of informal interaction with reading and writing and with those who use them in their daily life contexts. It is from these contacts that later in the school period (1st cycle of primary school education, *id est* first four years of primary school) children understand that reading and writing are activities of communication and construction of meanings, which have multiple uses and purposes (Ferreiro, 2002; 2013; Ferreiro & Teberosky, 1979; Ribera, 2013; Solé & Teberosky, 2004; Teberosky, 1991; Teberosky & Cardoso, 1990). These situations allow children to appropriate the different functional uses of written language.

During the period of the 1st cycle of primary school education, children learn to associate the orthographic spelling of each word, composed by an organised sequence of graphemes, with its own phonological form. Throughout the reading learning process, these associations are consolidated, allowing access to the word's meaning simply through their orthographic spelling, that is, without being needed phonological mediation (Morais, 1994).

Two phases occurred during the period of the first cycle of basic education: ***The Strictly Alphabetic Phase***, in which children already possess an extensive knowledge of the graphemes and phonemes correspondences system that allows them to decode unknown words. At the beginning of this phase, word reading is slow, but gradually increases in speed. This phase is also characterized by a significant increase in memorized words. Children also acquire the skill to read new words by comparing them with phonetically similar words. This phase requires formal education for most students.

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The second phase that occurs during this period is called ***Consolidated Alphabetical Phase*** and is characterized by the consolidation graphemes and phonemes relationship system. The amount of memorized words increases rapidly, and children memorize longer words more easily because they can establish a connexion with similar groups of letters. The reading of words by decoding also evolves, acquiring a more complex knowledge about the reading influence that a certain set of letters has over the following set of letters. The identification of letter sequences that represent grapho-phonemic units and morphemes predominates over grapheme-phoneme identification.

According to Perfetti, Landi, and Oakhill, (2005) in order to acquire and develop comprehension skills, it is necessary three dimensions: one dimension that focuses on higher mental fuctions; other that focuses on linguistic aspects; and the last, that focuses on decoding and word identification. Among the components of higher mental functions that play an important role in the comprehension of a text, there are three that, for their relevance, occupy a prominent place: sensitivity of the textual structure, making inferences, and monitoring comprehension. The more familiarity there is with different textual genres, with the interference abilities and monitoring and repairing the inconsistences throughout the reading, the more comprehension skills will improve.

1.1. Description of primary school teachers

We selected 119 samples of primary school teachers teaching at João de Deus educational centres in the whole country (Picture 1). From the obtained data we verify that the major part of primary school teachers are female (97,4%) and their average age is between 36 and 45 years old. We also verify that the younger teachers participating in this questionnaire (Table 1.1).

Picture 1- João de Deus kindergartens' location.

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Regarding the working experience (Table 1.2), we verify that most teachers are already working for at least 21 to 25 years (36,1%) and the less representative are teachers with more than 25 years of teaching experience.

Table 1.1 - Age	%
Under 26 years old	13,4%
From 26 up to 35 years old	27,7%
From 36 up to 45 years old	**35,3%**
Grom 46 up to 55 years old	14,3%
More than 55 years old	9,2%

Table 1.2 - Working experience	%
From 0 to 5 years	9,2%
From 6 to 10 years	13,4%
From 11 to 15 years	16,8%
From16 to 20 years	17,6%
From 21 to 25 years	36,1%
Counting more than 25 years	**6,7%**

Concerning the institutional typology, the questionnaire has only been put into practice in one institution of the private sector that manages several kindergartens in Portugal. Taking into consideration the schools' location, we verify that 92,4% of inquired people say that they work in urban areas and only 7,6% affirm to work in rural areas.

We analyse now the primary school teachers' background and the number of training courses they attended in the last five years.

Distributing the academic background (Picture 2), we see that major participants have (54,6%) the BA Degree (pre-Bologna) and 45,4% have the Master Degree (Bologna 2nd cycle or Especialized Master).
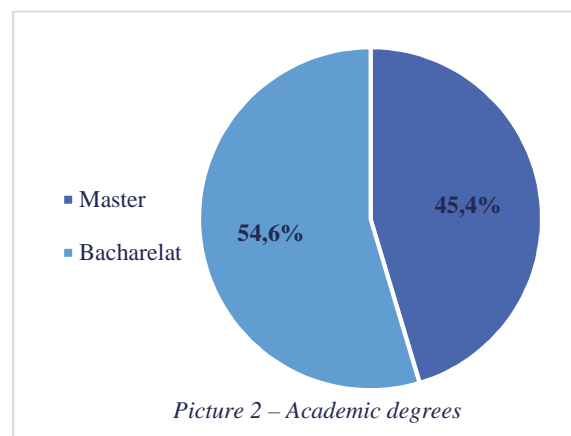
Bearing in mind that nowadays in Portugal the degree in Primary School Teacher is gotten by taking Master degree (Bologna 2nd cycle). To attend this Master it is compulsory to have completed the BA (Bologna 1st cycle) in Kindergarten Teachers Training.

Picture 2 – Academic degrees

In order to categorize the teachers, we asked them if they are the tecaher in charge of the classroom, if they are teachers helping the teacher in charge of the classroom or especialized teachers. Major participants are in charge of the classroom (86,6%); 10,9% are teachers helping the teacher in charge of the classroom and 4,2% are experts, mainly in Special Needs Education (1,7%) and English teachers (2,5%).

Analysing the teachers' skills we verify that 54,6% of teachers attended one to three training courses; 16,0%, attended four to six training courses and 20,2% attended more than six training courses. Finally, 9,2% of teachers did not attend any training course (Picture 3).
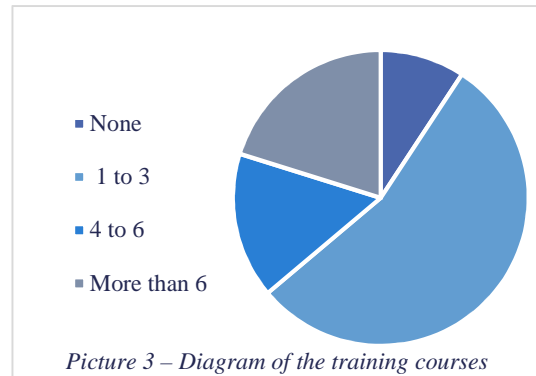
Analysing into the detail we see that the majority of teachers who did not attend any training course are in their first year of working as a teacher.


- None
- 1 to 3
- 4 to 6
- More than 6

Picture 3 – Diagram of the training courses

In Portugal, primary school teachers who fullfil this questionnaire, use an ecletic methodology, once most of them use several different methodologies to engage students in reading activities. Analysing the graph of picture 4, we see that phonologic consciousness is the most used (72,3%), followed by the phonic method (47,9%) and by the mixed/interactive (43,7%). The less used method by participants is the constructivist one, used by only 15,1% of teachers.

To the reading learning process (Picture 5), teachers that participated in this questionnaire prioritized literary texts (88,2%) and descriptive ones (73,9%). The less used text type is the expository one (52,1%).
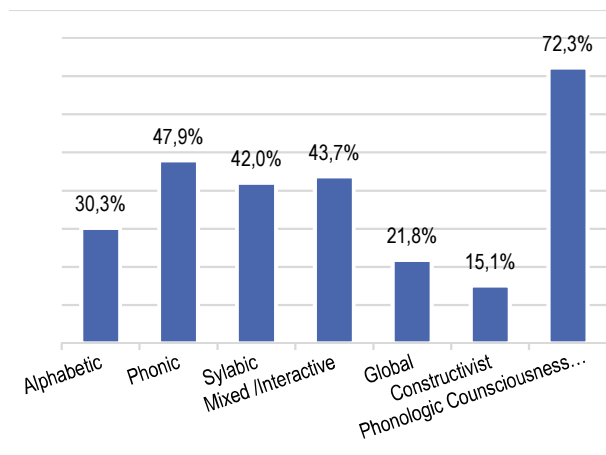
Picture 4 – Learning reading methods
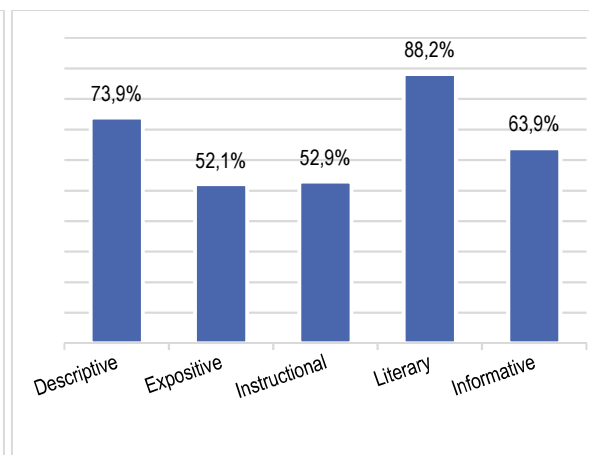
Picture 5 – Diversity of text types

Regarding the practices found linked to the reading process, participants reported having more difficulty in implementing written comprehension (73.1%), followed by awakening the taste for reading (36.9%) and oral comprehension (33.6%). Almost one-fifth of participants (21.0%) face difficulties understanding reading techniques.

Regarding the materials used to promote reading (Table 2), primary school teachers indicated that they prefer to use textbooks or spelling books (92.4%), followed by books brought by students from home (85.7%); many of them reported that they use books (79.8%) or the

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classroom library materials (63.0%). Having said that, 52.1% of primary school teachers reported that they use materials taken from the library of their educational center. One-third of primary school teachers (33.6%) use other materials. From those materials, we highlight the use of the Internet /digital resources (11.8%), magazines /newspapers (10.1%) or several types of games (2.5%).
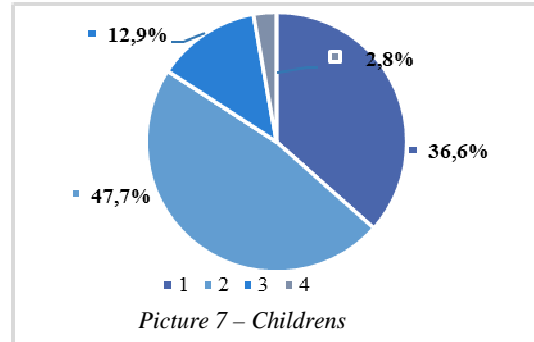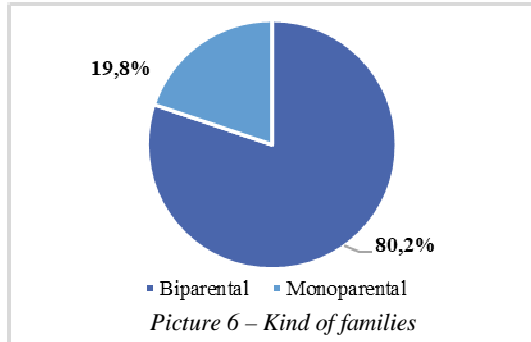
Table 2 - Material used to promote reading	%
Textbooks and spelling books	92,4%
Classroom library material	63,0%
Classroom library books	79,8%
Books students bring from home	85,7%
Educational center library material	52,1%
Other	33,6%

To finalise the characterization of primary school teachers, Table 3 shows us the percentage of gotten responses on inquired taechers' considerations related to educational centres where they worked or where they are currently working. More than 85% say that schools where they are currently working establish measures in favour of accessing the reading process, both at school and in the family. 75.6% of primary school teachers already worked in schools that adopted a certain reading method and more than 42.2% of them have already participated in institutional projects related to reading. Table 3 also shows us that about 46% of institutions where these primary school teachers worked before did not carry out innovative practices.

Table 3 - Considerations about the educational centres where teachers already worked or where they are currently working	Yes	No
1. Where I am currently teaching, teachers establish measures that favour reading access, both at school and in the family, to provide an environment that motivates and invites children to read at home and at school.	85,2%	3,0%
2. Where I worked before there was a pre-established reading method to be adopted.	75,6%	12,6%
3. I have worked in educative centers using innovative practices.	40,7%	46,7%
4. I participated in institutional or in projects promoted by the administration related to teaching reading.	42,2%	45,9%

1.2. Families with primary school children

703 families with primary school children who attend one of the João de Deus educational centre participated in this questionnaire. From these 703 families, 80.2% are biparental families (Picture 6). Each family has, most commonly, two children. Despite that, 36.6% families have only one child and 47.7% have two children (Picture 7).
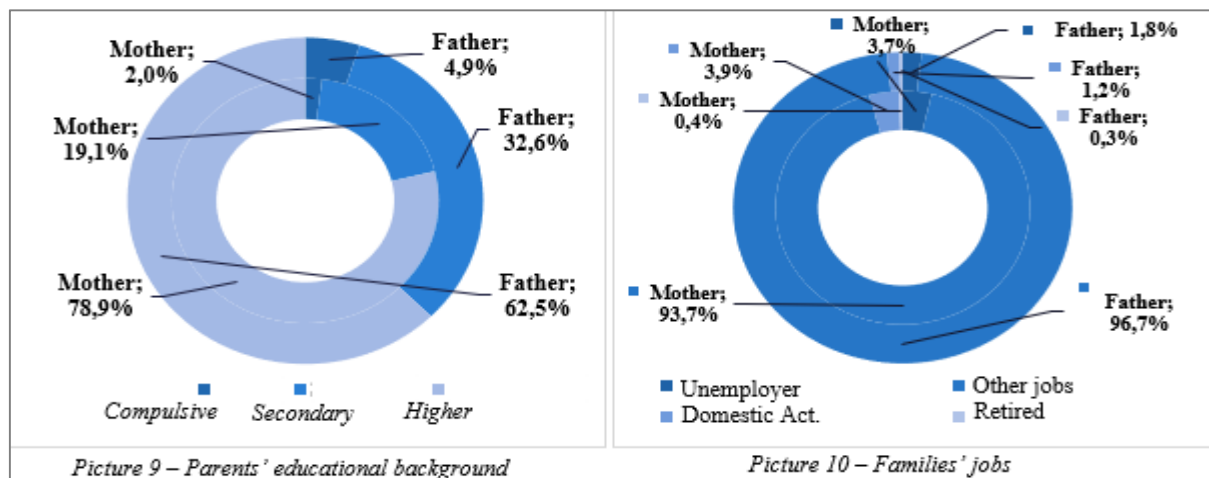
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Picture 6 – Kind of families

Picture 7 – Childrens

Regarding the parents' mother tongue, 97.7% of them speak Portuguese, and 2.3% speak in eight other languages (Picture 8).

Picture 8 – Families' mother tongue (considering 2,3% of other, as total).
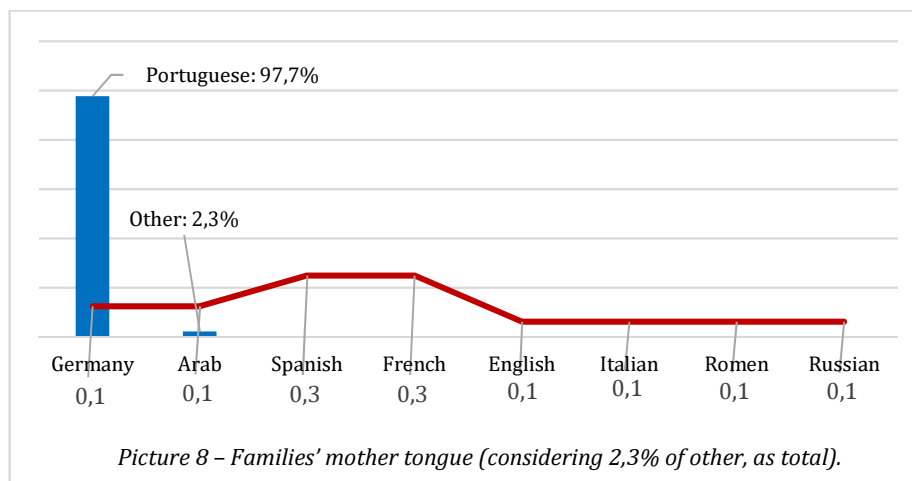
Regarding the academic background (Picture 9), we found that most parents have university education qualifications (mothers 78.9% and fathers 62.5%). Only 2.0% of mothers and 4.9% of fathers just have primary school education.

Regarding the families' job (Picture 10), it is important to verify the percentage of parents who dedicate themselves to domestic activities and the level of unemployment that affects these families. Thus, mothers, on average, face a higher unemployment rate (3.7%) than fathers (1.8%) and they are more exclusively dedicated to domestic activities (3.9% versus 1.2%). We point out that only 0.4% of mothers and 0.3% of fathers are retired.

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Picture 9 – Parents' educational background

Picture 10 – Families' jobs

2. READING METHODOLOGIES AND STRATEGIES TO DEVELOP READING COMPETENCE OF PRIMARY SCHOOL (1ST CYCLE) STUDENTS

The Portuguese word for "reading" ("ler") comes from the Latin "legere", which means "to choose" / "to gather". The Romans may have understood that reading was "to gather" something, and the ability to "choose" was something quite positive. The poet and pedagogue João de Deus considered that knowing how to read was a vehicle for menkind's freedom. Therefore he stated that "To be a man is knowing how to read. And there is nothing so important, nothing so essential than this modest and humble thing called - first letters" (Deus, 1877, p.15). Knowing how to read allows us to know the past and talk to those to come. "Reading and writing are fundamental skills for students of the 1st cycle of primary school education to develop, under penalty of compromising their academic success in other areas of knowledge" (Ruivo, 2017, p. 33) and, consequently, in their future life.

Learning to read is essential. Mastery of the oral and written native tongue has a positive influence in integration in the different communities in which we are socially inserted.

Reading consists of deciphering, identifying, placing words in the text, and giving them a meaning, moreover, reading implies the relationship between the text, the reader's life experiences and their previous readings. Reading is to relate the semantic representation of the text with the factors related to the reader, the text and context, it is to apprehend the meaning of what is read and this results from the interaction between the reader and the text. Thus, in this context, the teacher, being the creator of reading tasks, must "consider and

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prioritise the active role of student-reader and develop interventions that multiply reading experiences (…) explicitly teaching strategies aimed at developing the student's autonomy as a reader and constructor of meanings" (Silva, Bastos, Duarte, & Veloso, 2011, p. 7).

The teacher's role is crucial in basic education, 1st cycle (*id est* primary school). The school and family expect them to "teach how to read, create the student's desire to so and keep that attitude alive throughout the entire academic journey" (Silva et al., 2011, p. 6). Students must understand the importance of reading and must know that "reading is needed […] to educate themselves, to document and inform, to interact, or quite simply is a form of enjoyment and avoidance" (Silva, Bastos, Duarte and Veloso, 2011, p. 6). The family, the school and society should work on joint projects with the purpose of helping to develop fluent and skilled readers.

Reading comprehension activities are multidimensional and relate the semantic representation of the text to the reader's affective, intellectual, and experiential factors (Sá & Veiga, 2010). Reading strategies are essential to facilitate the process of understanding a text. Well-defined strategies help to understand the appropriating mechanism of a text (Silva, Bastos, Duarte and Veloso, 2011).

The reader's physical and psychological conditions influence the type of reading. However, the selection of texts should not compromise the literary quality. In fact, "the maturation of young readers cannot do without contact with quality literary texts, as these provide them with a unique worldview, a critical awareness of the linguistic and cultural heritage that shapes the national and universal identity"(Silva et al., 2011, p. 19)

In Portugal, according with the article no. 38 of Decree-Law no. 55/2018, 6th July, the Essential Learning for Portuguese Teaching defines that the learning of the Portuguese language must be done over the course of twelve years of compulsory schooling, incorporating a set of fundamental skills for personal and social fulfilment of each student and for the exercise of conscious and interventional citizenship (AE, 2019).

On the other hand, the Primary School Programme and Curriculum Goals aim a schooling and learning better quality through the cult of rigor and excellence (Buescu, Morais, Roha, & Magalhães, 2015).

These two documents determine which methodologies and strategies are used by Portuguese students attending primary school institutions for the development of reading competence, since the very 1st grade.

The Portuguese Curriculum Goals' Support Booklet for learning how to read and write, mentions as an ideal situation: that in the last year of early childhood education, already gave to children the opportunity be in contact with textual architecture, syntactic constructions and typical vocabulary of illustrated children's books in order to be basically ready for the acquisition of reading and writing skills in the first two years of compulsory education (Buescu, el al., 2015). Therefore, it is essential that the dialogue between kindergarten teachers and primary school teachers to be conducted with the purpose of minimizing the problems that this cycle transition may bring to children and to their families.

Regarding the work shared between pre-school education and primary school education (Table 4), we found out that, from the teachers' point of view, 91.6% answered that teachers share information among themselves. They also share goals, schedules, planning and resources, as well as reading experiences between levels of education. Furthermore, between 80% to 84% of teachers do plan and design joint curricular activity projects. Finally, we found out that 23.5% of teachers did not share any activity among students from several grades.

Table 4 - Promoted joint activities for reading learning process	Yes	No
1. We design projects and curriculum materials based on joint guidelines.	80,7%	19,3%
2. We share goals, work methodologies, groupings, routines, evaluation and resources	91,6%	8,4%
3. We plan periodic meetings throughout the school year to unify criteria and actions between both stages.	84,0%	16,0%
4. We share reading experiences between different education levels.	91,6%	8,4%
5. We carry out joint activities among students of different levels.	76,5%	23,5%

2.1. Psychopedagogical principles and reader learning methodology

To promote the reading learning process, primary school teachers carry out some of the appropriate pedagogical principles to the development of this competence. In order to favour the taste and reading interest, 98.3% of teachers ask their students questions while reading the texts to ensure their understanding, promoting the exposure in the classroom of the work performed by the students and proposing activities for students to summarize and synthesize knowledge after reading (Table 5.1).

Table 5.1 - Psychopedagogical principles to stimulate reading comprehension	Yes	No
1 I ask my students about the text that they are reading to make sure that they are understooding its content.	98,3%	1,7%
2 I promote the participation of families in the organisation of reading stimulation activities.	84,9%	15,1%
3 I exbibit in the classroom of the work done by my students.	98,3%	1,7%
4 I propose activities for my students to summarize and sinthetise knowledge after reading.	98,3%	1,7%

Regarding learning methodologies carried out in a classroom context (Table 5.2), teachers most valorize strategies on how to get students to answer questions to identify explicit and implicit text information (99.2%) and to to learn spelling and grammar and writing rules (98.3%), or to ask oral questions about the literal content of the text just read by students in silence (96.6%); they also take advantage of situations rose during classroom to perform reading activities (92.4%) and have students reading texts to solve a certain purpose in the classroom (91.6%). The only question about the carried out methodologies that less than half of the teachers mentioned was the interruption of their reading moment aloud to ask questions to the students while they are reading in silence (47.9%).

Table 5.2 – Learning methodologies for reading comprehension	Yes	No
10 My students answer questions to identify explicit and implicit information from the text.	99,2%	0,8%
32 Students learn the basis of writing (spelling and grammar rules).	98,3%	1,7%
31 I make oral questions about the literal content of the text that students just have read in silence.	96,6%	3,4%
11 I take advantage of situations rose in the classroom to perform reading activities.	92,4%	7,6%
20 My students read texts to solve a certain purpose in the classroom.	91,6%	8,4%
43 I propose to my students readings aiming the development of social skills that help to face and solve conflicts in the classroom.	86,6%	13,4%
38 I coordinate myself with other teachers in order to programme and/or perform reading activities with our students.	73,9%	26,1%
33 I propose activities to my students discuss different aspects of the text read in small groups.	64,7%	35,3%
34 While I am reading aloud and my students are reading in silence, I interrupt reading to ask them questions.	47,9%	52,1%

Note: Table with numbered items according to data shown at questionnaire, displayed in decreasing percentage order of YES as an answer.

2.2. Organisation of activitiess (programming or planning, learning experiences, grouping of students)

The activity most employed by almost all teachers is the performance by students of reading aloud (99.2%). All questions were over 59%, except question 21 which states that teachers question students after reading the text (31.1%). Table 6 shows the results obtained in other activities applied in a classroom context, organised in descending order of affirmative answers.

Table 6 – Learning experiences	Yes	No
Q28. I carry out activities for students to read aloud.	99,2%	0,8%
Q 13 I change the classroom schedule according to the students' needs throughout the school year.	98,3%	1,7%
Q 7 I perform reading activities on an individual basis.	97,5%	2,5%
Q 18 I ask students what the title of the work suggests to them before I read the text to them.	97,5%	2,5%
Q 23 I carry out activities so that students identify the main idea of the text.	97,5%	2,5%
Q 26 I carry out activities for students to analyze and express ideas about the text.	95,8%	4,2%
Q 25 I carry out activities so that students recognize some parts of the text that contain the most important information.	95,0%	5,0%
Q 29 I ask students questions before, during and after reading a text.	95,0%	5,0%
Q 22 I carry out activities for students to identify the main and secondary characters in the text.	94,1%	5,9%
Q 19 I encourage activities in which students can corroborate their deductions from the content of the text.	91,6%	8,4%
Q 15 My students perform activities focused on reading speed aloud.	90,8%	9,2%
Q 6 I do reading activities in small groups.	88,2%	11,8%
Q 27 I carry out activities for students to compare texts of different typologies.	87,4%	12,6%
Q 5 I do reading activities in large groups.	84,9%	15,1%
Q 9 My students use the reading manual in the Portuguese subject.	83,2%	16,8%
Q 12 The reading activities that I organise with my students are part of a joint project with the rest of the curricular areas.	78,2%	21,8%
Q 24 I carry out activities for the students to make changes to the plot of the text.	76,5%	23,5%
Q 30 I take a written test (quiz, summary...) after students have read in silence.	75,6%	24,4%
Q 8 I read in pairs.	72,3%	27,7%
Q 17 My students discuss in small groups the text they read.	72,3%	27,7%
Q 14 I organise groups considering the different levels of reading.	59,7%	40,3%
Q 16 My students perform activities focused on reading speed in silence.	59,7%	40,3%
Q 21 I only ask questions after students have read the text.	31,1%	68,9%

Note: Table with items numbered as presented in the questionnaire and listed in descending order of percentages in the YES response.

2.3. Spaces, materials and human resources

The materials facilitating the reading and writing processes, presented in this questionnaire, were answered by primary school teachers as follows (Table 7): information and communication technologies (ICTs) are considered tools of much use, as 79.0% of the participants use interactive whiteboards or computer projectors to perform reading activities and 70.6% promote language skills through these technologies.

Teachers consider, as a reinforcement of human resources, the participation of families in organising activities to stimulate reading (84.9%), as it is shown in Table 5.1:2; coordination among peers to programme and/or carry out activities on reading with students (73.9%) and

support for the sponsorship of reading for students who tell short stories or tales to other younger people (56.3%).

Table 7 – Spaces, materials and human resources	Yes	No
Q35 I use the interactive whiteboard/projector to perform reading activities.	79,0%	21,0%
Q36 I use ICTs to foster the development of language competence.	70,6%	29,4%
Q37 In the educational centre we support the sponsorship of reading for students who tell short stories or tales to younger ones	56,3%	43,7%
Q39 I coordinate with the other teachers to programme and/or do activities on reading with our students.	73,9%	26,1%

2.4. Evaluation

Assessment is part of the teaching-learning process. It should promote equal opportunities, promote success, should be continuous and positive, be corrective and gratifying, that is, promote the effective recovery of students and the participation of all those involved in defining school pathways, guaranteeing the success of all and their academic progression. The assessment must lead to an individualized attendance of the student's progress, and those who have more difficulty in making this progression must be supported by educational supports and supplements (Lemos, Neves, Campos, Conceição, & Alaiz, 1993).

Assessment is a fundamental phase of the teaching process of reading and the teacher must be aware of the pedagogical decisions that must be made to help the students' progress. In the 1st cycle of education (*id est*, first years of primary school), assessment must be essentially formative, yet it must be complemented with summative assessment (Viana, 2009).

In Portugal, the Decree-Law number 139/2012 of 5th July, established the assessment guiding principles for students' acquired knowledge and developed skills. The results of the assessment processes should contribute to teaching regulation, so that learning difficulties can overcome in a timely and appropriate manner.

At a reading evaluation skills level, Table 8 shows us that all questions had a positive answer, above 59%. The teachers' answers were listed in order of their preferences and we conclude that they give greater importance to the reflection on what their students learned after reading a text (95.0%), to the documental analysis of exercises presented to evaluate (94.1%) and they also rely on specific moments throughout the school year to evaluate their students with reading tests (91.6%). The less mentioned technique was the use of a specific rubric on reading competence to evaluate its students (59.7%).

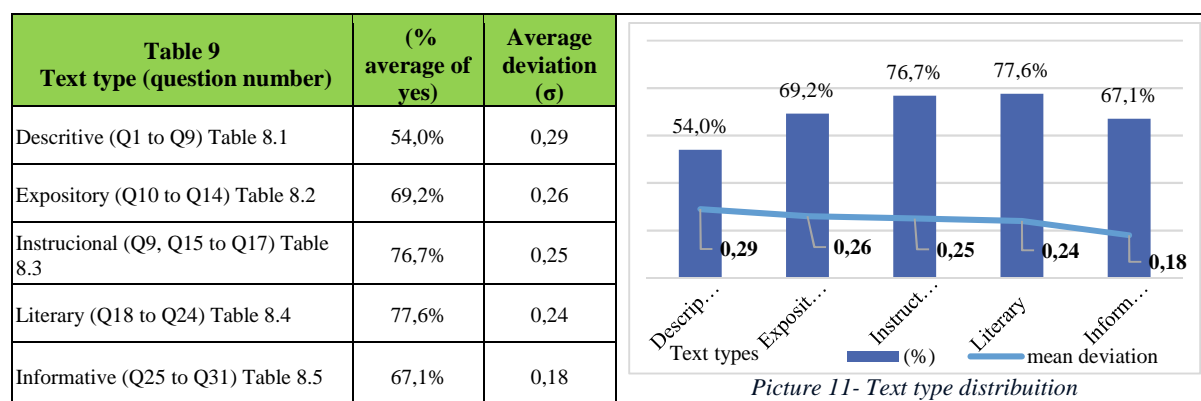| Table 8 – Evaluation	Yes	No
Q46 When students finish a reading exercise, they reflect on what they have learned.	95,0%	5,0%
Q41 I analyze the exercises the students did to evaluate them.	94,1%	5,9%
Q40 I use specific times throughout the school year to evaluate my students with a reading test.	91,6%	8,4%
Q43 I propose to my students readings aimed at developing social skills to help them face and resolve conflicts in the classroom.	86,6%	13,4%
Q44 I use different techniques of analysis of a read text (conceptual maps, role-plays, murals, portfolios, opinion, debates...).	84,9%	15,1%
Q45 I retrieve written testimonies of the readings done by my students (a comparison, an account...).	68,1%	31,9%
Q42 I use a specific section on reading skills to evaluate my students.	59,7%	40,3%

Note: Table with items numbered as presented in the questionnaire and listed in descending order of percentages in the YES response.

2.5. Text Types

Table 9 shows us the textual typology used in primary school education and the way teachers use it. It is crucial to provide students with diverse experiences that motivate them and convey the functionality of reading: it is nice reading a short story independently, reading a cooking recipe to help the mother, reading a message, a birthday invitation, a warning, among other.

The Curricular Programme and Goals of Portuguese Primary School Education (2015) states that in the 1st and 2nd grades, students should read short narrative texts (literary and non-literary), informative and descriptive, poems and comics. In the 3rd and 4th grades students should read narrative, informative and descriptive texts, as well as news, letters, invitations and comics.

From their responses (Table 9), we found out that literary texts are the most commonly used by teachers (77.6%), followed by the instructional type (76.7%), expository (69.2%), informative (67.1%) and, finally, by the descriptive type (54.0%). The average deviation obtained between text types are within a range of σ = [0.18, 0.29] (Picture 11).

Table 9 Text type (question number)	(% average of yes)	Average deviation (σ)
Descritive (Q1 to Q9) Table 8.1	54,0%	0,29
Expository (Q10 to Q14) Table 8.2	69,2%	0,26
Instrucional (Q9, Q15 to Q17) Table 8.3	76,7%	0,25
Literary (Q18 to Q24) Table 8.4	77,6%	0,24
Informative (Q25 to Q31) Table 8.5	67,1%	0,18

Picture 11- Text type distribuition

Next, we display the tables obtained, organised in the order of the questions asked.

Table 9.1 shows us that culinary recipes obtained 95.8% of positive responses. This type of text provides in all age groups a playful and interactive didactic activity that almost all teachers implement. Menus got 82.4% of responses. Reading and writing activities related to food are also very popular among teachers' community.

In the 21st century, due to great social inequalities in terms of food, reading and writing activities can go through the reading and production of healthy food and sustainability texts of the planet. We can get the conclusion that only 10.1% of teachers work reading and building schedules for television programmes, school activities and domestic activities. Of those surveyed, 6.7% reported working on flyers and posters. This activity, as well as the construction of timetables, should be more developed in the classroom, as it gives autonomy to students.

Table 9.1 – Text types used to develop reading skills (Descriptive)	Yes	No
Q1. Lists (shopping, games, classrooom, short story titles...).	78,2%	21,8%
Q2. Labels (for clothes, food...).	61,3%	38,7%
Q3. Schedules (of television programmes, school activities and domestic activities...).	10,1%	89,9%
Q4. Index (books, magazines, short stories...).	79,8%	20,2%
Q5. Encyclopedias, dictionaries, atlases...	13,4%	86,6%
Q6. Flyers and posters.	6,7%	93,3%
Q7. Menus (school, restaurant...).	82,4%	17,6%
Q8. Catalogs, telephone books, diaries...	58,0%	42,0%
Q9. Cooking recipes.	95,8%	4,2%

Table 9.2 shows us that 98.3% of the inquired teachers refer to texts in textbooks; 89.1% use texts for developing oral exposure and 86.6% refer to bibliographical reviews, study visits or experiences as exhibition texts. The activity mentioned fewer times is the application of reference books, obtaining 11.8%.

Table 9.2 - Text types used to develop reading skills (Expository)	Yes	No
Q10. Dossiers of project work.	60,5%	39,5%
Q11. Biographical reviews, field trips, experiments...	86,6%	13,4%
Q12. Textbooks or school manuals.	98,3%	1,7%
Q13. Texts for the development of oral exposure.	89,1%	10,9%
Q14. Appointment books.	11,8%	88,2%

Table 9.3 shows us the percentages of the instructional texts. In this context, question 9 "cooking recipes" is interpreted as "descriptive text" and "instructional text", the most selected, getting a percentage of 95.5%. Question 17, children's medicine patient information leaflets is referred fewer times, getting 26.9%.

Table 9.3 - Text types used to develop reading skills (Instructional)	Yes	No
Q9. Cooking recipes.	95,8%	4,2%
Q15. Instrutions.	91,6%	8,4%
Q16. Rules (of games, of behavior...).	92,4%	7,6%
Q17. Children's medicine patient information leaflets.	26,9%	73,1%

Table 9.4 shows us the percentage of activities developed for the literary text typology. The reading of short stories, narratives and legends registered a percentage of 100%, meaning that everyone reads children's literature. Literary Education is a domain of the Portuguese subject, implemented from 2015 onwards in the Portuguese Basic Education Programme and Goals, where we can read: "Listening to read and reading children's literature texts is a path that leads to the priority goal of understanding texts and it stimulates aesthetic appreciation" (p. 8). All university students seem to have accepted and understood these guidelines.

Other obtained data shown at Table 9.4 allows us to verify that the most significant percentages were: 99.2% for proverbs, songs and riddles; 98.3 for poetry; 97.5% for theater and dramatization. Comics obtained the lowest percentage, 0.8%.

Table 9.4 - Text types used to develop reading skills (Literary)	Yes	No
Q18. Tales, narratives and legends.	100,0%	0,0%
Q19. Proverbs, songs and riddles.	99,2%	0,8%
Q20. Picture albums.	74,8%	25,2%
Q21. Elaboration of books of tales, of poetry, of proverbs, songs...	72,3%	27,7%
Q22. Poetry	98,3%	1,7%
Q23. Theatre and drama.	97,5%	2,5%
Q24. Comic book.	0,8%	99,2%

Table 9.5 shows us the percentage of quantification of the application of informative texts in the classroom. We can see that in this typology, 91.6% of the inquired people stated that they use newspapers and magazines for the reading teaching process and 89.9% use illustrations. The question answered by fewer people, obtaining 25.2%, refers to commercials and propaganda.

Table 9.5 - Text types used to develop reading skills (Informative)	Yes	No
Q25. Newspapers and magazines.	91,6%	8,4%
Q26. Commercials and propaganda.	25,2%	74,8%
Q27. Epistolary correspondence (letters).	75,6%	24,4%
Q28. Conceptual maps.	62,2%	37,8%
Q29. Ilustrations	89,9%	10,1%
Q30. Promotional books, flyers...	73,1%	26,9%
Q31. E-mails and social networks.	52,1%	47,9%

3. THE ROLE OF FAMILIES IN THE LEARNING READING PROCESS

The study of parental engagement in the teaching-learning process of children attending the 1st cycle of primary school education has an enormous importance because in today's society, we are becoming more and more individualist and family relationships are increasingly more discardable. The quality of relationships that relatives, and particularly parents, develop with their children are crucial for their development. Whenever these relationships are developed in school' context, they gain importance since they benefit children, both at an intellectual level and at their social development.

Family and early childhood education have a decisive role building up personal reader/writer project in the 1st cycle of primary school education since they can lead to children learning informally an entire knowledge set related to the written language and its multiple uses (Wells, 1986) and wish to be reader and writer.

"The interest in written language varies according to the quality, frequency and value of reading and writing activities, developed by those who more directly interact with children." (Alves Martins & Niza, 2014, p.38).

When children listen to reading, they become familiar with the organisation of the written language, learning to pay attention to the linguistic message as the primary source of meaning and are in contact with the syntactic and textual characteristics of written language (Alves Martins & Niza, 2014). Short story reading is of utmost importance, positively correlated with learning to reading (Robbins & Ehri, 1994; Vivas, 1996; Wells, 1986).

"To be surrounded by affection, on the lap of a welcoming adult, while listening to a short story that mysteriously emerges from the letters. To listen to the same short story again, the one that both adult and child know almost by heart, is to watch the awe of repetition: the writing pins the words in such a way that they are not disorganised or confused. " (Ferreiro, 2013, p.440)

In addition to reading short stories, it is essential that in the period of the 1st cycle of primary school education families write and read with children different types of texts that allow them to progressively discover their uses, purposes and characteristics (Curto Morillo & Teixidó, 2000a; 200b). "When the child understands that the writing contains a message that can only be accessed by reading, it is natural to wish to become a reader." (Sim-Sim, 2009, p. 7).

1st cycle of basic education students obtain better results in learning to read when the family's involvement provides environments rich in written materials and in experiences of reading and writing texts (Gaitas, 2013).

The Parental involvement and family literacy young people's education and their role in academic adjustment have been the subject of multiple studies that, in their majority, show a positive connexion between parental involvement and family literacy in academic performance. Lajes (2007), reveals the conviction that the family has a greater weight than the school in developing reading pleasure. The parent's personal academic experience may influence their skills and values, promoting consequences in terms of academic success in the teaching process learning to read in the 1st cycle of their children's basic education (Eccles & Davis-Kean, 2005)
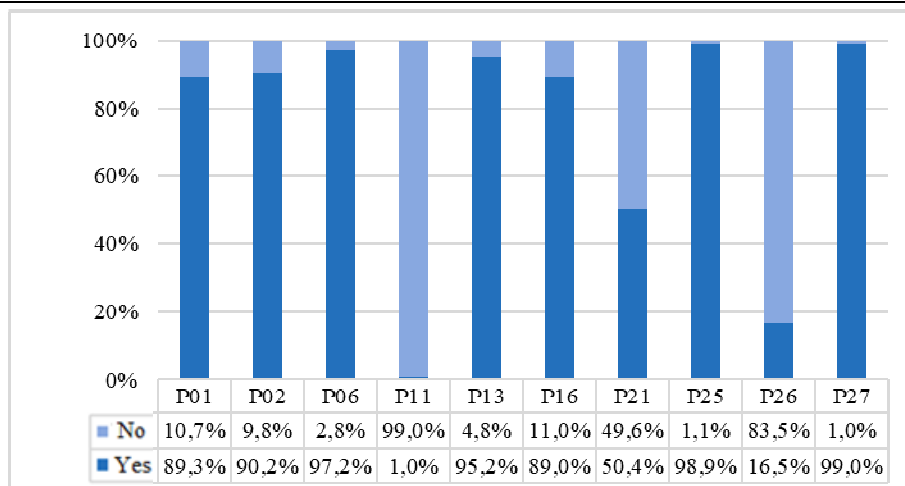
Dimention 1: Family common attitudes towards reading

Regarding the attitude of families towards reading, Table 10.1 shows us a significant number of parents who collaborate with the school for the development of reading competence.

Of those surveyed, 98.9% consider that the field of reading skills helps to solve everyday situations, specifically cooking or taking a medicine; 97.2% say that reading is essential in everyday life. Only 1.0% of respondents say reading is a waste of time.

Table 10.1 – Family common attitudes towards reading	Yes	No
Q1. I enjoy going to a bookstore or to a library.	89,3%	10,7%
Q2. I usually read the subtitles of television shows.	90,2%	9,8%
Q6. Reading is essential in everyday life.	97,2%	2,8%
Q11. Reading is a waste of time.	1,0%	99,0%
Q13. Reading should be one of people's favorite entertainments.	95,2%	4,8%
Q16. I like to share the information I read (on the internet, in books or magazines).	89,0%	11,0%
Q21. Throughout the day I take advantage of any moment to read.	50,4%	49,6%
Q25. Reading helps to solve everyday situations such as cooking or taking a medicine.	98,9%	1,1%
Q26. When buying an electric appliance it is more useful to use it directly than to read the instructions.	16,5%	83,5%
Q27. Knowing different languages is essential in our times.	99,0%	1,0%

In the graph of picture 12, we can observe the distribution, in percentages, of the responses given by households to the reading.
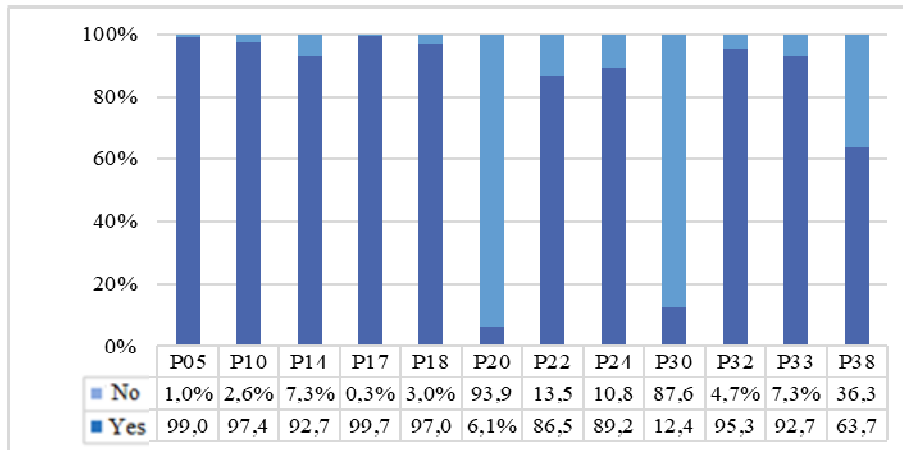
Picture 12 – Family common attitudes towards reading

Dimension 2. Family behaviour to developing their children reading skills

Table 10.2 shows us the attitudes of family members who favour learning to read their children. Of those surveyed, 99.7% said that it is advisable for the family to teach their children the usefulness of reading; 97.4% said that a book is always a good gift for their children; 99.0% recognised the importance of parents in learning how to read; 97.0% of parents recognised that there are many moments of daily life in the family that can be used to stimulate reading (at mealtimes, when travelling, before falling asleep...). Only 12.4% say that language teaching is the responsibility of the school and not the family. Finally, 6.1% say they are not responsible for learning to read; for that, they say, there is school.

Table 10.2 – Family behaviour to developing their children reading skills	Yes	No
Q5. Reading should be an important activity in the family.	99,0%	1,0%
Q10. A book is always a good gift for my children.	97,4%	2,6%
Q14. It is advisable that the family devote an established amount of time per week to reading at home.	92,7%	7,3%
Q17. It is advisable for the family to teach their children the usefulness of reading (entertainment, studies, domestic activities...).	99,7%	0,3%
Q18. There are many moments in family life that can be used for family reading (holidays, weekends...).	97,0%	3,0%
Q20. The family is not responsible for what the children read, because for that there is the school.	6,1%	93,9%
Q22. It is important that at home there is a space dedicated to the use and maintenance of a family library.	86,5%	13,5%
Q24. It is recommended that the family encourages the correct use of the readings taken with technological devices (computer, mobile phone, television...).	89,2%	10,8%
Q30. The teaching of the languages learned at school is the responsibility of the school itself and not of families.	12,4%	87,6%
Q32. It is important for families to know the foreign languages their children study so that they can help them in their education.	95,3%	4,7%
Q33. Foreign language teaching should start at a younger age.	92,7%	7,3%
Q38. I participate in the activities that the educational centre organises to encourage reading.	63,7%	36,3%

In the graph of figure 13, we can observe the distribution, in percentages, of the responses given by families on their attitudes that may favour learning to read their children.

	P05	P10	P14	P17	P18	P20	P22	P24	P30	P32	P33	P38
■ No	1.0%	2.6%	7.3%	0.3%	3.0%	93.9	13.5	10.8	87.6	4.7%	7.3%	36.3
■ Yes	99.0	97.4	92.7	99.7	97.0	6.1%	86.5	89.2	12.4	95.3	92.7	63.7

Picture 13 - Table 9.2 – Family behaviour to developing their children reading skills

Dimension 3: Family bahaviours to motivate their children in daily routines.

Table 10.3 shows us parents' responses about family reading attitudes through everyday situations. Of those surveyed, 99.4% said they are interested in homework and help their children and 37.0% participate in their children's classroom in shared reading experiences.

Table 10.3 – Family bahaviours to motivate their children in daily routines.	Yes	No
Q3. I read in places in the house where my children can see me and imitate me.	84,9%	15,1%
Q4. We often read the classroom schedule together to find out what my children do at the educational centre.	64,4%	35,6%
Q8. I usually answer my kids when they ask me, "What does this word mean?"	98,9%	1,1%
Q9. I take an interest in my children's homework and help them when they need it.	99,4%	0,6%
Q19. I select educational reading programmes so my kids can use them on their cell phones, on TV, on the tablet...	42,8%	57,2%
Q23. I see and/or select with my children books that are in the bookstore or in a library.	80,8%	19,2%
Q28 I use technological devices (tablet, mobile applications, computer) to stimulate reading in different languages.	59,9%	40,1%
Q29. If it is a language other than my mother tongue, I usually answer my child's questions.	93,7%	6,3%
Q35. I help my child to choose the texts and prepare the sessions held at the educational centre to present to younger students.	51,2%	48,8%
Q37. I participate with my son's classroom in the shared reading experiences (text passages, answering questions about reading...).	37,0%	63,0%

In the graph of picture 14, we can observe the distribution, in percentages, of the answers given about family attitudes through everyday situations.
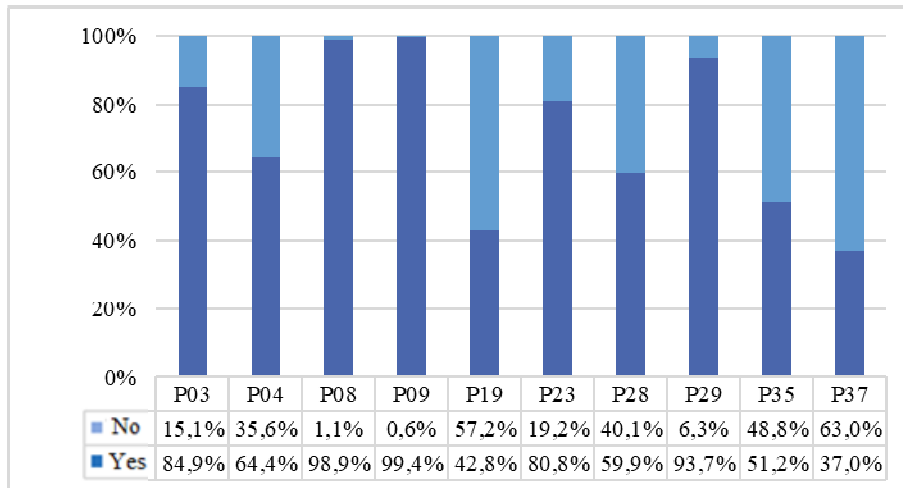
Picture 14 – Family bahaviours to motivate their children in daily routines.

Dimention 4: Family attitudes that influence reading through everyday situations

Table 10.4 shows us families' activities that favour their children' taste for reading. Of those surveyed, 92.6% say that they record made up family' stories to later show in their children's classroom and 36.3% of parents say that they exchange reading situations with their children.

Table 10.4 – Family ativities that influence reading through everyday situations	Yes	No
Q7. My children and I exchanged readings (books, comics...), both on paper and in digital format, and then we commented on them at home.	36,3%	63,7%
Q12. My children and I exchanged readings (books, comics...), both on paper and in digital format, and then we commented on them at home.	59,2%	40,8%
Q15. My children and I read aloud every day (product labels, known brand logos, traffic signs...).	72,8%	27,2%
Q31. We use a different language from our mother tongue to understand the texts around us (clothing labels, instructions, films with subtitles...)	57,3%	42,7%
Q34. We write in languages other than our own when we are with people from other countries.	45,9%	54,1%
Q36. We record short stories invented as by the family to later show them in my son's classroom.	92,6%	7,4%

The graph of picture 15, shows the distribution, in percentages, of answers given by families related to the activities that favour the development of the reading taste of their children.
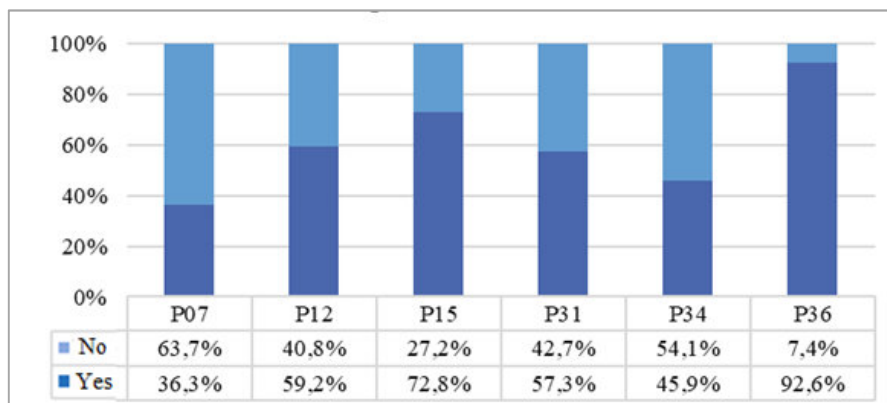
Picture 15 – Activities in the family envioronment that favour reading taste

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