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A sign of hope: a Peruvian effort to overcome the national education crisis in reading com-

prehension

Master´s Thesis

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This thesis focuses on two vital elements of a reading comprehension program called "Reading is being forward": the textbooks and the teacher´s accompaniment model.

It is a qualitative study based on thematic analysis using the theoretical points of Schema Theory and Cognitive view of learning to read. The theoretical framework states that, in order to achieve reading comprehension, the background knowledge of the reader must be activated by pre, during and pos-reading activities. These activities should promote, in this case, the cognitive learning. This means that the student is always aware of what he/she is learning and with what kind of educational tools. Two textbooks will be analyzed and the Teacher´s Accompaniment Form (TFA) used to observe teacher´s pedagogical practices in classrooms.

The objective is to find what elements presents in the textbooks and in the Teacher´s Accompaniment Form follows the theoretical framework and how do they work in the teaching and learning of reading comprehension skills. The thematic categories arise in a deductive way always focused on the theoretical framework and they display teacher´s and student´s guidelines as well as the abilities and moment of reading. These categories constitute the deep structure of the textbooks and they showed a way to be teach and learn. The articulation between thematic categories and sub-categories states that learning can be improved from a gradual development of skills and strategies manifested in the structure of the textbooks.

In the case of TAF, the categories reveal that the questions to be answered by the accompanying person are guided by the principles of the five standards for evaluating good teaching practices: productive joint activity, language and literacy development, contextualization, challenging activities and instructional conversation. These standards are aligned with what is proposed by the theoretical framework because the questions are about concrete pedagogical practices that help to activate the previous knowledge of the students and to conduct cognitive methods that help in the acquisition of reading skills. In this way, companions can provide feedback by emphasizing cognitive concepts and the activation of prior knowledge.

Keywords: Reading, Comprehension, Peruvian education, teaching, learning, pedagogical practices, accompaniment model

Contents

1 INTRODUCTION

Due a series of complex reasons, the quality of Peruvian education is not what the students need. The country came out in one of the lasts places in reading comprehension in the PISA test (OECD, 2018) and this was just another poor result in a long list of bad results in assessments of learning achievements. Despite all the efforts made since the nineties, within the framework of a set of reforms that occurred in several Latin American countries with similar characteristics, the learning achievements of Peruvian students do not reach the minimum levels expected in reading comprehension (Ministerio de Educación, 2005) The general discontent with the situation and the willingness to do something practical to change the situation is the framework in which the program *"Leer es estar adelante"* (Reading is being forward/RBF) has been developed.

The program focuses its efforts on raising the levels of reading comprehension of students from third to sixth grade of primary school. Thus, based on the results of educational research produced by the Institute of Peruvian Studies (IEP in Spanish) "Reading is being forward" is projected through an articulated work of three components planned for intervention: 1) educational materials 2) teacher training and monitoring and 3) measurement of learning. (Eguren, Galindo, González, Ramos & Rhor, 2015, p.3)

I have chosen to focus this investigation on the first two components: educational materials, specifically on the textbooks used by the students and the teacher training and monitoring model. The educational materials are the central element in the program because they had been elaborated considering the latest advances in research on approaches to teaching reading, as well as the characteristics of the Peruvian public school. As the central element, it has helped in the development of reading skills even though the training and the pedagogical

practices of teachers are not adequate in the country. That is why I also choose to centre this research in the practices develop by the program in order to help the teachers.

The program has elaborated books for students and teachers of third, fourth, fifth and sixth grade of primary school. In each of them, the same skills and strategies are worked through different activities and readings that correspond to the different grades. These books are called "Adelante". *Adelante* is a Spanish word that means forward or ahead, the name of the books obeys to the name of the program "*Reading is being forward*" and also to the motto of the bank that finances the foundation and host the program. For this thesis I have chosen to let the name of the books in Spanish.

The program proposal, moreover, is designed to be worked with two textbooks (one textbook is the continuation of the other). Each of these textbooks responds to specific objectives that are complementary at the same time. The first part is aimed at students becoming familiar with the skills and strategies necessary for reading comprehension (skills that will be employ in the three moments of reading: before, during and after) and start developing them. The second part seeks students to apply the skills and strategies acquired in the first part in various types of texts: informative, descriptive, instructive and narrative, for the case of third and fourth grade, and the previous four plus the argumentative text for the case of fifth and sixth grade. (Eguren, Galindo, González, Ramos & Rhor, 2015 p.7)

In addition to the proposal of the two-part textbooks, the "Adelante" books frame the work of reading comprehension in the recognition of the importance of including local themes in the readings that students face. That is why in the books it is possible to find, in the first part, multiple readings on various aspects related to the characteristic diversity of Peru, while in the second part the readings correspond to thematic contents differentiated according to the region intervened. As of today, the R*eading is being forward* program is being developed in 10

regions of the country and has benefited 111,483 students, 961 schools and 3,343 teachers. ("Leer – Fundación BBVA Continental", 2019)

Also, as part of the developing of the program, the role of the teacher was very important, but the question in this stage was "how can we ensure that teachers who are not mature readers themselves, who do not use reading comprehension strategies, are able to model and reflect on the application of such strategies to students?" (Eguren, González & De Belaunde, 2017). In order to answer this question and to promote the use of the "Adelante" books, the training and accompaniment model were also designed from the beginning of the program. It was thought as a permanent strategy and not only as isolated actions. The idea is to focus on the development of teacher´s capacities in order to take advantage of all the pedagogical resources that the material offers to improve reading comprehension. (Fundación BBVA-Banco Continental, 2016)

1.1 Research aim and question

The aim of this research is to find how the elements and structure presented in the textbooks provided by the program *"Leer es estar adelante"* (RBF) with the component of teacher accompaniment model, help to increase or develop student´s reading comprehension skills and overcome the lack of teacher´s preparation.

The research question addressed in this study is:

1) How textbooks and a teacher´s accompaniment model can overcome the lack of teacher´s preparation and increase or develop student´s reading skills?

The textbooks and the Teacher Accompaniment Form will constitute the data.

This research is relevant because it addresses a deep problem in Peruvian education: there are serious deficiencies in the field of reading comprehension. I believe there are two elements that can change the panorama. One is the intervention of the teachers and the second one is the structure of textbooks. Obviously, the lack of teacher´s preparation has an impact on the learning of reading comprehension skills, or any learning skill. Thanks to

this research, it can be observed that actions to improve the quality of teachers, in a particular area like reading comprehension, do not have to depend on long-term policies, often incomprehensible to the teachers themselves, but can be remedied, in the short term, with textbooks that have a very clear structure and a teacher accompaniment model that involves modelling the classes and training in the correct handling of pedagogical material.

In addition, as stated before, the other element that can help develop or increase reading comprehension skills is a good textbook. The textbooks presented by the Ministry of Education are not enough (as it will be explained later in this research) and, the program "Reading is being forward" have made very well structured books that helps the students to develop or increase reading comprehension skills and the teachers to overcome their lack of preparation in this particular field. Without reading comprehension, the windows of possibilities in the life of a child that allow his personal development, such as exercise his citizenship, inform himself, investigate, entertain, among others, will never be fully open.

1.2 Structure of the thesis

In Chapter One I have presented my research aim and question and elaborate about the state of the research. In chapter two, I will present the methodology which includes the theoretical framework and a brief presentation of source materials that will be fully analysed later in this work.

Chapter three presents the context of the study, it will be centred on the educational panorama of Latin America and, especially, of Peru. The role of the teachers and their pedagogical practices along with the different policies around the improving of education will be briefly shown here.

In Chapter four the textbooks will be analysed. The structure and the way to work with the textbooks will be show here along with the Qualitative Text Analysis and discussion of results. There will be tables to present the results of the analysis and they will highlight the elements of the textbooks that help building a better reading comprehension.

Chapter five will present the Teacher Accompaniment Form and it´s analysis following the Thematic Analysis and the discussion of results. I will elaborate on the categories and present tables of the coded elements.

Finally, in my conclusion I will show statistics that prove the program works in different context and this will help my results pointing out that the elements analysed in this research are the factors by which a program with these characteristics can be developed and achieve success. It will be clear that the elements analysed are responsible for achieving an improvement in the pedagogical practices of teachers and a new way of learning reading skills in students.

1.3 State of the research

The importance of understanding the nature of good reading instruction in the primary grades cannot be overstated. The researches carried out in this field have established a strong correlation between those who learn to read early and easily and later academic success. (Butler, Urrutia, Buenger, & Hunt, 2010). In Peruvian context there are very few, two or three[1], researches about reading comprehension since the main focus of educational research have been sciences, traditionally considered more practical for university level.

Reading comprehension is of vital importance for a child because it offers a range of possibilities that will allow his personal development, such as exercising his citizenship, getting information, researching, entertaining, among others. At an educational level, it allows them to develop adequately in school and gives them the possibility of expanding the knowledge acquired in different areas. (Saavedra, 2015) Comprehension becomes especially important to students in the later elementary grades because it provides the foundation for further learning in secondary school. A student academic progress is profoundly shaped by the ability to understand what is read. Students who cannot understand what they read are not likely to acquire the skills necessary to participate in the 21st century workforce. (Butler, Urrutia, Buenger, & Hunt, 2010)

Therefore, the different investigations in the reading comprehension field have led to the knowledge that teaching students specific reading strategies, such as finding the main idea, summarizing and analysing text structure – and when to use them- helps students be-

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[1] Mostly researchers conducted by the IEP and GRADE (Group for the analysis of Development) educational teams. Both organizations are powerful think tanks in Peru.

come successful readers. Metacognitive strategies, worked in a cognitive level, concern the reader´s planning, monitoring, and evaluation of the tasks at hand. Several intervention studies (Duffy, et al., 1987; Palinscar & Brown, 1984; Pressley, 1998) suggest that instruction in metacognitive and reading strategies improves reading comprehension.

The National Reading Panel´s synthesis of comprehension research studies indicates explicit or formal instruction in the application of a multiple-strategy method has been shown to be highly effective in enhancing understanding. The following seven categories appear to provide a scientifically based foundation for the improvement of comprehension:

- *Comprehension monitoring:* Student learn how to be aware of their understanding of the material
- *Cooperative learning*: Students learn reading strategies reciprocally
- *Use of graphic and semantic organizers*: Students generate representations of the material to assist comprehension.
- *Question answering*: Students respond to questions posed by the teacher and receive immediate feedback
- *Question generation*: Students ask themselves questions about various aspects of the text.
- *Story structure*: Students are taught to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read.
- *Summarization*: Students are taught to integrate ideas and generalize from the text information.

(Butler, Urrutia, Buenger, & Hunt, 2010)

It is known that teachers, and their pedagogical methods, have a profound influence on how much students learn. Struggling readers are more likely to learn essential reading skills and strategies if the direct or explicit model of instruction is part of the teacher's repertoire of teaching methods. Directly/explicitly teaching reading means imparting new information to students through meaningful teacher–student interactions and teacher guidance of student learning. In this approach, the teacher clearly leads the teaching–learning process. At the heart of the direct instruction method are explicit explanations, modelling or demonstrating, and guided practice. Direct/explicit instruction needs to be an integral

part of learning the major content strands of the reading process—phonemic awareness, phonics, fluency, vocabulary, and comprehension. (Rupley, Blair & Nichols, 2009)

Findings from the evidence-based research demonstrate that teaching approaches based on models of explicit instruction produce significantly higher positive effects for students with reading difficulties than other approaches. That is, educational effectiveness for all students is crucially dependent on the provision of quality teaching by competent teachers (especially in reading instruction) who are supported by capacity-building towards the maintenance of high teaching standards via strategic professional development at all levels of schooling. Teachers can and do make a difference – regardless of students' social

backgrounds and 'intake' characteristics, and whether or not they have learning difficulties. (National Inquiry into the Teaching of Literacy, 2005)

2   METHODOLOGY

In this chapter I will present my source materials, the theoretical framework and the analytical method used.

2.1 Source materials

I will be analysing the textbooks used by the program *"Leer es estar adelante"* namely *"Adelante"*. I will work with the books from third to sixth grade as a whole, since they share a specific structure. Occasionally I will address small differences between the textbooks for each grade. I will also work with both parts of the textbooks (Textbook #1 and Textbook #2 now on).

The textbooks as a whole, both parts also, were written by a team especially chosen to structure the books according to the curricula proposed by the Ministry of Education. Through the use of strategies, the students will develop a set of abilities grouped according to the three moments of reading: before, during and after reading, all three of them proposed by the official curricula of the Ministry of Education. (Eguren, González & De Belaunde, 2017)

For the part of the analysis of the teacher accompaniment model, I will analyse the "Teacher´s Accompaniment Form". This form is s sort of manual with 23 questions about the performance of the teachers and will be analysed with qualitative text analysis.

2.2 Theoretical framework

Learning to read is probably the most important knowledge acquired in school. If children comprehend what they are reading they will learn more and effectively the other subjects. The history of reading comprehension is not recent. It has at least 100 years and it has passed by different stages. Since the researches based on the alphabetic principle: letters for sounds that can be combined into words, to the look-say method (basically the basic assumption the ancient Greek held about reading recognizing individual words without actually helping to understand the meaning of the text). (Orasanu & Penney, 1986)

During the 1980´s the old view of unlocking sounds after seeing the letters and then combining the sounds into sentences, namely decoding, that immediately would make sense of the text has changed. In the new view, stablished from the researches conducted in the 1960´s, it first stablishes a purpose for reading the text, and then activate or bring to mind anything the readers know about the topic based on the title and headings. As the readers began to read, he would recognize words, familiar ones almost instantaneously, less familiar ones by recognizing common letter clusters. This recognition is influenced by our expectations that certain words will occur, based in the knowledge of language of the reader, communication, and what the reader have already read. (Orasanu & Penney, 1986)

Those views can be separate in three different theories to explain/guide the teaching of reading:

1) The traditional view

This view takes on account that the first step in reading is to register the printed text and decode words, identifying the orthographic form and accessing the corresponding word in the mental lexicon. (Carpenter & Just, 1986) In the traditional view the central focus is upon the text and not the reader. The reader in this view is a passive recipient of the information contained in the text and they have to produce meaning from the text.

According to Nunan (cited in Vaezi, 2007) reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. Although it is possible to accept this rejection for the fact that there is over-reliance on structure in this view, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. To counteract over-reliance on form in the traditional view of reading, the cognitive view was introduced. (Vaezi, 2007)

2) The cognitive view

From the mid-1970s to the present, the focus on research about reading changed notably. This change, due mainly to work in cognitive psychology, greatly refined the knowledge about the reading process. (Beck & McKeown, 1986)

The cognitive view focusses its emphasis in the interactive process of reading. An interactive model assumes that information from print and the reader´s knowledge act

simultaneously and influence each other. It is an interactive process between a reader and text. The process of reading involves constructing meaning among the parts of the text and between the text and readers' personal experience. The reader takes the text and gives it meaning. Both reader and writer use background knowledge to construct a text. Carrel (Cited in Abu Shihab, 2011) talks about reading as an interactive process between the reader and the text. Meaning does not just reside in the text; it is rather constructed out of the interaction between a reader's background knowledge and what is in the text.

Since the reading process is seeing as interactive, is important to address the prior knowledge of the reader as is an important part in the interaction between reader and text. This was called *Schema Theory*. According to the theory, a reader´s organized knowledge of the world or *schema*, provides much of the basis for comprehending, learning and remembering the ideas in stories or texts (Anderson, 2004). This means that a reader is only able to understand the message of a text when he is able to use prior knowledge, bring back to his mind something he knew before referring to the things he is reading in the text. This kind of prior knowledge is called *schema*. *Schema Theory* highlights the fact that often more than one interpretation of a text is possible. The schema that will be bought to bear on a text depends upon the reader´s age, sex, race, religion, nationality, occupation -in short, it depends upon the reader´s culture. (Anderson, 2004)

Various types of knowledge stored in the readers' mind (e.g., language and knowledge of the world and past experiences) can be understood as schemata (Rumelhart & Ortony, cited in (Salbergo & Osborne, 2016)). Cook defined schemata as a "mental representation of a typical instance which helps people to make sense of the world more quickly because people assimilate new experiences by activating relevant schema in their minds". (Salbergo & Osborne, 2016)

Since the *schema* involves both learning and memory, six functions of schemata were proposed:

- A schema provides ideational scaffolding for assimilating text information
- A schema facilitates selective allocation of attention
- A schema enables inferential elaboration
- A schema allows orderly searches of memory

- A schema facilitates editing and summarizing
- A schema permits inferential reconstruction

In order to "activate" the functions of schemata, there are three very important stages to follow to achieve a good degree of reading comprehension: Pre-reading activities, during reading activities and post reading activities. All the activities involve the reader as the constructor of the meaning of the text.

1) Pre-reading activities

   Studies on pre-reading activities (e.g., Johnson, 1982; Langer, 1981cited in Salbergo & Osborne, 2016) have demonstrated the positive effects of activating readers' background knowledge through pre-reading activities in order to promote better understanding of texts. Through activities conducted prior to reading (e.g., skimming, scanning, contextualization, predictions), the teacher can build and promote the activation of the student schemata on concepts contained in the new text. (Salbergo & Osborne, 2016)

   As part of the activities in this stage, contextualization is very important since it requires the activation of the background knowledge of the student in order to build expectations on what the text is about. If the student only looks at the title for example, it might find that the topic of the text is a familiar one and infer the content. This is known as prediction and is a central part in building reading comprehension. As was stated by Frank Smith (1994), "prediction brings potential meaning to texts, reducing the ambiguity and eliminating in advance irrelevant alternatives. Thus, we are able to generate comprehensible experience from inert pages of print".

   From the three stages of reading, this is probably the most important because it requires a conscious effort of the reader to face the text with all the tools he has in hand.

2) During-reading activities

This is the part of the reading where the student interacts the most with the text. The activities here involve, for example, search and recognize general and specific information in order to identify characters, facts, data, themes and places that might be familiar, to activate the schemata, or not (to look for them and learn more).

It also involves inferring important information and the subject of the texts from the clues and details found in said text and from the background knowledge of the student. (Al-Jawi, 2010)

3) <u>Post-reading activities</u>

Gives the student the chance to verify the level of reading comprehension that he achieved during the reading. This part involves analysing the text and give information about it in order to ensure that the text has been understood. This activity will help the student to recognize different types of text by its structure and intention. The student also interprets and express opinions about the characters, the facts, the ideas, etc. (Abu Shibab, 2011)

This view is the one that was used when the program *Reading is being forward* was conceived. The texts made by the program uses the cognitive and schema theory in order to achieve a better reading comprehension. In chapters ahead I will explain how this view was used.

3) The metacognitive view

Metacognition plays a vital role in reading. The term refers to one´s understanding any cognitive process, that means that one is conscious of all the processes taking places during reading, for example. Understanding in the context of reading can be revealed in two ways: first, in one´s *knowledge* of strategies for learning from texts, differing demands of various reading chores, textual structures, and one´s own strengths and weaknesses as a learner; second, in the *control* readers have of their own actions while reading for different purposes. Successful readers monitor their state of learning; they plan strategies, adjust effort appropriately, and evaluate the success of their on-going efforts to understand. (Brown, Armbruster, & Baker, 1986)

Metacognition in reading to learn involves knowledge of four major variables and how they interact to affect learning outcomes. The variables are:

- Text (elements in the texts that could affect the readers comprehension of said text like the structure, clarity or difficulty)
- Task (requirement of various tasks and purposes of reading that learners commonly encounter in school)

- Strategies (activities learners engage in to understand and remember information from the text)
- Learner characteristics (such as ability, familiarity with the material, motivation and other personal attributes and states that influence learning)

(Brown, Armbruster, & Baker, 1986)

A metacognitive reader is a strategic reader, very conscious of the task he is making. Klein (cited in Abu Shibab, 2011) stated that a strategic reader would attempt the following tasks during reading:

- Identifying the purpose of the reading before reading
- Identifying the form or type of the text before reading
- Thinking about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion
- Projecting the author's purpose for writing the text (while reading it),
- Choosing, scanning, or reading in detail
- Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stage.

Although in this view, the reader also attempts what we might call pre-reading, during-reading and post-reading activities the difference with the cognitive view is that the activities here have place in the mind of the reader and the reader does all the activities *while* reading. In the cognitive view the readers need a guide, the teacher, that help him to understand what the steps are and what he needs to do to achieve reading comprehension. Also, in the cognitive view every activity has its own moment, not all the activities have place at the same time.

That said, both views, cognitive and metacognitive, are not mutually exclusive. I believe that a metacognitive reader is a cognitive reader that has mastered the strategies of reading comprehension.

Por the purposes of this thesis, I will refer to the cognitive view since its three stages to activate the schemata are the same stages using to structure the books of the program *Reading is being forward*. All textbooks in this program have three different units, in Textbook #1 each unit works with a stage of reading (pre, during and post reading) in Textbook #2 each unit

works with a type of text. This study will focus on the elements present in each of the units of the texts that help improve reading comprehension skills.

But, the structure of the book, modelled after the parameters of the cognitive view, is not enough by itself for the students to learn reading comprehension skills. There is considerable agreement among researchers that students with reading difficulties are frequently unable to use strategies that will best enable them to achieve the goals of the reading task (Duke & Pearson, 2003). Students with learning difficulties make greater progress when instructional interventions are multifaceted combining a range of approaches. For example, some of the best results are achieved in intervention programmes
when they include a variety of elements such as awareness of sound and letter relationships, vocabulary development and strategy teaching. (National Inquiry into the Teaching of Reading, 2005)

As part of the preparation to launch the program, a study was conducted. The aim was to establish a diagnosis of the characteristics of the teachers with whom the work would be carried out. It was necessary to know the reading and teaching practices of the teachers. Thanks to the study, it was found that most of the teachers concentrate their reading practices in popular newspapers, self-help books and work materials. From the questions and comments posed by the teachers in the conferences and practical preparation exercises, it was possible to interpret that they lacked theoretical and practical training about reading comprehension and the different approaches that can be used to promote it. (Eguren, González & De Belaunde, 2017)

Because of the problems in the previous preparation of the teachers who were unable to establish the connection between the theoretical aspects of the reading approaches and the program proposal, it was decided to put an emphasis on the accompaniment of the teachers. (Eguren, González & De Belaunde, 2017) The accompaniment model is guided by the direct/explicit instruction. Directly/explicitly teaching reading means imparting new information to students through meaningful teacher–student interactions and teacher guidance of student learning. Successful teachers, teachers whose students consistently outperform their peers, rely on instructional flexibility so they can provide explicit instruction to struggling learners who need the additional modelling and support (Villaume & Brabham, 2003 cited by Rupley, Blair & Nichols, 2009).

According to the theoretical framework used by Eguren, De Belaúnde & González (2017) in their article about pedagogical practices in Peruvian classrooms, Doherty, Soleste Hilberg,

Epaloose and Tharp (2002) propose five pedagogical standards on good pedagogical practices:

1. Productive joint activity: students and teacher work together on a common project or goal and have opportunities to discuss it.

2. Language and literacy development: Explicitly developing language competencies in instructional language through instructional activities.

3. Contextualization: placing new academic content in a context that is familiar to the student so that he or she can connect it with previous experience or knowledge.

4. Challenging activities: presence of challenging tasks that require the application of disciplinary knowledge to achieve an academic goal.

5. Instructional Conversation or Dialogue: A planned, goal-oriented conversation between the teacher and a small group of students.

The approach brings together many recommended components of effective instruction and of schema theory, including relating new information to past learning, explaining to students why the new skill or cognitive strategy is important and useful, eliciting student interest, providing step by-step explanations, modelling, engaging in guided practice, and practicing the ability independently in a variety of reading texts and groupings. (Rupley, Blair & Nichols. 2009)

The steps explained lines above is what a good teacher, with the appropriate preparation, should do in the classroom to help the students learn any kind of skill. Because the program needed this kind of teacher in order to work, and most importantly for the students to develop or increase reading comprehension skills, the accompaniment model was designed so the teacher could learn and apply the method of direct/explicit instruction.

The feedback provided by the accompanying person to the teacher, after a class, seeks to identify and reinforce the five pedagogical standards proposed by Doherty, Soleste Hilberg, Epaloose and Tharp (2002). To do so, the accompaniment have a feedback form and a manual of filling it that marks the important points to observe during class. The questions in the Teacher Accompaniment Form have been designed to verify whether or not teachers' pedagogical practices meet the five points. If they do not meet them, this can be solved with feedback or a class modelling by a companion. Consequently, I will concen-

trate on teaching reading directly/explicitly and the five points proposed by Doherty, Soleste Hilberg, Epaloose and Tharp and how they are implicated in the accompaniment model.

2.3 Method of analysis

This research, as mentioned in the introductory chapters, will study the textbooks and the forms used to evaluate teacher´s practices (as part of the accompaniment model) of the program *Reading is being forward* (RBF) in order to solve the research question, namely: How textbooks and an accompaniment model can overcome the lack of teacher´s preparation and increase/develop reading comprehension skills in students?

With the object of analysing the different elements presents, the qualitative approach was used in the form of qualitative text analysis. Qualitative Text Analysis derives from many sources -thematic analysis, grounded theory, classical content analysis and others. It is a sort of *hermeneutical interpretive informed systematic analysis.* (Kuckartz, 2014 p.20) Given that in many countries the method of content analysis is strongly associated with the quantitative paradigm the term qualitative text analysis was "coined". In other words, qualitative text analysis is a form of analysis in which an understanding and interpretation of the text play a far larger role than in classical content analysis, which is more limited to the so-called 'manifest content'. (Kuckartz, 2014 p.23)

As every qualitative method, the definition of the categories was a central part of the research. At this point I would like to emphasize the special structure of the textbooks this thesis is working with. The research was conducted using books that have two parts. Both parts of the textbooks were created with a "circular"/repetitive structure. This means that every 2 to 4 pages the structure repeats itself. Since the research aim is to answer the research question that involves structure of the textbooks, the election of different categories was short. For the part of analysing the Teacher Accompaniment Form, I also used the qualitative text analysis.

The categories elected were thematic categories that refers to a specific content and were constructed using deductive methods. This means that the categories were based in an existing theory, in this case cognitive/schema theory. Most of the categories were develop empirically and based directly on the data. Since the creation of the categories obeyed to a

deductive method, this research will use the thematic quantitative text analysis, one of the three main methods using in qualitative text analysis.

All three of the methods require a complete coding of the entire material (Kuckartz, 2014 p. 45). This step requires a correct knowledge of what is a code. For all three methods, a code symbolically assigns a summative or evocative attribute for a portion of qualitative data. (Flaim & Speckhart, 2016) The process of coding depends on the categories but as it was stated before, the structure of the textbooks does not allow me to conceptualize a great deal of categories.

The coding I used in this research was deductive because, since I knew before starting the process which theory will guide my search of categories and I just needed to clarify my answer through the process of coding. It is important to note that in the qualitative analysis, the process of coding by only one person is unfavourable and should be avoided but the exception to this rule is if the coding-scheme contains only a few well-described main categories(Kuckartz, 2014 p 50).Therefore, since my analysis contains few categories, the lack of another coder would not constitute a flaw in the research.

The results of the thematic analysis show, clearly, what are the elements within the textbooks that allow the students a better understanding on how to approach a text in order to comprehend all the information that lies within. These elements constitute part of the answer to the research question. The second part of the answer comes from the analysis of the "Accompaniment form". This is a very short document but have a very defined structure. In the analysis it can be observed how the elements review by the person in charge of the accompaniment help the teacher, in an eventual feedback, to develop better pedagogical practices and, therefore, overcome their lack of preparation.

3   CONTEXT OF THE STUDY

It is important to have a deep knowledge of the situation of the education where this study is framed, therefore I thought convenient to map a very insightful panorama of Latin America and Peruvian education.

According to UNESCO Institute for Statistics, (Pizarro, 2017) in Latin America a total of 617 million kids and adolescents do not reach the minimum level of reading comprehension and mathematics. On accordance with the international organization more than 387 million children of primary school age (56%) and 230 million adolescents with the age to attend the first cycle of secondary school (61%) do not reach that minimum level. These statistics reveal three types of deficiencies. The first one refers to the fact that there are children who are unable to go to school with little chance of getting useful knowledge in reading and mathematics. The other two have to do with the inability to keep children in schools and the quality of teaching.

Nonetheless, most educational systems in the area have been able to meet the needs of the population and the results are visible. In the lasts PISA tests Chile, Colombia and Peru have shown an improvement in their results. (Pizarro, 2017). These results, however, need to be "treated" carefully because Latin America and Peru face different challenges from other parts of the world. They are still considered as part of the third world countries and it has been addressed that, maybe, the comparative between Latin American countries and the rest of the World is unfair. Nonetheless, the governments in these countries wanted to measure the results on an international test in order to know what kind of educational policies to implement.

3.1 Latin American

The notion of the right to education has evolved and become more complex. It is now recognized that the right to education includes the right to education, the right to learn and the right to receive a decent treatment in conditions of equal opportunities. Even though Latin America has presented an important advance in education in the last 15 years, quality is a pending challenge in the region, where there are still gaps that particularly affect the most vulnerable population. Atilio Pizarro, Chief of Planning, Monitoring and Assessment Sector at UNESCO Office in Santiago, Chile, Regional Bureau of Education in Latin American and the Caribbe-

an, in 2017 said: "Education must be of quality, training students with skills that allow facing the challenges of today's world, without anyone being excluded. More than half of the students are concentrated in the lowest levels of performance". (Semana, 2017)

During the 2000s (and in several cases including the decade previous of the 90) most of the countries of the region experienced important progress in key aspects such as global economic growth and, to a lesser extent, the reduction of poverty, all of which generated a context favourable for moving on with different advances in education. Another favourable condition - although not yet universal in the region- was the demographic change that decreased the potential demand for education. However, the persistence of high levels of inequality and poverty, and the high proportion of the population living in rural areas, offered additional difficulties to the expansion of a quality education in most of the region. (OREALC/UNESCO, 2013)

There is a consensus around the difficulties in the educational field in most countries of Latin America. There is a common background of colonization to all of them and the difficulties that came with the emancipation can still be seen now. Most, if not all, of the countries face challenges in the economic field that affect directly to the educational area.But the governments need to be consistent with the Universal Declaration of Human Rights that states: " Everyone has the right to education. Education must be free, at least in elementary and fundamental instruction. Elementary instruction will be mandatory"; most countries have set in motion different internal policies that gave good results. Therefore, there has been an evolution in this field in the last 15 years, especially in primary education.

Although educational access has improved, there are considerable gaps in equal access, uneven completion rates, and disparities in student achievement across the region´s education systems. International and regional assessments of student achievement, for example, have indicated a significant gap between basic skills in key subjects of mathematics, science and literacy, which students should develop in school, and students 'performance in the assessments. Moreover, the performance of students in countries in Latin America and the Caribbean in international assessments is low compared to countries in other parts of the world with similar indicators of development and investment in education. (Engel, Reich, & Vilela, 2014)

The great challenge of the region in primary education is to ensure that those who live in rural areas, in situations of extreme poverty, or belong to indigenous peoples -groups that correspond to the most marginalized sectors of the population-, can access to a quality primary

education in school and complete this first cycle of education acquiring the necessary skills to progress adequately to secondary education. Indeed, given that the secondary level of education is currently considered as the minimum for an individual to participate actively in society, get a job and improve their living conditions in the future, complete timely and satisfactorily, primary education becomes even more critical (ECLAC, cited by UNESCO 2010).

Now, looking at the particularity of Latin America the multicultural reality is all around. There is not one country without different ethnicities and while this could seem to be great in terms of multiculturalism it can be very challenging for the governments. In Latin America there are more than 800 indigenous groups, with a population close to 45 million (representing about 8% of the total population in the region), which is characterized by its broad demographic, social, territorial and political diversity. (Valcárcel, 2014)

In Mexico, even though the indigenous population represents just over 15% of the total population, there is the largest indigenous population in the region, in absolute terms: close to 17 million people. It is followed by Peru, with just over 7 million, Bolivia (6.2), Guatemala (5.8), Chile (1.8), Colombia (1.5), as well as Ecuador, Argentina and Brazil, whose indigenous population is around one million people. And at the end of the list is El Salvador, with just over 14 thousand inhabitants, preceded by Uruguay, Costa Rica and Paraguay, whose indigenous populations are around 100 thousand people. (Valcárcel, 2014)

This kind of multicultural reality need special policies in order to be involved in the development of their different countries. So, in terms of the number of programs and public policies aimed at education and health of the indigenous population Mexico, Bolivia, Brazil and Ecuador are at the top of the list.

During the Third Regular Ministerial Board Meeting of the Region Project for Latin America and the Caribbean, held in Mexico in 2013, the Ministers of Education of the region agreed on working together for more inclusive and equal societies, this obeyed to a shift of education policy toward a "quality education for all". (Engel, Reich, & Vilela, 2014). However, important questions arise to this kind of policy concerning the negative impacts of massified mandatory schooling in indigenous areas: education for all in whose language? (indigenous people languages are the minority in this countries), Teaching and learning quality standards aligning to whose standards? (Menefee & Asino, 2014). In order to ease the problem, different governments have sought to implement intercultural education programs with varied results. In Peru, for example, there is an effort for sending bilingual teachers to the areas where,

before, the education forced the children to learn in a language that wasn´t their mother tongue.

Now, policies and programs are mainly oriented to primary and secondary education. If the field of higher education and the training of specialists in intercultural education -one of the greatest deficits observed in the region- is considered, only 11 countries have higher education programs in this area. Bolivia is one of the few countries that has several higher education programs and is the country in which we can see a greater presence of the subject of intercultural education in the whole education system and public policies. (Valcárcel, 2014)

Regarding the educational gap between indigenous and "urban" children, ECLAC ensures that indigenous boys and girls between the ages of 6 and 11 enter the educational system earlier, stay longer and finish school cycles more frequently than some years ago. In general, in most of the countries in Latin America, more than 80% of the indigenous population of that age range attends school. Since the policies are mainly oriented to primary and secondary education, the group of young people between the ages of 18- and 22-years old show lagging with their peers of the urban areas. This group have low percentages of attendance at educational institutions, which do not exceed 40% in any country in the area. (Valcárcel, 2014)

Besides the challenging panorama with a multicultural background, one of the most important factors in the educational field in Latin America is the quality of teaching and the teachers involved in it.

3.1.1 The key factor for improving education in the region: the teachers

Although the students of the region have improved their performance over the years, in the PISA tests of 2015 the countries in the area were in the lower third in the ranking among all the participating countries and economies, with a performance worse than they would be given its GDP per capita. In addition, the average percentage of Latin American students with "low performance" (that is, those who do not achieve a level of basic skills, according to PISA) more than doubles the average percentage of the countries of the Organization for Economic Cooperation and Development (OECD). (Elacqua, et al., 2017)

The explanations for this weak performance are varied and many of them are known. For example, a high proportion of students per teacher, a poor infrastructure of basic services

or equipment. All in all, teachers remain as the most relevant school factor for student learning and their preparation, or lack of it, is a very important factor in the development of a quality of education.

 Good teachers are effective teachers, those who manage to promote learning among their students. Unfortunately, studies document the low effectiveness of teachers in Latin America and the Caribbean, so raising teacher effectiveness is a crucial factor if the governments want to improve the quality of education in the region. (Elacqua, et al., 2017)

According to a recent World Bank report, *Great Teachers: how to improve student learning in Latin America and the Caribbean,* children in public schools in Latin America lose a full day of classes each week due to teaching practices. The absenteeism, the scarce preparation, the low level of training, together with the low salaries, added to the lack of leadership in school management, all play a role. (Calderón, 2014)

The current state of education contrasts with the prestige of a century or only 60 years ago of which the teachers used to enjoy. In many communities, both urban and rural, the teacher was considered an authority figure who had superior knowledge to most of the population. In some places his prestige was so high that a teacher could even act as justice of the peace or notary. This can be compared with the current situation in Finland, where being a teacher is a prestigious profession, better than being an engineer and sought after by the best graduates of secondary school. But in Argentina, Brazil, Chile, Colombia, Ecuador, Mexico and Peru the education career is not able to attract the most talented individuals to practice as teachers in the public educational system. There is a difference with the private education, but this essay will not delve into that subject.

In fact, the evidence indicates that, nowadays, high school students interested in being teachers have a lower performance than those interested in other professions, such as engineering and law. Those who actually enter to study education also exhibit lower academic performance than those who enter other careers. Thus, it cannot be ruled out that many of the future teachers enter to study education precisely because it is a more accessible career, academically, and not necessarily because they have a pedagogical vocation. (Elacqua, et al., 2017)

In addition, the students who enter to study education generally come from lower socioeconomic levels, with all the leverage that this means. For example, in Colombia only 12%

of the students of education have a mother with higher education, while more than 25% of the students of engineering and social human sciences have a mother with higher education level. This could be seen as a non-important factor because, ultimately, the mother is not the student of education, but the fact of having a mother with the opportunity to reach higher education means that the background of the student was not limited and had access to more knowledge than just "school knowledge". In Brazil the gap is even more marked 8% of those who study pedagogy have a mother with higher education, compared with 32% in the engineering career and 36% in law school.

Teacher´s salaries are thought to be less attractive than other professions, usually perceived to be among the lowest in the professional market, the attractiveness to pursue this career is also low. To this we must add the fact that the income does not increase much throughout the career and that a prominent teacher will not generally reflect his excellence in income reward their performance. For this reason, most of the young talented people who intend to pursue higher education does not have among their preferences the education career. Given this situation, it can be expected that even among those who do opt for the teaching profession, those who are more capable or better prepared often change jobs within a few years or leave the classroom to dedicate themselves to educational management. (Elacqua, et al., 2017)

In order to offer a solution, the governments of the region have begun to take measures to regain the prestige for the teachers. Since 2000, several countries have implemented various reforms to the teaching career, understanding this as the legal regime that establishes the exercise of the profession, regulating the income, exercise, mobility, development, promotion and retirement of those who work as teachers. Many of the reforms have tried to change the paradigm that used to regulate teaching careers. Indeed, between 1996 and 2016 many countries adopted a more meritocratic approach to the teaching career. For purposes of promotions and remunerations, for example, the performance demonstrated in evaluations is being privileged, instead of being based on the traditional seniority or the number of certifications accumulated by a teacher.

The reforms aimed at improving the quality of new teachers can be grouped into three main lines of action: (1) make the teaching profession more attractive, (2) improve training of the future teachers and (3) select the best candidates for teaching and support new teachers. (Elacqua, et al., 2017)

The lines for action of the teachers are in order with the development of policies focused on teacher education and professional development, such as the need:

- To prepare teachers to respond to the needs of 21st century learners and enhance student learning outcomes;

- To augment the teacher workforce in order to meet demand resulting form increased educational access, and to fill gaps in the system related to teacher retirement;

- To enhance the recruitment of new teachers and develop incentives to retain existing teachers;

- To strengthen the existing teacher workforce through continuing education and professional development;

- To further develop the teacher workforce to prepare them for an increasingly diverse student population. (Engel, Reich, & Vilela, 2014)

The countries in the region are still struggling with the educational challenges but now it seems to be a clearer perspective of what must be done in that particular field.

3.2   Peru

As part of the Latin-American countries, Peru also faces challenges in the educational field. Most of the challenges have a social component that is still finding the correct way to be addressed. But at the end of the 20th century, scene of global transcendental changes and a technological-scientific revolution without precedents, the need to rethink the role of educational systems in the world became inevitable. This supposes to get rid of the role bequeathed by the 19th century as the most important factor of cultural diffusion and reproduction to become a factor of criticism and social transformation. This was the backdrop of the important and necessary curricular reforms of the 90s. (Ortiz, 2017)

The curricular reform of the 90s moves between two referents of international politics: The *World Conference Education for All*, in which the specialists proposed to school systems to prioritize universal enrolment and literacy for the year 2000, and the *Delors Report*, which proposed an education based on four fundamental pillars of knowledge (learning to know, learning to do, learning to be and learning to live together). (UNESCO, 2017) The rise in national measurements of school performance in Latin America paid in favour of the first agenda (the one proposed by *Education for all*) and was the one that in-

fluenced most the educational policies. The *Delors* proposal, carrier of the change in paradigm, only partially inspired the curricular reformulation.

The new curricula were also the product of a tension between two curricular approaches: the goal-oriented and the oriented to competencies. The first one contemplated the learning of information content and assumed a deductive methodology. The second one contemplated the ways of learning that put into practice knowledge and skills in diverse contexts. It was an inductive methodology. In fact, the curriculum was translated by competences into logic deductive of the curriculum by objectives, addressing the competencies as general objectives and their parts as the specific ones. (Ortiz, 2017)

There are three very important milestones in the curricular reforms in Peru:

> ➢ In 1995, a competency-based approach was incorporated into the Initial-Primary Curricular Articulation Program.
> ➢ In 2005, the NCD (Nacional Curricular Design) is published, there it articulates the three levels of Regular Basic Education (Initial, Primary and Secondary).
> ➢ In 2016, the National Curriculum is published, based on a readjustment that articulates and synthesizes all the documents produced in the last five years (curricular framework, progress maps, learning routes).

These changes were somehow formed by the results of the National Evaluations of School Performance 2001 and 2004, and the PISA 2000 test. These results highlighted the existence of large and massive deficits in the performance of schoolchildren at national scale. In addition, significant differences were reported in the educational achievement of students from state schools and rural areas compared to students from non-state schools and urban areas. Between 1998 and 2004 the results in the performance tests remained practically unchanged, even though policies had been implemented. The policies included the training of teachers, the delivery of textbooks and school supplies, and the revision of curricular programs, among others. (Guadalupe, León, Rodríguez, & Vargas, 2017)

Now, the Peruvian education needed a reform but why, really, change the curricula? The answer will be explained in two axes: the social and the pedagogical.

The social reasons

The national educational systems, based on the action of the State, have been linked to the administration and dissemination of a set of knowledge identified with Western moderni-

ty. Nowadays, this situation suffers a double crisis: 1) There is a massive acceleration of the production of knowledge that makes it impossible for the non-specialized citizen in a specific field to be up to date with the renewal of knowledge. 2) There is recognition and revaluation of the knowledge of different cultures, recognized as ancestral knowledge, which do not always coincide with the knowledge generated in modernity. (Ministerio de Educación, 2019)

Also, a change in the workplace: thousands of new types of work have arisen for which humanity was not prepared or had the people trained to perform them. The massive use of ICT that gives a specific content to the term globalization that we currently live, to the extent that human beings are never connected to each other in real time in a large network without a centre that generates chains of change in a way permanent. (Ministerio de Educación, 2019)

Pedagogical reasons

During the second decade of the twentieth century there was a change in the conception of education. Research like Piaget's, which understands learning as the construction of individual cognitive structures; those of Vygostky, which defines learning as a sociocultural construction (National Inquiry into the Teaching of Literacy, 2005); and Ausubel (1968), which introduces the term of meaningful learning, focus mainly on the student as the centre of the learning process, on the importance of interactions between teachers and students, and on the relevance of materials and situations to generate learning that be useful in different areas of life.

Likewise, the impact of different pedagogical approaches -such as, for example, the competency approach- no longer promotes routine learning and memorization. Although memory and information are important, it is even more important that the student knows how to use it strategically with a specific purpose and in different situations and contexts.

All the changes through time came with a brand-new document where all the new reforms were explained, a very dense document. At one point, in the National Curriculum Design of 2008, the content of the curriculum was too large and contained too many learnings (5636 associate learnings to be develop in an academic year). It was practically impossible for a teacher to develop all the learnings of the grade that corresponds to him or her in a year. This produced a gap between what students are expected to learn, and what they re-

ally learn. Therefore, it was necessary to condense several contents to have a more viable curriculum in the classroom. That is the reason why a new curriculum was proposed in 2016. Here are the principal differences between the last one and its predecessor.

Table 1 Differences between curricular designs

	National Curricular Design 2008	National Curriculum 2016
1	Approach by competencies (Capacity/Knowledge/Attitude)	Approach by competencies (Integral)
2	Cross-cutting issues + values	Cross-cutting issues
3	Qualitative evaluation with different rating scales	Formative evaluation with a qualitative and unique qualification scale
4	11 goals to 2021	Graduated profile (11 criteria)
5	Density 151 Competencies 5636 associated learnings	Less density 31 competencies 81 capacities
6	It does not have learning standards There is not always coherence or progression of the learnings Generic or ambiguous learning formulations	Includes learning standards Ensure progression and gradual learning More precise and clear descriptions of learning

It is important to note that the curriculum no longer refers to themes but to approaches. The change of term is explained by the distance involved in talking about topics. For example, interculturality (a very important issue in the country). If we present it as a theme, it is something outside the subject that must learn. That is why it is convenient to work it as an approach, that is, as a perspective that guides the concrete and daily actions with which a learning is developed. Consider the seven approaches of the National Curriculum:

- Approach of rights
- Inclusive approach or attention to diversity
- Intercultural approach
- Gender equality approach
- Environmental approach
- Approach oriented to the common good
- Approach in search for excellence

In addition, there are some key definitions about the graduated profile that the educators need to understand really well in order to have a good implementation of the curriculum. These are:

- **Competencies**: Competition is defined as the ability of a person to combine a set of capabilities in order to achieve a specific purpose in a given situation, acting in a pertinent manner and with an ethical sense. Being competent means understanding the situation that must be faced and evaluating the possibilities what you have to solve it. This means identifying the knowledge and skills that one has or are available in the environment, analyse the most relevant combinations to the situation and the purpose, to then make decisions; and execute or put into action the selected combination.

The development of the competences of the National Basic Education Curriculum throughout Basic Education allows the achievement of the Graduated Profile. (Ministerio de Educación , 2017)

- **Capabilities:** Capabilities are resources to act competently. These resources are the knowledge, skills and attitudes that students use to deal with a given situation. These capabilities involve smaller operations involved in competencies, which are more complex operations. (Ministerio de Educación , 2017)

- **Learning standards:** Descriptions of the development of the competence in levels of increasing complexity, from the beginning to the end of Basic Education, according to the sequence that most students who progress follow in a given competition. These descriptions are holistic because they refer in an articulated way to the capacities that are put into action when solving or facing authentic situations.

These descriptions define the level that all students are expected to reach at the end of Basic Education cycles. (Ministerio de Educación , 2017)

- **Performance:** Specific descriptions of what students do regarding the levels of development of competences (learning standards). They are observable in a variety of situations or contexts. They are not exhaustive, rather illustrate some actions that students demonstrate when they are in the process of reaching the expected level of competition or when they have achieved this level. The performances are presented in the curricular programs of the levels or modalities, by age (in the initial level) or grades (in the other modalities and levels of the Basic Education), to help the teachers in the planning and evaluation, recognizing that within a group of students there is a diversity of performance levels, which may be above or below the standard, which gives it flexibility. (Ministerio de Educación , 2017)

Following these key concepts will lead to a complete the Graduated Profile by the time the student has to leave the Basic Education. By the end of his/her basic education the student is capable of:

- Know his/her responsibilities and rights
- Is valued as a person
- Lead a healthy life
- Cultivate his/her spiritual life
- Appreciate and create art
- Inquire and use science
- Communicates in his mother tongue, Spanish and English
- Use mathematics in daily life
- Is an entrepreneur
- Use ICT correctly
- Is autonomous in his/her learning

(Ministerio de Educación , 2017)

Additional to the reforms in the curricula, and as well as other countries in the region, Peruvian education also put a special effort in the improving of teacher's quality. In order to promote an improvement of the teaching profession the Peruvian government has made important advances. The 2012 Teacher Reform Law improves the performance of teachers

and the profession of teacher. This reform aims to introduce meritocratic criteria in the development of the race to become a teacher, better working conditions, variable salaries linked to performance and actions that encourage the promotion of continuous professional development.

Consequently, several lines of action have been identified and implemented to grant the appropriate incentives for teachers to improve their performance. First, between 2014 and 2015, more than 180 thousand teachers went through evaluation processes and 55 thousand have managed to ascend according to their performance and had seen a significantly increase in their remuneration. (Ministerio de Educación, n.d) These teacher evaluations will continue with to promote promotion and identify teachers who require more training.

 Second, the reforms have introduced two types of bonds in order to encourage an improvement in the teaching staff. The school bonds that encourage all the teaching and management team of primary schools to work together to improve their performance, and the special bonuses that are awarded to the outstanding teachers in the evaluation for the entrance to the public teaching career.

Finally, teachers' average income has risen by a nominal 40% between 2011 and 2015 thanks mainly to the promotion evaluations, the bonds for student performance, the increase of hours worked in secondary school and the rural and multigrade allocations. While this increase is high, the base for the increase is very low. Despite this significant increase in recent years, the average monthly income of teachers reaches only 550 USD (1900 Peruvian soles). (OECD, 2016)

The reform of the teaching profession is an important step towards improving the quality of education in Peru. Teachers are the fundamental pillars of the education system. The introduction of evaluation processes to put the meritocracy at the epicentre of the teaching career and improve the teacher compensation is an appropriate step to allow the profession to regain social prestige and manage to attract the best talent. This is particularly true in Peru where the remuneration of teachers has been characterized by being very low compared to other professions, even compared to other countries in the region. It is important that the evaluation is based on criteria and instruments that allow capturing the quality of education, approaching as much as possible to the teaching practice in the classroom. (OECD, 2016)

That is a general panorama of how is going the educational field in Peru. Now is very important to understand how, despite reforms to improve the quality of teachers, these are not really reflected in the pedagogical practice and what is the real situation of the reading comprehension in Peruvian education.

3.2.1 Pedagogical practices

The standards presented in the methodological part, the ones used by Eguren, De Belaúnde & González (2017) may be presented in any classroom at three levels: non-existent or emergent, in development, and fully implemented. For the case of the Peruvian teachers, always according to the study conducted by Eguren, De Belaúnde & González in 2017, it was found the following:

1. Productive joint activity: the practice of working collaboratively in the classroom is very rare. When this happens, the teacher proposes work in such a way that collaboration between students does not generate an exchange of information, skills or opinions among students. For this marker, the lowest level was assigned: basically, teaching practices privilege the development of individual products by students.

2. Language development and literacy: The language that the teacher uses in the classroom is not precisely an academic or school language, there are no moments in the classroom when the teacher really exposes orally an organic set of ideas, facts or opinions on a subject. When he attempts an explanation, he repeats or paraphrases almost literally what appears in the source from which he draws the information.

For this marker the lower level is also assigned: the instruction is dominated by the teacher's speech.

3. Contextualization: Teachers make some efforts to bring topics addressed in the classroom closer to the students' everyday context. As for how teachers present the topic, they rarely set differentiating moments in a classroom session. Normally, the only thing that indicates the beginning and end of a session is the ringing of the bell.

In general, one cannot speak of teaching practices that promote integrated learning or that contextualize new content according to the reality and interests of the students.

The level assigned to this marker is very close to the minimum level, where the new information is presented in an abstract way without establishing major connections with the already known.

4. Challenging activities: This is one of the aspects in which the precariousness of teaching practices in the classroom is most evident. The development of complex thinking skills is totally absent in students. Simple inferences are rarely made.

What prevails is work at the literal level, including many dictation and copying events. Students do not produce anything creatively or receive feedback from their teachers.

For this marker, the lowest minimum level is also assigned.

5. Instructional Conversation: There is no real dialogue between teacher and students.

The lower minimum is also assigned for this marker, characterized by the predominance of the teacher's discourse toward the whole class, and the presence of dictation and copying activities.

According to this study, the teaching practices of public primary schools do not focus on the construction of learning, but rather on the repetition of routines and mechanical patterns in which students have a restricted participation. The reasons for this are due to a complex framework in which initial and in-service training received by teachers participate as factors, as well as the particularities of the reform that the education system has undergone, and the historical, cultural, and social uniqueness of the school institution in Peru. (Eguren, De Belaúnde & González, 2017)

3.2.2 Situation of reading comprehension in Peru

In 2004 the first National Evaluation was applied by the Ministry of Education in order to know what level of mathematics and reading comprehension had the Peruvian students. The results showed that at the end of primary education, only 12,1% of the students achieved the expected level in reading comprehension and only 9,6% in mathematics. (Fundación BBVA Banco Continental, 2016). The way in which the study was conducted match the way of a national comparative study where there is a common understanding on

the nature the subject(s) being compared. It also assumes that comparable groups of students or schools are being compared. (Bray, Adamson & Mason, 2007)

This particular evaluation was conducted because it was important for the government to have data on the achievements of the students in order to know their skills levels. Skill levels are hierarchical in difficulty/complexity. (...) In this type of assessment, the percentages of pupils achieving each level are reported. This form of reporting is felt to be more important than total scores or even domain scores, because it informs the policy makers and curriculum developers of the kinds of reading that have or have not been achieved. (Bray, Adamson & Mason, 2007)

Even though some teachers can react badly to the evaluations, since they feel their job is in danger, due to being poorly prepared, most teachers (and many parents) are eager to know the strengths and weaknesses of pupils in different subject areas. This is true whether the study is national or international. It is very important for researchers to give feedback to the teachers and schools. Among other benefits, it increases creases the goodwill of the schools to cooperate in future studies. (Bray, Adamson & Mason, 2007)

In Peru, there is plenty of feedback. A total of eight reports were elaborated (one descriptive, six pedagogical about mathematics and reading comprehension in the different grades evaluated and one about the factors in children´s performance) after the first National Evaluation in 2004. The pedagogical report about primary education was prepared for the dissemination of the results of this evaluation, in it was recorded that only 15.1% of second grade students were located at the *sufficient* level in reading comprehension; while, in sixth grade, this percentage was only 12.1% (UCM , 2005). This shows that only a small percentage of students in both grades had adequately developed the reading skills corresponding to the grade evaluated. (Boccio & Gildemeister, 2016)

In order to better understand how sever was the situation of reading comprehension among students I present the levels of reading comprehension:

- **Level 4:** The student reads and understands the text in an articular manner. He/she is able to make complex, explicit and implicit deductions.
- **Level 3:** The student reads and understands the text globally, even readings about abstracts themes. He/she can develop explicit deductions.

- **Level 2:** The student reads and understands the text in a general way, especially narrative texts.

- **Level 1:** The student is able to answer to direct questions about the text. He/she understands loose sentences.

- **Below level 1:** The student has the ability to put letters together and form words, but he/she does not understand simple sentences.

  (Fundación BBVA Banco Continental, 2016)

The sufficient level achieved by only 12.1% of the sixth-grade students in 2004 would correspond to level one. This kind of report is what curriculum development specialists need in order to easily see the kinds of skills that have been mastered and not mastered by pupils in the country as a whole. (Bray, Adamson & Mason, 2007)

The second kind of information referred to in the national questions is the so-called benchmark information. (Bray, Adamson & Mason, 2007) Once the researches had the results, they could place benchmark to mark the achievements the students needed to access in order to improve their understanding of the subjects. From those results, the government decided to implement new policies, the National Curriculum Design was elaborated in 2005 and it was a big change in the educational field because it was the first time that all three levels of basic education (Initial-Primary-Secondary) were articulated together. Up until then, there were two different curriculums for initial-primary and secondary education.

With the changes in the educational policies, there was space for programs that seek to improve the skills (reading comprehension or mathematics). That is the moment that framed the establishment of *Reading is being forward*. It is also important to note that the PISA tests framed the work of this program since 2009. Given the good results on the different schools where the program was implemented is now seeing as one very promising.

4   A QUALITATIVE TEXT ANALYSIS OF THE "ADELANTE" BOOKS

To meet the objectives of this thesis, this part will analyse the texts. The research question postulates that the structure and design of textbooks helps increase or develop reading comprehension skills in students. In order to know how this is possible, I decided to apply Qualitative Text Analysis (QTA) to the textbooks. Qualitative text analysis is a form of analysis in which an understanding and interpretation of the text play a far larger role than in classical content analysis, which is more limited to the so-called "manifest content" (Kuckartz, 2014 p.33). Mainly, QTA has been used to refer to the analysis of interviews or study cases but it is also helpful working with complete texts.

For this chapter, I have worked QTA on school´s textbooks. Particularly, these textbooks have a "circular" or repetitive structure. This means that every two-four pages the structure of the pages repeats itself with new information but with no other significant variables. I believe it is necessary to explain this characteristic because it affects the way in which the categories were constructed as it will be explain lines below.

QTA has three main methods of analysing texts -thematic, evaluative and type-building analysis-. I have chosen to work with the Thematic Analysis (TA) because it is best suited to the objectives pursued by my research question. Thematic analysis is the process of identifying patterns or themes within qualitative data. The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. (Maguire & Delahunt, 2017)

Before stating how to work with Thematic Analysis it is important to note how is the data I am working with.

4.1 The data: The textbooks

The core of the program RBF are the textbooks, namely *"Adelante"*. In each of the books the same abilities and strategies of reading comprehension are worked. The textbooks have been designed to be worked in two parts. Each part answers to specific objectives that are also complementary. The first part "activates" the interactive part between reader and the text (a very important step in *Schemas theory*), it is also the part where the students will become familiar with the abilities and strategies required in the three moments of reading: pre-reading,

during-reading and post-reading. The second part asks the students to apply the abilities and strategies learned in the previous part in more complex and diverse texts (informative, descriptive, instructive and narrative kind of texts). (Eguren, González, Galindo, Ramos & Rhor, 2015, p.10)

The books had been elaborated having in mind different researches develop by the Institute of Peruvian Studies (IEP in Spanish, a social sciences research centre that specializes in independent, pluralistic and interdisciplinary study of Peru and Latin America) ("Presentación | Instituto de Estudios Peruanos", 2019) The studies revealed the different necessities of Peruvian schools and the books were shaped accordingly. These are their characteristics:

- The books belong to each student and are fungible. This mean that the students are free to take it home or write the answer right there in the pages of the books without having to return it at the end of the year like other books in public schools.
- The books include readings and activities. The books were elaborated dosing the readings and activities for the students of different grades.
- The approach used by the book allows the gradual and systematic development of reading abilities. This has a direct connection with the schema theory that is central to this research. The abilities and strategies are presented in a specific sequence: before, during and post-reading, this constitutes a way to activate the *schemata* a "mental representation of a typical instance which helps people to make sense of the world more quickly because people assimilate new experiences by activating relevant schema in their minds" (Salbergo & Osborne, 2016 p.177)
- The approach here is similar to the one proposed by the Ministry of Education, with the particularity that it concretizes and details precisely the kind of activities to develop certain reading comprehension abilities.
- The readings are attractive and are contextualized.
- The readings are of different kind, extension and characteristics
- The teachers who are part of the program participates in the elaboration of the books

(Eguren, González, Galindo, Ramos & Rhor, 2015, p.11-12)

With all the characteristics of the books, now is important to note the structure of the books. Since I reviewed all the characteristics of the books, it is important to clarify that when I talk about the "First Part of the books" I am referring to the first textbook (now on Textbook #1) and when I talk about the Second Part of the books I am referring to Textbook #2, there are

two physically separated textbooks but they work as a unity -one is the continuation of the former- for the objectives of the program.

4.1.1 Structure of Textbook #1

As it was stated before, the objective of the books in Textbook #1- is to familiarize the student with the approach of the program and develop the abilities for the three moments of reading. The book presents three units, the skill and strategies that are worked on throughout each section. There is a set of skills that must be developed for each moment of reading (before, during and after). Thus, we have Unit 1 "We anticipate" (Before reading corresponds to two skills. Unit 2/ We look for and recognize the information as we read. (During reading moment), it also has two skills, and finally Unit 3 "We analyse and understand what we read" (After reading moment) has four skills.

Each skill has a set of strategies that will work through the activities presented in this part of the book. This work will allow the development of the skills proposed for each of the moments of the reading (before, during and after). (Eguren, Gonzalez, Galindo, Ramos & Rhor, 2015)

4.1.2 How to work with Textbook #1

The first part is composed of three units, each of which corresponds to one of the moments of the reading (before, during and after). In each unit, the abilities and strategies corresponding to those moments are worked on.

Each time a student starts a new unit and a new skill, the structure of the book presents three things: a mini comic, a small box called What are we going to learn? and another small box called How are we going to do it? (Eguren, González, Galindo, Ramos, & Rhor, 2015) These elements present the ability and the strategy, that can also be find in the margins of the pages. The ability is always on the right margin and the strategy in the left one.

The strategies are the way to work out the ability and both must be socialized by the teacher and understood by the students before beginning the work with the activities. Once the abilities and strategies have been socialized, each of the strategies that make up an ability will be worked on. (Eguren, González, Galindo, Ramos, & Rhor, 2015) The work of the strategy has two moments, the first one is "Let´s work with an example" where the teacher must show the

students how to use the strategy and the second moment called "Let´s put ourselves in action" where the student applies the strategies learned through the proposed activities.

The joint work of these two parts ensures the student's learning of the strategy. This work is called binary work, as it always involves working in pairs of pages. A binary page must always be worked on completely, in a class period. Under no circumstances should this work be fragmented because the learning would be incomplete. (Eguren, González, Galindo, Ramos, & Rhor, 2015)

The book has a specific structure that allows the students to follow a learning sequence. First the pages present the ability -this is the answer to what are they going to learn- then the student can see the strategy -which is the how they are going to learn the ability- after learning the strategy there is a first moment when the teacher help the students to work with the strategies – Let´s work with an example- and, finally, the last moment is when the student uses the tools he or she has just learned and applies them in the proposed activities – Let´s put ourselves in action-.

The teacher must respect this sequence for the work of each of the strategies found in Textbook #1. In this way, the probability that the student will develop his reading comprehension abilities increases. (Eguren, González, Galindo, Ramos, & Rhor, 2015)

As we can see, Textbook #1 is compelled to work with the three moments of reading with eight abilities and twenty-nine strategies to help learning the ability. The idea is that once Textbook #1 is done, the students had learned how to work with the different abilities and are now ready to work with more complex texts.

4.1.3 Structure of Textbook #2

The work of Part Two of the book "Adelante" (Textbook #2) involves the application of the abilities and strategies learned to different types of texts. As the program works with primary education, informative, descriptive, instructive and narrative texts for third to fifth grade were considered. For sixth grade, argumentative texts were added.

For the second part of the book I have two categories because there is less information about how to work with the book, which was previously given in Textbook #1, and because most of the structure of the textbook consists on longer texts and activities around said texts.

4.1.4 How to work with the Textbook #2

Each time a unit is started in Textbook #2, a comic strip will be shown that will serve as an introduction to the subject and the type of text that will be worked on in that unit. The aim of the strip is to present the type of text to be worked on in a way that is pleasant and attractive to students. It should therefore be used by teachers as a motivational resource for the learning session. (Eguren, González, Galindo, Ramos, & Rhor, 2015)

Once the presentation of the Unit and the type of text through the cartoon has been made, each one of the abilities corresponding to the moments of reading is worked on. The work is done in binary pages: in the left column is presented the ability to work and in the right column the strategies in which the ability is broken down. Throughout the binary the activities that the student will have to develop are presented. All the activities proposed in each binary must culminate in the same learning session. (Eguren, González, Galindo, Ramos, & Rhor, 2015)

4.2 **The analysis**

The first step in Qualitative Text Analysis is to develop categories based on the empirical data. The most suitable way to create the categories depends largely on the research question at hand and any previous knowledge that researchers have about the given research subject or field. The more theory-oriented the project, the more extensive the previous knowledge the more focused the research question, the easier it is to create categories while reading through the collected data. (Kuckartz, 2014 p. 54). In my case, I have deep previous knowledge of the books because I have worked as part of the program "Reading is being forward" as teacher trainer. In order to train teachers in the use of the book, I, myself, had to be an expert in its structure and content.

Therefore, in the creation of the categories to work in this research I choose to do it deductively following the hypothesis that these textbooks help the students to develop or increase reading comprehension skills and the theory that these textbooks were made to follow the cognitive view -Schema Theory- of learning to read. In the case of this research, I have read the text and identify recurrent themes, then I have defined appropriate codes for those themes, and I have associated passages or parts of the textbooks with them.

The category system has been established following the rules proposed by Kuckartz (2014):

- **Were established in close connection to the research question**

All the categories proposed have been thought as a way of pointing out what the structure of the book is like and how it can work in the case of teaching reading comprehension.

- **They are not too detailed or too broad**
  All the categories have been thought so that their concept allows elucidating the appropriate elements that would be coded under its name.

- **Contain a precise, detailed description of the categories**
  As it can be seen in the results, each category has been described and detailed considering the way in which it was conceived -inductive or deductive-.

- **Be formulate with the report of results in mind**
  Since they have been stated in close connection with the research question, the category system is answering this question in its development. This means that the categories and subcategories, at least in this research, conform the corpus of the answer of the research question.

To ensure the quality of the coding process, all researchers recommend a co-operative approach where two or more coders code the data independently and later reach a consensus about their category definitions and coding process. Nonetheless, since is not always possible to work with multiple coders, as in this research, there is an exception about coding by only one person: if the coding-scheme contains only a few well-described main categories.

Since I chose to work with primary school textbooks, I feel it is necessary to make a side note about their structure. These texts have been specially designed so that students can strengthen or develop reading comprehension skills. The way to do this has been to create a book with constant exercises to apply reading skills and strategies. As a way of working it was chosen to do it in units that worked the different moments of the reading. Each unit works a series of skills through strategies. For this, every two or three pages the same design structure is repeated, see Figure 1.As the structure tends to be repetitive, in about 6 or 9 pages you can work on the same skill for example, there is not really a large amount of text that can be coded which helped to keep my categories short and precise.

12. ¿Durante el ejemplo el docente articula de manera clara la(s) estrategia(s) con las actividades?			During the example, does the teacher clearly articulate the strategies with the activities?
13. ¿El profesor lee, explica y verifica las instrucciones del ejemplo y del nos ponemos en acción?			Does the teacher read, explain and verify the instructions of the example and "We put ourselves in action" part?
14. ¿El profesor guía a sus mnos en el desarrollo de las actividades?			Does the teacher guide his students through the development of the activities?
15. ¿El profesor socializa y corrige las respuestas de sus alumnos?			Does the teacher socialize and correct student´s responses?

Segunda parte del libro

16. ¿El profesor trabaja el texto de la lectura de acuerdo a lo indicado en las instrucciones?			Does the teacher work on reading text according to the instructions?

flexión sobre lo aprendido			**Observaciones**
17. ¿Se realiza alguna puesta en común sobre la habilidad y estrategia(s) aprendida(s)?			Is there any pooling of learned skills and strategies?

Otros aspectos			**Observaciones**
18. ¿Cómo se desarrollan los contenidos disciplinares?			How are the thematic contents developed?

4

Figure 1

4.2.1 Thematic Main Categories

Table 2: **Thematic Main categories for Textbook #1**

Thematic main category
Acknowledgments
Teacher´s guidelines
Student´s guidelines
Moments of reading
Abilities

Table 3: **Thematic Main categories for Textbook #2**

Thematic main category
Student´s guidelines
Moments of reading

As a rule, following the first coding process, the next step in a thematic analysis should be to create sub-categories for the relatively general main categories. (Kuckartz, 2014 p.75). In the case of Textbook #1, it was observed, after a thorough analysis of the proposed categories, that not all categories needed the construction of sub-categories. Again, it is important to point out the circular structure of the book and the choice of few and precise categories. Thus, it was considered that the category "Acknowledgements" did not present text that could be considered as a sub-category and it was chosen to work with the remaining categories -the ones I choose to differentiate-.

4.2.2 **Thematic Sub-Categories**

Table 4 **Definition of the Sub-Categories for Textbook #1**

Sub-Categories	Description	Example from the text

a) From Teachers guide-lines		
Mini-guide	About the structure of the book. It has three questions with their answers: How are organized the *Adelante* books? Pedagogical structure of the first part of the *Adelante* books and Pedagogical structure of the second part of the *Adelante* books.	Pedagogical structure of the First Part and Second Part of "*Adelante*" books.
Index	Quick access to the structure of the book. With one view the teacher can access to the unit (which is important to situate correctly the moment of reading), the abilities and the strategies that need to be worked in the unit.	Ability: We predict the subject and the relevant facts of the texts based on our experiences and what we know. One of the strategies corresponding to that ability: Based on the title of a text and what we know, we discuss, ask questions and build graphic organizers.
Let´s work with an example	This part of the book is where the teacher acts as a guide for the students, there is a little text and a little activity that has to be completed with the guide of the teacher	Small text Activity already solved in the book Activity to be completed as the one that has been solved lines before.
2) Sub-categories of Student´s guidelines		
Knowing our book	In this part, the different pets that accompany the activities of the book "talk" with the kids in order to help them understand what and how are they going to learn. It has a very brief example of a text and how to work with it	
Mini-comic	The pets interact as a way to illustrate the ability that would be learn in the respective unit	Pet A: Guys, how many activities you can do before you read a text! Pet B: I found it very useful to predict the meanings of words I didn't know. Pet C: Now, we can start reading some texts about pre-Hispanic cultures. Pet B: That's great! I would like to read something about Ashaninka culture Pet A: Why wait? Let's look for information in books and on the Internet about the Ashaninka!
What are we going to learn?	Small box with a brief explanation of the ability corresponding to the unit.	In this unit we are going to learn to recognize general and specific information that will allows us

		to understand a text.
How are going to learn?	Small box with some indications of how to work the strategies.	- Rereading an idea present in a sentence or paragraph to clarify doubts. - Building mental images - Checking our understanding by asking questions, answering questions from others or para-phrasing part of the texts read. - Underlining and Highlighting
Let´s put ourselves in action	Different activities to be develop by the students, this time the teacher must not intervene but at the end to verify with the students that they have worked well with the activities.	- Take a look at the title and image of the text below - Get together with a colleague and discuss the following question: What do you think the text is about? - Write down your ideas in the blank lines
Auto evaluation	Designed to be worked in groups, so the teacher can have a clearer idea of the level of achievement of their students. It presents a set of varied activities that the students must develop with the orientation of the teacher.	Activities: - Identify and highlight the strategies we have worked on in this unit - Write yes or no in the boxes, depending on whether it is a strategy that we have worked on in this unit or that we have not worked on.
3) Sub-Categories of sequencing moments of reading		
Pre-reading moment	Previous experiences and knowledge are activated, exploring new titles, images and words.	Unit 1: We anticipate
During-reading	We identify ideas, characters and specific data. We also elaborate inference	Unit 2: We look for and recognize information as we read
Post-reading	We analyse and interpret	Unit 3: We analyse and understand what we read
Sub-category of Abilities		
Strategies	For each ability there is a set of strategies that must be developed to achieve the learning of that skill. The strategies are worked through the activities proposed in the book.	Strategies for the ability "We predict the subject and the relevant facts of the texts based on our experiences and what we know": - Based on the title of a text and what we know, we discuss, ask questions and build graphic organizers. - We explore a text from key-words, figures, drawings, graphs, charts, etc. - We create a list or graphic

		organizer with our expectations about what we will learn, what we will read or what will happen in the text.

Table 5: **Definition of the Sub-Categories for Textbook #2**

Sub-Category	Description	Example
1) For Student´s Guidelines		
The Mini-Comic	Extension of two pages, the comic "introduces" the kind of text that would be learned in the unit. It has different content depending on the region. For example, in Lima the comic is about a church with a very known painting, in Piura the comic is about a sacred image much revered in those lands and in Arequipa the comic is about the most important church of the city	Comic about the history about the painting of the Lord of Miracles, a well revered image in Peru and specially in Lima.
Dialogue box	has a tip for the student, like a little reminder of the strategies that needs to be used	"Before starting to read a text, we should pay attention to the title and the images. These clues can help us discover the subject matter of the text. It's also time to work on the vocabulary"
Activities	Separated by the moments of reading. The activities are between five to fourteen depending on the moment of reading they are working	From the information you gathered in Activity 1, make a list of ideas about what you hope to read and learn from the text.
2) For Moments of Reading		
Habilites	We anticipate	We predict the topic and relevant facts of the texts from our experiences and what we know.
		We recognize vocabulary and new concepts, identify the meaning of words and use them in different contexts

	We search for and recognize information as we read	We look for and recognize general and specific information, identifying characters, facts, data, themes, places and indications.
		We infer important information and the subject of the texts from clues and details of those texts and from what we know.
	We analyse and understand what we read	We analyse the text read and give information about it to ensure that we have understood it
		We interpret and comment on characters, facts, ideas, data, themes, etc.
		We recognize different types of texts by their structure and intention.
		We read aloud with appropriate fluency, intonation and speed.

4.2.3   Discussion of results for textbooks

The results are presented following the presentation of results of a Category/based analysis. According to Kuckartz (2014), in Thematic Qualitative Text Analysis, the focus is, understandably, on the topics and sub/topic /or, in this case, the categories and subcategories/. In the following lines, the descriptive step will be presented and the categories and sub/categories, described.

First category: Acknowledgments

Textbook #1 opens with one or two (it depends on the grade of the book) pages of acknowledgements. In here we can find the names of the teachers who cooperate in the making of the books. Is under the title: "The program´s pioneering teachers". I assign a category to this part because I believe the recognition of the teachers plays an important role in the development of reading abilities. Recognising the teacher profession is an important part of the educational policies in Peru -and Latin America- were a more meritocratic approach[2] is one of the goals.

The fact that the name of the teacher is printed in the book that the students are using, helps changing the view of the student with the teacher. There is a certain pride in the students when they see that their own teachers have help shaping a book that is now a great support for them to improve their reading abilities. In my sessions as a teacher trainer in the program I saw how important was for the students and also the parents that the teachers were part of the team who participate as consultants in said program. This little element helped to regain prestige in the school and, most importantly, in the classroom. Let´s not forget that a book is a powerful element and the teachers felt important as "co-authors".

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[2] The affirmative dimension of meritocracy states that a basic criterion for social organization - in this case the organization of teachers - should be people´s performance, that is, the set of talents, skills, and efforts of each individual. In this way, only teachers whose performance and preparation are adequate will be able to raise their level or advance in the teaching career. (Sime, 2012, p.53)

From that recognition, the teachers were more willing to be involved in the development of the program during the academic year. The fact of having their name printed in the book were an inducement to use the book anytime they could.

The acknowledgments were divided into regions (Lima, Ayacucho, Arequipa, e.g.) and into educational institutions (For example: Luis Armando Cabello Educational Institution from Lima). Since Texbooks #2 are specially made to cover content of different regions in Peru, the fact of having teachers from those regions was a great pedagogical support when the content was being revisited. Also, I believe it is important to point out that the schools involved in the program are, all of them, low income public schools where the teacher profession is not always well recognized.

Second category: Teacher´s guidelines

Under this category I have reunited the parts of Textbook #1 that helps the teacher to become familiar with the structure of the book. For example, right after the acknowledgments part, comes the first element coded under the category "Teacher´s guidelines". It is a sort of mini-guide that has three questions with their answers: How are the *Adelante* books organized? Pedagogical structure of the first part of the *Adelante* books and Pedagogical structure of the second part of the *Adelante* books. This has been designed specifically for the teachers to have a quick way to remind the structure of the book -the program also gives the teachers a pedagogical guide, but it has been observed that not all the teachers have that tool on hand for the classes-.

The second element coded under "Teacher´s guidelines" is the index where a clear structure of the book can be seen. There is a quick access to the three units, the abilities and the strategies to learn in each of them.

Third category: Student´s Guidelines

The first element coded under the category has been designed specifically for the students and it is called "We get to know our book". In here, we can see the different pets that accompany the activities of the book "talk" with the kids in order to help them understand what and how are they going to learn. It has a very brief example of a text and how to work with it. There are different pets for the different regions where the program is acting.

The second element under this category is a short comic with the book´s pets. In said comic the pets interact as a way to illustrate the ability that would be learn in the respective unit.

The third element is a small box with the title "What are we going to learn". In this part there is a small indication of the content of the unit.

The fourth element is another small box with the title "How are we going to do it?" Both boxes are obviously connected but there are two separated elements for the purposes of organization. In this section, there is a small description of the steps that the students need to follow in order to achieve the learning of the ability explained in the preceding box.

The fifth part is called "Let´s work with an example" and it is what it says, an example, that has to be worked with the teacher in order for the student to learn how to work with the following activities. In this part, the textbook present different ways to approach the learning of the ability proposed. (It could be questions, a small text, a picture, etc.)

The sixth part coded is called "Let´s put ourselves in action". This part asks for the students to apply what they have learned in the previous page, after learning the ability and the way to learn it, they have worked with an example and now is time for them to apply the new learning. This part can have up to 4 activities (normally there are 1 or 2).

The last part coded under the category of organization is called "Auto evaluation". In here, the students have the opportunity to test how much of the learning proposed in previous pages was accomplished. As was stated by Eguren et al (2015), the teacher should ask students to complete these activities so that students can measure their own progress and reflect on what they have learned. Ideally, this reflection should be shared in groups so that the teacher can have a closer knowledge of the level of achievement of their students in the unit worked on.

Fourth category: Moments of reading

In this first part of the books the units proposed correspond to the three moments of reading that are so important for the cognitive/schema theory. In here there are three

units: First unit called "We anticipate", Second unit called "We look for and recognize information as we read" and a third unit called "We analyse and understand what we read". These moments need to be work accordingly and the textbook approach is to work with abilities and strategies that are the sub-categories of this thematic main category.

These moments of reading that help the students to activate the schemata can be seen as previous knowledge that assist the student to understand new information. For example, in the case of pre-reading activities, they act as a support to contextualize the text; the during-reading activities involves inferring important information from the clues founded in the text and the post-reading activities involves analysing the text with all the information collected during the pre and during activities.

Fifth category: abilities

For all the textbooks in all the different grades there are eight abilities proposed:

- We predict the topic and relevant facts of the texts from our experiences and what we know.
- We recognize vocabulary and new concepts, identify the meaning of words and use them in different contexts
- We look for and recognize general and specific information, identifying characters, facts, data, themes, places and indications.
- We infer important information and the subject of the texts from clues and details of those texts and from what we know.
- We analyse the text read and give information about it to ensure that we have understood it
- We interpret and comment on characters, facts, ideas, data, themes, etc.
- We recognize different types of texts by their structure and intention.
- We read aloud with appropriate fluency, intonation and speed.

All these abilities are deeply connected with what has been proposed by the Peruvian National Curriculum (NC). In the NC the communicative approach is worked through three competences: the student communicates orally; the student writes different types of text and the student reads different types of written text. The *Adelante* books concentrate on the third competence that refers to reading. In the NC, this competence is worked on through observable

abilities in the performance of the students. The difference with *Adelante* is that the books works that competence by working on the abilities through the use of strategies. Since the abilities have to be worked through the strategies, this is a sub-category of the category "Abilities".

Sub-category: Strategies

For each ability there are a number of strategies (between two to six) that helps learn the ability. For example, for the ability "We recognize vocabulary and new concepts, identify the meaning of words and use them in different contexts" there are six strategies:

- We use context clues, make predictions, and verify the meaning of words.
- Classify and categorize new words
- Identify synonyms and antonyms for the new vocabulary
- We use the dictionary
- We draw and put words in another context to confirm that we understand the meaning
- We use parts of the word to find its meaning, we make a list of family words

I would like to mention that although it may seem obvious, the sub-categories can only function linked to the main category. Therefore, to understand how important the link between moments of reading and the abilities and strategies see Table 6

Table 6: **Links between the moment of readings, abilities and strategies**

Moments of reading	Abilities	Strategies
We anticipate (Before reading)	We predict the topic and relevant facts of the texts from our experiences and what we know.	From the title of a text of what we know, we discuss, pose questions and build graphic organizers
		Exploring a text from keywords, figures, drawings, graphs, charts, etc.
		We create a list or graphic organizer with our expectations about what we will learn, what we will read or what will happen in the text.

	We recognize vocabulary and new concepts, identify the meaning of words and use them in different contexts	We use context clues, make predictions, and verify the meaning of words
		Classify and categorize new words
		Identify synonyms and antonyms for the new vocabulary
		We use the dictionary
		We draw and put words in another context to confirm that we understand the meaning
		We use parts of the word to find its meaning, we make a list of family words
We look for and recognize information as we read (During reading)	We look for and recognize general and specific information, identifying characters, facts, data, themes, places and indications.	We reread an idea present in a sentence or a paragraph to clarify doubts.
		We build mental images
		We test our understanding by asking questions, answering others' questions or paraphrasing parts of the text read
	We infer important information and the subject of the texts from clues and details of those texts and from what we know.	We relate, compare and contrast text information with our experience and what we know.
		We identify the details and contextual clues that the author includes in the text.
We analyse and understand what	We analyse the text read and	We complete graphic organizers based on the information given in the text

we read (Post-reading)	give information about it to ensure that we have understood it	We tell what the text says in our own words and write summaries that may include visual support
		We identify the main moments/ideas of reading by completing sentences or paragraphs, answering questions, indicating what is true or false about the text, ordering and relating information, etc.
		We contrast our initial predictions with the information collected from the text.
		We select the most appropriate idea to summarize the text
	We interpret and comment on characters, facts, ideas, data, themes, etc.	We indicated the parts of the text that we found most interesting
		We recognize the specific cultural characteristics of each text
		We identify the author's purpose
	We recognize different types of texts by their structure and intention.	We highlight phrases and words to determine what type of text we are facing.
		We elaborate the template of the text that we have read
	We read aloud with appropriate fluency, intonation and speed.	We listen to a good reader read a text, and then we read it following the given model: silent, choral, intercalated, simultaneous reading between teacher and students, in pairs, small groups, recording of our own reading, etc.
		We vocalize words that are difficult to pronounce before reading aloud.
		We respect the signs of punctuation and intonation when reading, and we place arrows to raise or lower the tone of voice.
		We identify our reading speed in order to set new

		goals.

Categories for the Second Part of the books / Textbooks #2

First category: Student´s guidelines

As in the first part of the book, "Student´s guidelines" plays an important role in the structure of the book, it gives us a way to understand how to work with the book. It has three elements coded. There are important differences between the elements coded in "Student´s guidelines" in Textbook #1 and the ones coded in Textbook #2. For example, there is no index in the second part of the books, the index corresponding to this part is actually in the first part of the books.

The first element coded under this category is the "Mini-comic" that opens every new unit in the textbooks. In this element there is also a substantial difference between the mini comics that we could find in Textbook #1 and the mini comics in Textbook #2. In Textbook #1, the mini comics serve as a way to illustrate the ability that would be learn in the respective unit. It was the same comic for all regions where the program is present. That comic was also very short in extension, it was no more than half a page long. Now, in Textbook #2, the comic has an extension of two full pages (1-2 for example) and it´s a different comic for every region the program is working.

For example, in Lima the comic is about a church with a well-known painting, in Piura the comic is about a sacred image much revered in those lands and in Arequipa the comic is about the most important church of the city. Also, every comic is under a title, for example, the first comic is under the title: "We learn to read an informative text" -it repeats for all the kinds of texts later -instructive, descriptive, narrative and argumentative-.

The second element in this category is a small dialogue box -by the correspondent pet of the region (as it has been stated before, there are different pets for the different regions were the program has been installed). This dialogue box has a tip for the student, like a little reminder of the strategies that needs to be used. For example, in the first unit in the book for Lima, Tito -the pet representing Lima- reminds the students that "Before starting to read a text, we

should pay attention to the title and the images. These clues can help us discover the subject matter of the text. It's also time to work on the vocabulary" (Maraví, 2016)

The third element correspond to the activities that the student needs to work on. The activities are separated by the moments of reading (pre, during and post) perfectly indicated in the book by the abilities marked on the left side of the pages and for the colour on said pages: green for the pre-reading moment, blue for the during-reading moment and purple for the post-reading reflexions. The activities are between five to fourteen depending on the moment of reading they are working.

Second category: Moments of reading

For every moment of reading in the textbook, there is a text that guide the whole moment and all the activities will be directed by said text. For example, for Lima´s fifth grade, the first unit – *Let´s learn to read an informative text*- is led by a text called "An image with history". There are three elements coded under the category of text that has to do with the moments of reading and how the students need to approach the text:

The first element is called "We anticipate" and it contemplates the two abilities learned in the first part of the book for anticipating the content of a text.

The second element is "We look for and recognize information as we read" and it involves the two abilities needed to work with a text during reading.

The third element´s name is "We analyse what we read" and it has four abilities to work with in the post-reading part.

Sub-categories for "Moments of reading"

The sub-categories corresponding to the "Moments of reading" are the abilities that the student will use in order to develop all the activities required by the book. In the second part of the textbooks there is only a reminder of the strategies because they have been internalized by the students while working with the first part of the *Adelante* books -Textbook #1-. This Textbook #2 is to apply the abilities learned through the strategies in Textbook #1. As in the elaboration of categories for Textbook #1, the categories and sub-categories are intrinsically linked and cannot be separated in order for the structure of the book to function.

It can be seen through the analysis of categories and sub/categories, that the textbooks have been created in close connection with the Schema Theory and following the Cognitive view of teaching and learning to read. The approach of this educational material is to accomplish the developing or increasing of reading comprehension skills. To achieve this goal, the text-books were articulated pursuing the relation with the Ministry of Education Textbooks. The "*Adelante*" books develop the competence "reads various types of written texts" from the communication approach, as stated in the NC.

Tabla 7: **Connection between the National Curriculum and the "Adelante" books approach[3]**

National Curriculum	"Adelante" books
Starting from significant situations	Texts are based on authentic and challenging situations.
Learning by doing	The books propose a series of activities where students put their skills into play through the application of strategies
Support on previous knowledge to build new knowledge	The books teach how to systematically use prior knowledge to understand different types of text.
Promote contextualized and interdisciplinary learning	Learning a skill by developing one or more strategies involves resolving cognitive conflicts
Promote cooperative work	The texts develop local, regional and national content, linked to different curricular areas
Promote complex thinking	The books are oriented to the articulated work of dif-

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[3] This table was elaborated by the team of "Reading is being forward" and presented as a PPT in the workshops with the teachers as part of the teacher training.

	ferent abilities that, together, allow the global comprehension of a text.

The program states that results in learning reading skills can be improved through a gradual development of skills and strategies. (De Belaunde, González, & Eguren, 2017) and this can be seen in the configuration of the links between categories and sub-categories stated in the analysis of the textbooks.

Furthermore, the results shown that the way a text is structured is extremely important in achieving favourable results in the learning and teaching of reading comprehension skills. Because comprehension is closely linked to language learning -achieving good reading comprehension requires that the child has developed an adequate vocabulary and an appropriate ability to comprehend oral texts (Junyent, 2016 p. 33)- I thought it important to stress the association between language learning and textbooks.

When learning any kind of skill or a new language there is a question that always comes up: why exactly do teachers need textbooks? There have been discussions around the fact that textbooks might predict the learning process of the learner and guide them in a way that could be "mechanical", but it has also been stated that not all textbooks do this. For example, for Tim Oates, Group Director of Assessment Research and Development at Cambridge, "textbooks help pupils understand the totality of and progression in each area of their education, namely what they´ve done and what they will do" (2014, p.4)

Most research around this theme points to the fact that textbooks provide a grammatical and functional framework within which teachers and students could work. (O´Neill,1982 p. 107) and although it should not be expected from a textbook to provide exact instructions in order to be useful (O´Neill, 1982 p. 108) there are times -like the ones stated by the program "Reading is being forward"- when there is no other way to teach and learn than to provide extremely direct instructions. If a textbook is well-theorised, well-designed and carefully implemented (Oates, 2014 p.4) then the learning and teaching should be a smooth process, because it would be a great support for teacher´s practices and for student´s learning process. Oates has proposed six vital characteristics that must be presented in language learning texts for the process to be successful:

- Underpinning by well-grounder theory and theory regarding subject-specific content

- Clear delineation of content -a precise focus on key concepts and knowledge-

- Coherent learning progressions within the subject

- Stimulation and support of learner reflection

- Varied application of concepts and principles

- Control of surface and structural features of texts to ensure consistency with underpinning learning theory

These characteristics may not only be met for the language learning books but also for the books analysed in this thesis. From this it can be deduced that books for learning reading skills and books that teach language skills must be similar in structure because both work in the field of communication. Therefore, the use of well-structured textbooks needs to be encourage in environments where there the communication field -language learning o language learning related- are having issues must be encouraged.

While textbooks are seen by teachers as extremely helpful in making clear the learning progressions within subjects, there remains plenty of 'professional space' for using the textbooks in very different ways. The texts encourage clarity regarding key concepts and core knowledge, provide clear learning progressions, include a wide range of examples and applications, support learner reflection, and yet can be used in different ways by different teachers. Some ask pupils to read and then discuss in groups the concept descriptions (e.g. the properties of circles), other teachers set this as individual reading to be done at home and then discussed as a whole class, etc. (Oates, 2014 p.5)

This suggest that although textbooks have very direct instructions, there will always be room for the teacher's participation to contribute positively to the students' learning. The textbook provides instructions on what students should learn, but it is not a straitjacket for the performance of teaching practices.

5   THE APPROACH OF THE ACCOMPANIMENT MODEL

From its design, the "Reading is Being Forward" program was based on the hypothesis that the endowment of texts itself would not be enough to achieve the objective of improving reading comprehension if this was not articulated with a process of capacity development so that teachers could use educational materials as effective pedagogical resources in improving learning. But, as it has been stated in previous chapters, the pedagogical practices of the Peruvian teachers needed to be work carefully. Therefore, a program of "training" was created to work with the teachers.

Since the early stages of the program, in-service teacher training has been one of the main focuses to address the problem of low rate in reading comprehension among Peruvian students. For this reason, the training and accompaniment model acts as a support for the other components (i.e. Textbooks #1 and Textbook #2) in order to adequately develop the program proposal, which is based on the development of eight reading comprehension skills based on different strategies distributed among the three moments of reading. (Quevedo & Ramirez, 2017)

The program uses the series of educational materials "Adelante" as an articulating axis of the educational activity that allows the teacher to connect the learnings proposed in the curriculum and make them effective in the class sessions of reading comprehension in grades 3rd to 6th of primary school. The collection consists of 44 titles diversified according to the regions of intervention. The educational materials make possible the learning and developing of reading comprehension skills in students; but, for this to happen, it is necessary for teachers to go through an intensive and continuous process of training and accompaniment in the classroom on the use of the materials. In fact, teaching practice is the key factor for promoting the use of available educational resources and improving reading comprehension levels among students. (UNESCO, 2016 cited by Quevedo & Ramirez)

The trainings consist of workshops in which teachers are taught to work with books. Special emphasis is placed on the reading approaches proposed by the program. However, the most important part of the training is not the workshops but the accompaniment rounds that the program team conducts with each teacher. In total, there are three accompaniment rounds dur-

ing the school year in which teaching practices and the use of educational material are evaluated through an ethnographic register. At the end of each round, feedback is given to the teacher in order to identify strengths and weaknesses.

As I have no intention to do an ethnographic work here, I have chosen to analyse one document in whose elements it is possible to see how the programme works to improve teaching practices and overcome the lack of preparation of teachers:

- Teacher´s accompaniment Form

5.1 The data: Teacher's Accompaniment Form

The Teacher's Accompaniment Form (now on TAF) is an instrument used to observe class session on a systematized way. It is composed by several sections: data of the educational institution, data of the teacher, handling of the basic aspects, process of beginning of the class session, process of development of the class session, general observations as for the climate of the classroom, teacher´s use of resources and commitment of the teacher with respect to the program that gives sustainability to the proposal.

Accompanying persons are encouraged to detail how teachers implement the proposal of the program in the classrooms. To this end, the following questions are taking into account in several of the sections:

- What did the teacher do?
  The accompanying person should include in his/her answer the description of the actions that the teacher carries out in his or her class session
- How was this done?
  The accompanying person should describe the ways in which the pedagogical actions are carried out.
- Did what the teachers did or did not work for the student's learning achievement?
  The accompanying person should describe the effectiveness or not of the actions of the students in front of the actions of the teachers in the classroom
  (Quevedo & Ramírez, 2017)

5.2 The analysis

As stated in the analysis of the textbooks in Chapter 4, I also develop the categories based largely on the research question -namely, for this part, how an accompaniment model help overcome the lack of teacher preparation-. In the analysis of the textbooks elements the categories depend on the previous knowledge of the researcher. It is also the case here, my previous knowledge as a teacher trainer -where I had to apply this TAF played an important role in the creation of categories.

The categories where constructed deductively while I was reading the questions on the TAF, following the hypothesis that this form helps the teachers to teach – Worth the redundancy- a specific content -as Reading Comprehension Skills- better and, therefore, overcome their lack of preparation. I also follow, as in the previous chapter, the Cognitive View of teaching learning to read and I focused on the parts where the Schema Theory that recommend an approach to the teaching of reading through three moments (pre, during and after) was being followed. I paid more attention to the parts of the TAF that highlight that teachers should teach reading comprehension skills following always the indications for the three moments of reading.

The category system was created following the rules proposed by Kuckart (2014) and explained in the previous chapter. The same quality standards /of the previous analysis/ for the coding process were applied for this part.

It is important to note that this document is very short -8 pages- therefore, there is not a lot of text that can be coded but this is not seen as an inconvenient in this research because it allows me to work with few defined categories without the need of another coder. The categories, most of them, were named following the five elements to a good teacher's practice proposed by Hilberg, Epaloose and Tharp (2002) cited in the work of Eguren, De Belaunde & González (2017) explained in the Methodology part -Chapter 2-.

Tabla 8:*Categories for the Teacher´s Accompaniment Form*

Category	Description	Example from the document
Basic Information	As stated by the name, the information required by this form is about general knowledge about the school and the teacher	Details of the educational institution
		Details of the teacher
		Accompanying data

Productive Joint Activity	Collaborative Dimension. The ultimate goal is that teachers and students work together to achieve a common task.	Does the teacher socialize and correct students's responses?
		How are the disciplinary contents developed?
		How are the thematic contents developed?
		Does the teacher foster an environment of orderly participation and respect that promotes learning with the book "Adelante"?
Language and Literacy Development	The teacher uses academic language and promotes its use of the same language in the students with appropriate questions, paraphrasis, etc.	Does the teacher explain the type of text to be worked on?
		During the example, does the teacher clearly articulate the strategies with the activities?
Contextualization	Is the possibility to stablish connections between new information and prior knowledge.	Is the sequentially of the book respected?
		Is the ability and strategy of the previous class remembered at the beginning of the session with the book?
		Does the teacher remind the students when they are reading: before, during or after?
Challenging Activities	The teacher must propose to the student activities that, from a certain disciplinary content, help to develop the complex thought that will help to analyse, categorize, synthesize, etc.	Has the development of the class allowed the achievement of skill and strategy?
		Is there any pooling of learned skill and strategy?
Instructional Conversation	In classes, the teacher should promote open and deep debate. In order to do this, he or she should ask authentic questions (not those that infer a literal answer), construct questions based on what the students	When working on the binary page, does the teacher develop what, how and with what we are going to learn?

		comment on, and so on.	Does the session begin with the reading and explanation of the skill and strategy? Is its comprehension verified?
			Does the teacher read, explain and verify the instructions in the example and in the action?
			Does the teacher work on the reading text according to the instructions?
			Does the teacher select materials and/or use additional pedagogical resources that reinforce the learning of skill and strategy?

5.3 Discussion of results

As in the analysis of the textbooks, I also applied the Thematic Text Analysis in the TAF, I did this because I believe that applying the same type of analysis for both the textbooks and the TAF is a form to maintain consistency on the research. The extension of the TAF allowed me to build categories -not so sub-categories-. Lines below we can find the descriptive step of the category-based analysis. There is no necessity of number the element coded under the categories because they can be seen in Table. 4. So this part will only refer to the description of categories.

First Category: Basic Information

The Teacher´s Accompaniment Form needs to have basic information on the teacher, the grade, the school, start and finish time of the lessons and the accompaniment round number. As this is a Form designed to an ethnographic observation, it is very important to have that data.

The elements coded under this category are the school, teachers and the session´s timing details. All the elements coded under this category are self-explanatory.

Second Category: Productive and Joint Activity

Under this category I have grouped all the questions in the form that refers to a joint participation between teacher and students. This process involves the exchange of information, opinions and strategies to achieve something determined. Since the teacher´s achievement in this category has been very low (see Context-Pedagogical Practices part in past chapters), the question on this category are designed to put emphasis on the approaches used by the teachers that could be improved to increase learning of reading comprehension skills.

Third Category: Language and Literacy Development

This category is observable through the use of language itself. The optimal point in a classroom would be when the teacher always uses academic language and promotes the use of that language through questioning and using the academic language continuously. The teacher should promote constant activities to read, write and talk.

Fourth Category: Contextualization

Is about the possibility to stablish connections between new information and the student´s prior knowledge. Connecting educational content to students' personal lives and providing instruction in familiar, everyday contexts about which students have prior knowledge enables students to make sense of new information and build new knowledge. (Doherty, Soleste Hillberg, Epaloose & Tharp 2002, cited in Eguren, De Belaúnde & González, 2017)

Fifth Category: Challenging Activities

Is about the activities proposed by the teachers. That idea is that based on certain disciplinary contents, the teacher teaches complex thinking skills such as analysing, categorizing, synthesizing, etc. The teacher must be able to lead students to an ever deeper understanding of complex phenomena. To this end, he or she must review the products produced by the students and offer permanent feedback. (Eguren, De Belaúnde & González, 2017)

Sixth Category: Instructional Conversation or Dialogue

It's about the conversation between the teacher and the students. Based on this, the teacher should promote open and deep discussions, formulate authentic questions and construct questions based on what the students say. It is not a question of covering a large range of topics

but rather of understanding a few in depth. The formulation of authentic questions /those that develop critical thinking and do not seek literal answers/.

As it can be seen from the analysis of the TAF, the form is oriented to help with the pedagogical issues that can be present in the classrooms. The accompanying person has to observe if the teachers are following the program's approach and if there is something to fix, they can do indicate this to the teacher during the feedback. Without the TAF there will be virtually no intervention for teacher's training, and it would not be possible to secure that the approach - the Cognitive View and the Schema theory- are being followed correctly.

The pedagogical support, that the accompaniment entails, involves direct, personalised and continuous contact with teachers in their classroom directly. It is proposed as a strategy to improve the pedagogical practices of teachers in teaching reading comprehension skills by strengthening their work with the textbooks. As part of this support, the core of the accompaniment is the feedback.

Teachers receive feedback at the end of the accompaniment session, this can last between 15 to 25 minutes and provides teachers with indications about their performance in teaching reading skills and their handling of the textbooks. In addition, recommendations considering the characteristics of each teacher (observed with the help of the TAF).

It is noticeable, then, that he role of the teacher is being highlighted -in the "Reading is Being Forward" program- with tools that will allow him/her to excel in the management of pedagogical practices on reading skills. If this type of accompaniment is combined with the use of excellent textbooks in which the teacher can find support for his teaching practices, then it can be inferred that the result will be beneficial for both the student and the teacher.

Currently, there is sufficient evidence of the strategic value of the teaching practice to promote the development of the teaching profession in the fulfilment of the objectives of education systems. For this reason, Peru has defined the revaluation of the teaching profession as one of the axes of education reform and is advancing in a set of policies, strategies and programs aimed at strengthening teacher development policies that promote the incorporation of teachers with professional quality and ethical commitment. (UNESCO, 2018 p. 3) the reform of Peruvian education and its policy of teacher revaluation represent a serious state effort to "embrace" the teachers of the country's public schools. (Torres, 2019)

In the same line, the basic concern of teacher training programs - both initial and in-service - is to have desired changes in teachers' actions vis-à-vis their students and their profession. Moreover, as Seda 2012, (cited by UNESCO, 2018) mentions, these programs play a major role in shaping teachers' thoughts about their profession. Likewise, it is necessary that, within their lines of action, they include the development of positive attitudes of teachers towards their own learning process. Therefore, it can be stated that the accompaniment model of the program should be considered as an example of good interventions in the area of teaching.

6   CONCLUSIONS

Like many countries in Latin America, Peru is a "Third-world" country still struggling with different areas of politics. As I am finishing this thesis, my country is in a middle of a corruption turmoil, out of the last five ex-presidents one is in jail, one is on the run in the United States, one is in house arrest, one committed suicide last week when he was going to be arrested for his implications on corruptions plots and the last one is in a clinic awaiting for his recovery to be arrested. As it can be seen, there is a lot happening in the politics field and the different instances of government can be easily distracted from the importance of the educational field.

Fortunately, in the last years -at least since 2012- education has benefited from few but steady budget advances. This year, the increase was more than 11% which is a new target for a country that invests the least in education in South America. As part of the improvements that have been promoted in education since at least the year 2000, within the framework of the *Education for All* agenda, there was a paradigm shift in the National Curriculum and work began on specific objectives that could improve education in Peruvian classrooms. Thus, the results of the students in the international tests were considered and it was concluded that the majority of them were far below the necessary performance.

 It is within this framework that some private enterprises begin to work on its social responsibility and seeks to help conduct a program that could solve one of the fronts on which Peruvian students were so deficient. It was no secret that the worst performance of the students is in the area of reading comprehension, so an alliance between specialists from the Institute of Peruvian Studies and a banking foundation started the program "*Reading is being forward*". The program has been growing and evolving since its beginning and it has proved that it is a successful program. The measurement of learning at different stages of the program makes it possible to review progress in the schools that benefited from "*Reading is being forward*":

> "When *Reading is being forward* started in 2008, approximately 7 out of every 10 third grade students in the schools that participated in the program were in the lower levels of reading (level 1 and below level 1). In other words, they did not understand what they were reading. After two years of use of the book "*Adelante*" and of the teacher accompaniment carried out by the program, when these same students finished

the fourth grade, only 4 out of 10 of them did not understand what they were reading (level 1 and below level 1).

Similarly, in 2008, only 1 out of every 20 third grade students in the schools in the programme were in the upper reading levels (level 3 and 4). The proportion of students who understood what they read had increased from 6 to 20.

Fifth grade students in the program schools also improved their reading skills. In 2008, approximately 8 out of 10 of these students were in the lower reading levels. This ratio dropped to 6 out of 10 by the time students completed sixth grade." (Instituto de Estudios Peruanos, 2010)

It is clear that the programs work and has good results. My intention in this research has been to look at the elements that make this type of program so successful. The fact that a well-structured text and an excellent accompaniment program has achieved, in a short time as the measurement from one year to the next shows, advances in reading comprehension in the students and the overcoming of the lack of knowledge and preparation in the teachers, seems to me a worthy example of imitation for other similar programs.

In this context, the question of how textbooks and an accompaniment model can overcome the lack of teacher´s preparation and increase or develop reading comprehension skills in the students, arise. To answer this question, I have analysed two vital parts of the program: the textbooks and the accompaniment model. The analysis has been made through the theoretical lens of Schema theory and Cognitive view of learning to read in order to determine how the elements that could be linked to the theoretical framework were put to work in the textbooks. For the part of the Teacher´s Accompaniment Form I also used the Schema Theory and the Cognitive view in the review of the questions that the accompanying person had to resolve when observing the teachers.

The books have two parts -Textbook #1 and Textbook #2- were the moments of readings are worked with abilities through strategies. Although textbook #1 works on skills through strategies, it is the way these skills are structured that makes it possible for the student to ultimately appropriate them and learn. Five categories were proposed for this textbook: Acknowledgments, Teacher's guidelines, Student's guidelines, Moments of reading and Abilities. The majority of the skills has its respective sub-categories. The configuration of the activities developed by each of the main categories and their respective sub-categories is a clear example of

how the book is structured. Following the Schema Theory, that states the major view of how knowledge affects reading comprehension involving the theoretical notion of *schemata* - abstract knowledge structures that provide framework for related concepts- (Beck & McKeown, 1986 p.118) it is possible to see that the moments of reading are steps proposed by the theory that are carried out with skills by means of strategies and the categories are a way to represent them.

In the case of the Teacher´s Accompaniment Form, this document was conceived as a way of evaluating the pedagogical practices of teachers from a privileged point of view, of the accompanying person, within the classroom. The aim of this accompaniment was not to highlight the shortcomings in the training of teachers but to help them improve their pedagogical practices with direct indications, based on the theory of the scheme and the cognitive point of view, on how to conduct a good class session that favours the learning of reading comprehension tools. This document was not an extent text, is actually a set of questions that, following the standards proposed for good pedagogical practices -see Chapter 2: Theoretical Framework-, would in turn comply with what is proposed by Schema Theory and the Cognitive point of view.

As it can be seen, both elements of the program *"Reading is being forward"* have been made in such a way that nothing is to spare. Everything contained in the books and all the questions that the companion must answer, to report to the teacher on the feedback, have a clear goal: the improvement of the learning and teaching of reading skills. Elements have even been considered that may, at first sight, be seen as superficial, as is the case with the "Acknowledgments" category, but which really help to improve the teaching/learning climate.

As we have seen, there is no need for a major educational intervention, such as those promoted by government agencies, to improve reading skills. What is needed is a well-defined programme that knows what the specific shortcomings are that need to be addressed. This program, although it has involved a major effort on the part of the team that proposed it and maintains it, has made use of the tools provided by the alliance with private companies willing to give the necessary money to implement the program in certain places. I would propose that, as part of the public policies of education, such successful examples be taken so that it is promoted with public money to the benefit of all Peruvian students.

Latest research in the field of education in Peru does not mention, very frequently, reading comprehension skills. Most research is focused on improving the role of teachers - as

Unesco's report (2018) can verify - or on improving the climate in the classroom to improve learning. However, there is a group of professionals represented, above all, by the IEP educational research group -the same group that created "Reading is Being Forward" program- that is concerned with building citizenship through classrooms and improving teaching and learning conditions for reading skills. In recent years, several studies have been published that deal with these issues and that can serve as points of reflection for the authorities to improve the impact of teaching on students.

The challenges facing Peruvian education are still many but, at least in the field of reading comprehension, the causes of the poor results achieved in the PISA test have been identified. The main problem, identified in Peruvian classrooms, is that the traditional methodology abuses the memorization of syllables and words as writing units. (Ramos, 2011 p.7) and that teachers insist on working with texts that are far removed from a concrete application and from the real life of the students.

Thanks to the identification of these factors, among many others, it has been possible that a proposal such as that of the program "Reading is Being Forward" has worked. The two central elements - in my opinion - have succeeded in elevating the results of the students in this field. In other words, this program, with its well-structured books rooted in the students' environments, and its model to accompany teachers, has succeeded in relatively little time since the program has been in operation for little more than 10 years - in overcoming the lack of teacher preparation and has succeeded in developing or increasing the students' reading skills. It is possible that Peruvian education will change in a prudent time and not in the two hundred years that one of my bosses who works in the sector told me. It is possible that, if the guidelines of such a successful program are followed, reading comprehension will raise the levels of comprehension of all other subjects and will form fully informed citizens who can exercise full and responsible citizenship. Citizens who can change the future of this country full of difficulties but also full of possibilities.

Finally, what really led me to study literature and then specialize in learning/teaching reading skills was something that Mario Vargas Llosa, the only Peruvian Nobel Prize winner, sums up better than anyone else:

"He who seeks in fiction what he does not have, says, without needing to say it, or even to know it, that life as it is not enough for us to satisfy our thirst for the absolute, the foundation of the human condition, and that it should be better. We invented fictions in order to be able

to live in some way the many lives that we would like to have when we barely have a single one". (Vargas Llosa, 2010)

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Appendix 1

Example of a page on the Textbooks

Once you have finish reading the text, you must verify if you have comprehended the information the author wrote. In addition, it is the moment to interpret the text and have an opinion about it

ANALIZAMOS Y COMPRENDEMOS LO QUE LEEMOS

HABILIDAD

- Analizamos el texto leído y damos información sobre él para asegurar que lo hemos comprendido

ability: We analize the text we have readed and give information about it to ensure that we have learned.

1 Activity

- Completa el siguiente organizador gráfico con la información del texto "El mito de los huari" (pp. 170-171).

Título:
El mito de los huari

Personajes principales:
Los huari

Personajes de la historia:
La Tierra y el cielo

Inicio:
En un principio solo existía humo y la Tierra que se formó de aquel.

Nudo:
El interior de la Tierra se pobló de los huari y estos soplaron desde su interior formando los Andes. Al hacerlo, sus espíritus, transformados en gigantes, pusieron en conflicto a la Tierra y el cielo.

Desenlace:
Entonces, el cielo partió en dos la cordillera y formó el Callejón de Huaylas. La lluvia que produjo inundó la tierra de los huari, que tuvieron que migrar a otras tierras, en las que degeneraron y dieron origen a los hombres y todos los demás seres vivos.

- Dibuja en tu cuaderno la escena en que los cielos hacen la tormenta que parte en dos la cadena de los Andes y forma el Callejón de Huaylas.

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2 ACTIVIDAD

- Escribe en el siguiente cuadro el hecho principal del párrafo 5 del texto "El mito de los huari" (pp. 170-171).
- Luego, dibuja cómo te imaginas el hecho.
- Observa el ejemplo del párrafo 3.

Párrafo	Hecho o idea	Dibuja de lo que ocurre
3	Los huari formaron los Andes soplando desde el interior de la Tierra.	
5	Se forma el Callejón de Huaylas debido a una tormenta enviada por el cielo.	

3 ACTIVIDAD

- Enumera del 1 al 5 los hechos en el orden que sucedieron según el texto "El mito de los huari" (pp. 170-171).

Los huari degeneraron, convirtiéndose en hombres, plantas y animales.	5
Los espíritus de los huari salieron del interior de la Tierra en forma de serpientes.	3
Los huari soplaron desde el interior de la Tierra y formaron la cadena de los Andes.	2
El interior de la Tierra estaba poblado por unos poderosos seres llamados los huari.	1
Los cielos hicieron una tormenta que partió en dos la cadena de los Andes.	4

ESTRATEGIAS

- Completamos organizadores gráficos sobre la base de la información que da el texto.
- Contamos lo que dice el texto con nuestras propias palabras y escribimos resúmenes que puedan incluir apoyo visual.
- Identificamos los momentos/ ideas principales de la lectura, ordenando y relacionando información, etc.

Strategies:
- We complete graphic organizer about the information of the text.
- We tell what the text says with our own words and we write resumes that might include visual support.
- We identify the moments/main ideas of the text ordering and relating information

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