



THE ECOLOGY OF WRITING AND READING IN PRIMARY EDUCATION

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**PREDICTORS OF READING EFFICIENCY
BEGINNING READERS**



**LINGUISTIC COMMUNICATION
COMPETENCE**

READING COMPREHENSION

LITERACY EVENTS AND PRACTICES



1. Introduction

Reports on the educational situation of primary and secondary education in Spain have shown the limited improvement in matters of education.



**National test
(PED, 2008-2012)**

**International test (PISA,
2012; PIRLS, 2011)**

2. Theoretical framework

Literacy events
(Heath 1983; Street, 1984;
Barton, 1994; Barton and
Hamilton, 1998)

Ideological models
(Street 1984)

Literacy practices
(Street 1988; Barton
1994; Barton and
Hamilton 1998)

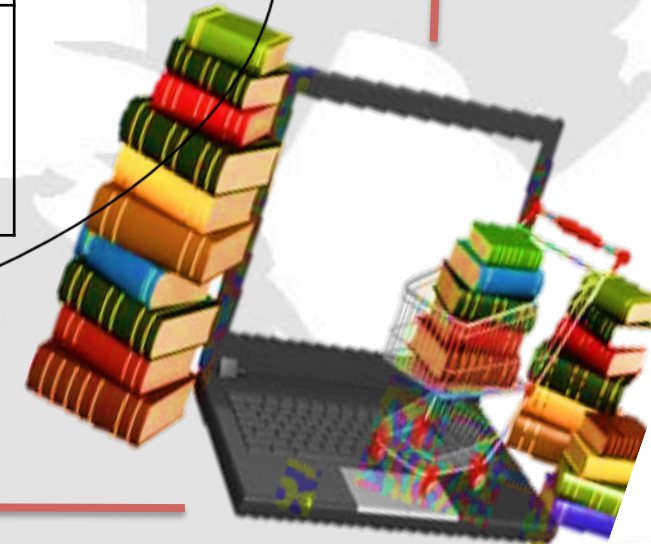
Multiliteracies
(Cope and Kalantzis
2009; Kress 2010)

**Formal vs informal and
non formal literacy**
(Maybin 2006)

2. Theoretical framework

Situated Literacy Events

Personal literacy	Culture of instruction
Library culture	Cultural consumption



2. Objectives



- a. Describing literacy practices and literacy events of students in primary education, those of their families and their teachers and determining the existence of differences in their opinions (Barton, 2007).
- b. Determining the differences in practices and events literacy of students according to personal and contextual variables.
- c. Identifying readers and writers profiles of students in Primary Education (Pahl & Rowsell, 2005; Cope, 1999).

3. METHOD

A quantitative approach

3.1. Sample

- 20 primary schools, province of Seville (Spain).
- Participants:
 - 1,540 students



1,438 families



74 teachers



3. METHOD

3.2. Data gathering

- Self-report questionnaire (3 versions).
- Reliability:



Cronbach's Alpha (Students) = 0.832

Cronbach's Alpha (Families) = 0.723

Cronbach's Alpha (Teachers) = 0.758

3. METHOD

3.3. Data analysis

Instrument	Data Analysis	
Self-administered questionnaire (3 versions) 	Means and standard deviations	
	Factor analysis Principal Components, rotated factor solution (Varimax method)	
	ANOVA (One-way analysis)	

A photograph of two young girls sitting on a lush green lawn. The girl on the left has blonde hair in braids and is wearing a red top and blue shorts, reading a green book. The girl on the right has dark hair and is wearing a brown top and a patterned skirt, reading a blue book. A semi-transparent white banner with red text is overlaid across the middle of the image.

PERSONAL LITERACY (READING)

4. Results

4.1. Personal literacy (Reading)

4.1.1. Descriptive analysis

Where do you usually read?

	Students		Families		Teachers		Test of differences (Sig. 2-tailed)
	Mean	Stdv	Mean	Stdv	Mean	Stdv	p<0.05
At home	3.80	1.389	3.69	1.485	4.34	0.940	Teachers
At school	3.89	1.441	4.11	1.351	3.27	1.800	Families and Students
At the library	1.43	1.746	1.09	1.531	0.73	1.051	



4. Results

4.1. Personal literacy (Reading)

4.1.2. Factor analysis

Rotated Component Matrix			
Personal Literacy (reading)	Component		
	Teachers	Families	Students
T At home	0.774		
T At school	0.676		
T At the library	0.663		
F At home		0.761	
F At school		0.717	
F At the library		0.589	
S At home			0.722
S At school			0.688
S At the library			0.498



4. Results

4.1. Personal literacy (Reading)

4.1.3. One-way ANOVA analysis

Items	Personal literacy (reading)			
	Participants (p values)			Socioeconomic and cultural status
				In favour of:
	S	F	T	
Where do you usually read?				
At home	---	---	---	---
At school	0.001	0.044	---	S Progressive differences in favour of high socioeconomic and cultural status (SES) Differences for schools with low socioeconomic and cultural status (SES)
At the library	0.01	---	---	

A high-angle photograph of two young women sitting on a grassy lawn. The woman on the left has dark hair tied back and is wearing a white t-shirt with a blue and orange graphic and denim shorts. She is looking down at a smartphone in her hands. The woman on the right has blonde hair and is wearing a white t-shirt with a graphic and dark pants. She is also looking down at a smartphone. The grass is green with some scattered dry leaves. A semi-transparent white banner with red text is overlaid across the middle of the image.

PERSONAL LITERACY (WRITING)

4. Results

4.2. Personal literacy (Writing)

4.2.1. Descriptive analysis

Which means/format do you usually use for writing?

	Students		Families		Teachers		Test of differences (Sig. 2 -tailed) p<0.05
	Mean	Stdv	Mean	Stdv	Mean	Stdv	
On paper	4.72	0.797	4.67	0.931	3.99	1.153	Students
On the computer	2.71	1.734	1.66	1.638	3.65	1.308	Teachers
On the mobile phone	3.08	1.911	1.92	1.823	2.47	1.674	Students
On a tablet	2.61	2.045	1.53	1.706	1.15	1.892	

When you type on a digital media, where do you usually do it?

	Students		Families		Teachers		Test of differences (Sig. 2 -tailed) p<0,05
	Mean	Stdv	Mean	Stdv	Mean	Stdv	
Social networks	1.63	2.047	0.43	1.159	2.23	1.131	Teachers
Blogs	1.15	1.742	0.40	1.100	0.99	1.941	Students

4. Results

4.2. Personal literacy (Writing) 4.2.2. Factor analysis



Rotated Component Matrix			
Personal Literacy (writing)	Component		
	Students	Families	Teachers
S On the mobile phone	0.703		
S On a tablet	0.649		
S Social networks	0.646		
S On the computer	0.585		
S Blogs	0.556		
F On the mobile phone		0.765	
F On a tablet		0.686	
F On ther computer		0.675	
F Social networks		0.574	
F Blogs		0.376	
T On the mobile phone			0.745
T Blogs			0.647
T Social networks			0.569
T On the computer			0.302
T On a tablet			0.510
T On paper			0.378

4. Results

4.2. Personal literacy (writing)

4.2.3. One-way ANOVA analysis

Items	Personal Literacy (writing)					
	Participants (<i>p</i> values)			Socioeconomic and cultural status		
	S	F	T			
Which means/format do you usually use for writing?						
On paper	---	---	---	---		
On the computer	---	0.018	---	---		
On the mobile phone	0.0001	---	0.022	S	Differences in favour of schools with low SES	
On a tablet	---	---	---	---		
When you type on a digital means, where do you usually do it?						
Social networks	0,003	---	---	S	Differences in favour of schools with low SES	
Blogs	0,004	---	---	S		

A woman with long brown hair, wearing a green and yellow hat and a red long-sleeved top with a floral skirt, is smiling and pointing towards a group of people. The background shows a museum-like setting with a large circular light fixture and a colorful display case. The text "CULTURAL CONSUMPTION" is overlaid on the image in a white banner with red, bold, serif font.

CULTURAL CONSUMPTION

4. Results

4.3. Cultural consumption

4.3.1. Descriptive analysis

Where do you usually buy books?

	Students		Families		Teachers		Test of differences (Sig. 2 -tailed)
	Mean	Stdv	Mean	Stdv	Mean	Stdv	p<0.05
In a bookshop	3.93	1.640	3.92	1.527	4.24	1.120	Teachers
On the Internet	0.54	1.255	0.36	1.048	1.47	1.800	

Which events/activities related to reading or writing have you attended?

	Students		Families		Teachers		Test of differences (Sig. 2 -tailed)
	Mean	Stdv	Mean	Stdv	Mean	Stdv	p<0.05
Book fair	3.15	2.004	3.45	1.729	2.77	2.149	Families
Storytelling	2.19	1.873	2.13	1.760	2.80	1.744	Teachers
Writing workshop	1.37	1.832	0.55	1.160	1.55	1.896	

4. Results

4.3. Cultural consumption

4.3.2. Factor analysis

Rotated Component Matrix			
Cultural consumption	Component		
	Book fair	Literacy practice (1)	Literacy practice (2)
S Book fair	0.730		
F Book fair	0.594		
T Book fair	0.792		
S Storytelling		0.554	
S Writing workshop		0.531	
T Storytelling		0.593	
T Writing workshop		0.513	
T On the Internet		0.653	
S In a bookshop			0.461
F In a bookshop			0.442
T In a bookshop			0.223
F On the Internet			0.339
F Storytelling			0.629
F Writing workshop			0.513

4. Results

4.3. Cultural consumption

	Cultural consumption						
	Participants (<i>p</i> values)			Socioeconomic and cultural status			
	S	F	T				
Where do you usually buy books?	In favour of:						
In a bookshop	---	---	---	---			
On the Internet	0.025	0.002	---	§	---	Progressive differences in favour of the highest values of SES	F
Which events/activities related to reading or writing have you attended?							
Book fair	0.001	0.001	0.021	§	Progressive differences in favour of the highest values of SES		F
Storytelling	---	0.0001	---	Progressive differences in favour of the lowest values of SES			F
Writing workshop	0.001	---	---	§	Differences in favour of highest values of SES		

A photograph of a library with rows of wooden bookshelves filled with colorful books. The books are arranged in neat rows, and the colors of the spines vary, creating a vibrant pattern. A white banner with the text "LIBRARY CULTURE" is overlaid on the image, positioned diagonally across the middle. The text is in a bold, red, serif font with a slight shadow effect. The background is slightly blurred, emphasizing the text.

LIBRARY CULTURE

4. Results

4.4. Library Culture

4.4.1. Descriptive analysis

What do you usually use libraries for?

	Students		Families		Test of differences (Sig. 2 -tailed)
	Mean	Stdv	Mean	Stdv	p<0.05
As a reading room	2.78	2.034	1.70	1.931	Students
Doing group projects	2.20	1.995	1.63	1.917	
For book borrowing	2.64	2.024	2.49	2.085	
For Internet access	1.50	1.904	0.58	1.350	

4. Results

4.4. Library Culture

4.4.2. Factor analysis

Rotated Component Matrix		
Library culture	Component	
	Students	Families
S As a reading room	0.712	
S Doing group projects	0.762	
S For book borrowing	0.495	
S For Internet access	0.699	
F As a reading room		0.755
F Doing group projects		0.651
F For book borrowing		0.652
F For Internet access		0.604

4. Results

4.4. Library Culture

4.4.3. Factor analysis

Sample= 3.052		Library culture					
Items	Participants (<i>p</i> values)						
	S	F					
What do you usually use libraries for?							
As a reading room	---	0.001	s	---	Progressive differences in favour of the lowest values of SES	F	
Doing group projects	0.001	0.001		Progressive differences in favour of the highest values of SES			
For book borrowing	0.001	0.001		Differences in favour of schools with medium SES			
For Internet access	0.001	0.002		Progressive differences in favour of the lowest values of SES			



CULTURE OF INSTRUCTION

4. Results

4.5. Culture of instruction

4.5.1. Descriptive analysis

What kind of text do you read more frequently at school?

	Students		Teachers		Test of differences (Sig. 2 -tailed) p<0.05
	Mean	Stdv	Mean	Stdv	
Textbooks	4.05	1.414	4.31	1.046	Teachers
Magazine articles	1.12	1.499	2.15	1.362	
Reading books	4.18	1.284	4.27	1.089	
Class notes	3.43	1.745	2.77	1.817	Students
Photocopies	2.97	1.729	2.81	1.677	

How are the readings recommended by the teacher used in class?

	Students		Teachers		Test of differences (Sig. 2 -tailed) p<0.05
	Mean	Stdv	Mean	Stdv	
Hold a debate	2.01	2.056	2.96	1.667	Teachers
The students reflect	3.17	1.834	3.91	1.387	
The teacher analyses readings	3.07	1.830	3.28	1.732	

4. Results

4.5. Culture of instruction

4.5.1. Descriptive analysis

After reading the texts recommended, what kind of written activities do you do?

	Students		Teachers		Test of differences (Sig. 2-tailed)
	Mean	Stdv	Mean	Stdv	p<0.05
Summaries	3.53	1.629	3.86	1.286	Teachers
Outlines or concept maps	2.67	1.834	3.30	1.533	
Personal comments	3.07	1.830	3.09	1.792	

4. Results

4.5.2. Factor analysis

4.5. Culture of instruction

Rotated Component Matrix			
Culture of instruction	Component	Culture of instruction	Component
	Students		Teachers
S Textbooks	0.531	T Textbooks	0.533
S Magazine articles	0.479	T Magazine articles	0.506
S Reading books	0.530	T Reading books	0.452
S Class notes	0.514	T Class notes	0.619
S Photocopies	0.525	T Photocopies	0.659
S Hold a debate	0.564	T Hold a debate	0.591
S The students reflect	0.672	T The students reflect	0.589
S The teacher analyses readings	0.593	T The teacher analyses readings	0.443
S Summaries	0.553	T Summaries	0.522
S Outlines or concept maps	0.660	T Outlines or concept maps	0.248
S Personal comments	0.684	T Personal comments	0.612

4. Results

4.5. Culture of instruction

4.5.3. One-way ANOVA analysis

Items	Culture of instruction			
	Participants (<i>p</i> values)		Socioeconomic and cultural status	
	S	T		
What kind of text do you read more frequently at school?				
Textbooks	0.001	---	s Differences in favour of the lowest values of SES	
Magazine articles	0.033	---		---
Reading books	0.005	---		Progressive differences in favour of the highest values of SES
Class notes	0.001	---		Differences in favour of the lowest values of SES
Photocopies	---	---		---
How are the readings recommended by the teacher used in class?				
Hold a debate	0.000	---	s Differences in favour of the lowest values of SES	
The students reflect	0.001	---		
The teacher analyses readings	0.000	---		
After reading the texts recommended, what kind of written activities do you do?				
Summaries	0.002	---	s Differences in favor of the lowest values of SES	
Outlines or concept maps	0.015	---		---
Personal comments	0.035	---		---

5. Discussion

1. According to participants, different conceptions of literacy can be identified. The teachers believe that home is the primary area of literacy. Instead, families consider that space is at school.

2. Vernacular literacy (developed as non-formal and informal learning) is relevant in the daily lives of students. However, the social consideration of this kind of literacy is less important than the formal literacy developed at school.

3. Students integrate the different types of learning literacy, although their families and teachers clearly separate formal literacy of non-formal and informal.

5. Discussion

4. Literacy in school presents a polarized view from data provided by teachers and students. Statistically significant differences shape different literacy profiles, although in teachers and students predominates printed literacy with few literacy practices able to develop metacognitive skills for reading and writing.

5. Data analysis confirmed that the SES determines different profiles in literacy practices. Practices outside the classroom interfere with the work done in the classroom.

Literacy practices have statistically significant differences in favour of low SES students, when literacy inside and outside school is compared. Students with low SES show a different conception of literacy in relation with their teachers. However, students with high SES develop a more formal literacy, due to school policies.

5. Discussion

Formal literacy is associated with high achievement and it is represented in schools with high SES.

In those schools, the expectations of families, teachers and students are satisfied.

Vernacular literacy is associated with low achievement and it is represented in schools with low SES.

This kind of literacy triggers a conflict between expectations inside and outside schools.

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