
Conceptions about reading processes of Chilean primary-school teachers: Which are their reading profiles?*

María Costanza Errazuriz*¹, Omar Davison*^{†2}, Paula Aguilar*^{‡3}, Liliana Fuentes*^{§1},
Andrea Cocio*^{¶4}, and Rukmini Becerra*^{||5}

¹Pontificia Universidad Católica de Chile (UC) – Bernardo O’Higgins 501, Villarrica, Araucanía, Chile, Chile

²Universidad Austral (UACH) – Valdivia, Chile, Chile

³Universidad San Sebastián (USS) – Valdivia, Chile, Chile

⁴Universidad Católica de Temuco (UCT) – Temuco, Chile, Chile

⁵Pontificia Universidad Católica de Chile (UC) – Bernardo O’Higgins 501, Villarrica, Chile, Chile

Abstract

Reading is a core skill for learning development in all disciplines taught in schools (Stanovich & Cunningham, 1998); nonetheless, according to the evidence, Chilean students have a poor performance (Fuentes, 2009; PISA, 2012).

Likewise, Aguilar et al. (in press) and Makuc (2008) evidenced that Chilean students of teacher training programs and primary teachers have conceptions about writing and reading that are close to reproductive ones. These results are key in terms of the manner in which their conceptions may affect their students’ reading performance (Schraw & Bruning, 1999).

Based on the foregoing, this study presents the partial results of a research that aims to analyse conceptions about reading of Chilean primary school teachers.

With regard to reading conceptions, the transmissional or transactional typology was considered, which deems this activity as a reproduction or a building of knowledge (Lordan et al., 2015; Schraw & Bruning, 1999).

Regarding the methodology, we used a quantitative design that included the participation of a representative sample of primary school teachers from the Araucanía region (n=300). The Reader Belief Questionnaire (Schraw & Bruning, 1999; Lordán et al., 2015) was adapted in order to identify the conceptions. A Cronbach’s Alpha of 0.80 was obtained when was applied in its pilot phase; therefore, it is sufficiently reliable.

Finally, it was confirmed that teachers have both kind of conceptions simultaneously, but the reproductive ones prevail. Specific profiles were identified within the two types of conceptions, depending of attention focus in reading, which may likely affect the teaching practices.

*Speaker

[†]Corresponding author: omardavisont@gmail.com

[‡]Corresponding author: paula.fernanda.aguilar@gmail.com

[§]Corresponding author: lilyfuentesm@gmail.com

[¶]Corresponding author: acocio@gmail.com

^{||}Corresponding author: rubecerra@uc.cl

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