Reading Modalities of Teachers From La Araucanía, Chile: What Can We Learn From Their Teaching Practices?

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Even though pedagogical practices of reading mediation are essential for the development of reading, according to available evidence, in Chile they continue to be predominantly reproductive and are dominated by teacher discourse. Based on the above, the purpose of this research was to analyze the reading modalities found in the pedagogical practices of reading mediation of teachers of different disciplines in public schools in the Araucanía Region, Chile, in order to provide more evidence. In order to do this, 1.485 minutes of classes were videotaped, and 11 teachers and their episodes of reading modalities were analyzed. The methodology corresponded to a descriptive, qualitative and interpretative multiple case study. Among the results, we highlight that shared reading was the most common, although not all teachers take advantage of its expressive and motivational potential. In addition, teachers do not make explicit the benefits associated with the different reading modalities, so they are probably not fully aware of them. Finally, we present projections and implications for teaching.

Keywords: teaching practices, reading, reading modes (3-4 keywords)

INTRODUCTION

The effectiveness of teachers' pedagogical practices constitutes one of the key factors for the quality and level of inclusion of student learning and, therefore, of school education (Barber & Mourshed, 2008; Liston, Borko & Withcomb, 2008). However, according to the evidence available in Chile, teaching practices, in general, are mostly reproductive, with the presence of closed questions and the predominance of teacher discourse (Molina-Valdés and Haas-Prieto, 2018; Manzi and García, 2016; Preiss et al., 2014). This same situation has also been found in reading mediation practices in the school classroom, as they are also dominated by the formulation of medium to low cognitive challenge questions and rather directive and

monologic interaction patterns (Bustos-Ibarra, Montenegro, Jarpa-Azagra, Calfual-Catalán, & Tapia-Ibacache, 2019; Iturra, 2014), where the teacher has full control of the action plan and shares it at few moments.

The above would involve that unique problem-solving modes would be being deployed, which is connected to a representation of teaching as reproduction (Alexander, 2008), thus continuing to maintain the inequity of the system (Valenzuela, Bellei & Ríos, 2014). Especially, if we consider that the frequent practice of dialogic interactions in the school context has been shown to develop deep learning, exploratory speaking, argumentation, collaborative work and joint interthinking (Alexander, 2008; Mercer, 2001; Wells and Barberán, 2001). Even more so in reading activities, where methods and strategies of dialogic interaction such as productive discussion have been successful in developing reading promotion, mediating the comprehension and interpretation of texts and the collective construction of meaning (Kucan & Palincsar, 2013; Larraín, Howe, & Cerda, 2014; Meneses, Müller, Hugo, & García, 2018).

In some way, this could explain why there are no significant advances in the reading skills and practices of students in the school system in Chile, expressed by assessments such as PISA 2015 and PIRLS 2016 and research (Errázuriz et al., 2020; Errázuriz, Becerra, Cocio, Davison, & Fuentes, 2018; OECD, 2016). In fact, it has been noted that as students advance through the grades, positive attitudes towards reading decline along with their reading achievement and that there is a gender gap in favor of girls (Errázuriz et al., 2018; Latorre, 2014; Orellana & Baldwin, 2018). Likewise, there is evidence regarding the difficulties and low performance that students in initial teacher training programs have in literacy (Errázuriz, 2019; Muñoz & Valenzuela, 2020).

As we know, the development of reading is essential for school education because it is vital for learning in all disciplines as it is a tool for knowledge mediation (Errázuriz, 2019, 2017; Bazerman et al., 2012; Carlino, 2005; Tolchinsky & Simó, 2001; Street & Street, 1995) and allows us to create communities of practice (Shanahan & Shanahan, 2012). In addition to the above, there are the beneficial cognitive effects of the quantity of reading in the minds of individuals (Cunningham & Stanovich, 1998) and that it is essential for the formation of responsible citizens in democratic and sustainable societies (Unesco, 2017; Cassany, 2006) and for the emancipation of people (Freire, 2012), as expressed by the Chilean National Reading Plan, stating that it is a social right (National Council of the Culture and the Arts, 2015).

Based on the above, the purpose of this study was to analyze the reading modalities involved in the pedagogical practices of reading development of teachers of different disciplines in public schools in the Araucanía Region, Chile. In this way, we hope to contribute to a deeper understanding of these practices and, thus, enhance them, given that the way we model and mediate reading can have a great impact on students' reading practices.

THEORETICAL FRAMEWORK

The Mediation of Reading in Disciplines

As the comprehension of the students' readings is agreed upon in community, it is the teacher who, as an expert reader, must progressively transfer his/her experience and monitoring to the new reader (Sánchez, García, Rosales, 2010) and, therefore, mediates the texts and sets up a space of common references (Chartier and Hébrard, 2000). In fact, Rosenblatt's model (1985) defines reading as a process of interaction between the reader and the text, according to the purposes that guide the reading, which allows for the construction of meaning; therefore, a more active reader can develop a deeper and more adequate comprehension, according to his or her objective. However, according to Rockwell (2001), there are reading teaching practices that separate students from the written culture and exclude them by not mediating texts and relating them to their experience and not orienting a meaning. According to some studies, this happens because it has been noted that students in the school and pedagogy system show mainly pragmatic reading purposes, i.e., they read only for evaluation, as they do not do it frequently or perform a personal interpretation of the texts (Muñoz et al., 2016).

In this sense, the relationship between teachers' conceptions and literacy habits, their teaching and reading mediation practices, and the modeling of students' motivation in literacy has been identified

(Errázuriz et al., 2019; Benevides & Peterson, 2010; Morrison, Jacobs & Swinyard, 1999; Muñoz, Munita, Valenzuela, & Riquelme, 2018). Indeed, it has been noticed that Chilean school teachers who have more epistemic reading profiles associate reading practices with pleasure, mediate their students' reading, have an interest in motivating it, and are more inclusive (Errázuriz et al., 2019; Errázuriz et al., 2018). However, we know that there is still resistance from teachers of other subjects regarding mediating reading, as they believe that it is a practice specific to language school (Muñoz et al., 2016; Carlino, 2005) and not necessarily a habitual activity in all disciplines; therefore, a generalist and poorly contextualized approach to reading predominates (Shanahan & Shanahan, 2012).

From other points of view, it has been stated that students do read and sustain their own reading practices, however, in many cases they are not addressed in the classroom (Winocur, 2015). Accordingly, in line with Zavala (2011), it is also necessary to validate students' hybrid reading practices and for teachers to integrate their students' knowledge pools (Llopart & Esteban-Guitart, 2018) and communally construct the meanings of texts. In this way, it will be possible to make explicit the implicit expectations about literacy (Zavala, 2011) and, thus, articulate a more inclusive mediation process.

Reading Modalities in Pedagogical Practices

The teacher's reading modalities and their modeling in students is one of the factors that contribute to mediate, stimulate and motivate reading in the classroom. Concerning reading modalities, Swartz (2010) identifies the following.

Read Aloud

The teacher reads aloud to students in order to motivate them and meet the needs of students with different reading levels. For expert readers, this is an opportunity for interaction to share what they understand and build relationships. In addition, the teacher, by modeling reading, becomes a role model in terms of how good readers read and facilitates the enjoyment of those students who still have decoding difficulties. Among the benefits of this reading modality are to facilitate learning to read, become familiar with different discursive genres and strategies, increase lexical knowledge, help to understand the functioning of written language and broaden cognitive skills. In this sense, according to Hoffman (2011), reading aloud can foster language development through the dialogue elicited by reading, provided it is practiced habitually and the activities during the process are consciously scheduled (Otto, 2008). However, according to Dickinson (2001), this modality produces greater learning when students are motivated to participate in the interaction, formulating questions and promoting predictions, for this reason it is necessary for the teacher to promote high-level thinking processes (McGee and Schickedanz, 2007).

Shared Reading

The teacher and students read together, alternating reading turns, so that the students can see and follow the text. Another way to carry out this modality is through simultaneous and unison reading together by all students and the teacher, in general, it is common in the first years of school education to promote initial reading and attention. In this modality, the teacher can model reading behaviors and offer different levels of assistance. In this sense, this instance represents an opportunity to achieve several objectives, such as discussing how we understand what we read, modeling fluent and expressive reading, developing oral language, and creating a climate of collaboration and community. Indeed, according to Larraín, Strasser and Lissi (2012), it is a great instance to define and explain the meaning of words with simple examples and, thus, develop learning.

Guided Reading

Students read and the teacher points out explicit instructions for phoneme-grapheme correspondence and comprehension. This modality is effective in modeling strategies for developing autonomous readers, including students with special educational needs, and promoting cooperative learning. The benefits are identifying and solving difficulties in text comprehension, recognizing and reflecting on the structure of

language, analyzing words, developing reading strategies and behaviors, and raising levels of fluent and expressive reading.

Independent Reading

It consists of students taking responsibility for reading texts silently that they choose according to their preferences, while the teacher observes, dialogues and monitors them. This modality is an opportunity to practice reading, to get involved in it, to develop lexical and textual comprehension strategies and to make choices according to their tastes. Its practice should be progressive, it should formulate a reading objective and offer the possibility of sharing textual preferences and interpretations.

In addition to the modalities already described, we include the following because of its relevance in the school context.

Dramatized Reading

It consists of presenting and highlighting the different voices that emerge in the text, under a more theatrical approach; that is, it aims at a reading that can "interpret" the text, in terms of highlighting the expressive and/or dramatic component as appropriate (Ministry of Education, 2013).

It should also be emphasized that in the different modalities of reading aloud directed by the teacher or shared by the whole class, the teacher should intend the paraverbal and verbal language to motivate and encourage text comprehension. For example, it is important for the teacher to be aware of his/her tone of voice, intonation, volume, posture, facial gestures, pauses, the dynamism of these elements, and the formulation of questions and ideas to develop interaction (Orellana-García, Valenzuela, & Muñoz, 2018), so that his/her reading is motivating and a model for the students.

Concerning the modalities described, according to Gelber (2017), the most frequent reading activities that teachers carry out in the school context are reading aloud and silently, work guides on the texts read, and class commentary about the texts addressed (Gelber, 2017). Similarly, the activities less common are dramatizations, creative writing based on readings, and text analysis. Ironically, the activities that least motivate students are developing guides to the readings and writing about the texts. Indeed, according to a research by the Pontifical Catholic University of Chile (2011) in relation to primary literacy pedagogical practices, reading aloud by both the teacher and the students is a predominant action with 85.9% frequency.

Finally, regarding the discursive genres found in these reading modalities in different subjects, according to national and international evidence, it has been verified that the difficulty in understanding expository discursive genres in the school context is possibly due to the low frequency of these texts in teaching practices, in contrast to the high presence of narrative genres (De Mier, Amado, & Benítez, 2015; Errázuriz et al, 2020; Ruiz, Montenegro, Meneses, & Venegas, 2016). It is also necessary to consider that these texts are more complex due to their level of abstraction, their specialized language and their greater use of disciplinary knowledge.

METHODOLOGY

This research is circumscribed as a multiple case study (Flyvbjerg, 2006), descriptive, qualitative and interpretative (Merriam & Tisdell, 2009).

Participants

The participants were 11 elementary school teachers from 7 public schools in the Araucanía Region of Chile in three cities (Temuco, Villarrica and Pucón), who were randomly selected by availability from a representative sample of 338 teachers from 18 educational institutions in the four most populated municipalities of the territory: Temuco, Villarrica, Angol and Pucón. It should be noted that this region has the highest poverty rates in the country (Ministry of Social Development, 2016) and a multicultural reality that has not been sufficiently addressed (Becerra and Mayo, 2015).

At the moment of the study, the participants had an average of 20 years of classroom experience and 7 of them had postgraduate studies. Likewise, 10 of them are elementary school teachers and 1 is a Social

Sciences teacher; 3 are members of a native people, specifically, Mapuche, and all of them teach in different disciplines from 3rd to 8th grade. Some of the data are specified in Table 1, where the names of the teachers and their schools correspond to pseudonyms, in order to protect their identities.

TABLE 1
CHARACTERISTICS OF THE TEACHERS OBSERVED

Name	Experience (years of service)	Member of a native people	City	Professional degree	Postgraduate	Discipline
Pamela	16	no	Villarrica	PEB (Basic Education Pedagogy)	yes	Mathematics
Deborah	6	no	Temuco	PEB	yes	Language
Magdalena	25	no	Villarrica	PEB	yes	Language
Miriam	20	no	Villarrica	PEB	no	Science, Language
Monserrat	20	yes	Pucón	PEB	yes	Language
Mariela	36	no	Pucón	PEB	yes	Science, Language, Mathematics and Technology
Josefina	20	no	Villarrica	PEB	no	Language, Technology and Arts
Nicol	18	yes	Temuco	PEB	yes	Religion
Nadia	9	yes	Temuco	PEB		Mathematics
Magda	30	no	Villarrica	History Teacher	yes	Social Sciences
Elisa	20	no	Villarrica	PEB	no	Language, Sciences

Source: developed by the author

Procedures

Based on the above, the teaching practices of the aforementioned participants who performed reading activities in different disciplines were videotaped. Specifically, they corresponded to three 45-minute class sessions for each teacher, i.e., 33 classes in total, equivalent to 1.485 minutes and 24.75 hours of teaching time. In addition, supplementary field notes were recorded and the audio from the videos was transcribed.

Regarding the analysis procedure, the proposal of Sánchez et al. (2010) was followed in part from a qualitative approach; thus, first, the interactions were separated into two analysis units: cycles and episodes. The former correspond to a minimal unit composed of a series of interactions around the agreement between two or more individuals, while the latter are identified as a set of communicative exchanges between teachers and students in relation to the achievement of a common purpose and are composed of several cycles.

Secondly, the reading modalities used (shared, teacher's reading aloud, group reading in silence, unison group reading, autonomous and dramatized) and the types of texts and discursive genres read in class were identified. These dimensions were identified in the corpus by means of the Dedoose software, calibrated by

the research team and then analyzed and interpreted qualitatively. An initial coding exercise was carried out to agree and validate the first codes. Subsequently, in a second analysis by the team members, a central coding was carried out to review and calibrate the coding and establish the final codes, in order to move on to the data interpretation and final coding phase. In addition, during the different coding processes, analytical memos were written and considered for the interpretation of the results. Consequently, each unit identified in the corpus underwent at least three revisions and calibrations by different members of the research team.

RESULTS

The experience of reading in the classroom context may vary according to different factors such as the type of text used, the discipline or the teacher. Below, we provide the findings derived from the analysis of the category of reading modalities carried out by 11 female teachers from the Araucanía Region in their pedagogical practices. Thus, we have identified the following six reading modalities: alternated shared, shared group and unison reading, teacher's exclusive aloud, silently, independently, and dramatized.

First, it should be stated that the predominant reading modality was alternated shared reading with 80 episodes, followed by reading aloud by the teacher with 37 episodes, then group unison reading with 13 episodes, then silent group reading with 5 episodes, and finally, the minority modalities were autonomous reading and dramatized reading with 3 episodes each. Table 2 below shows these results.

TABLE 2
FREQUENCY OF READING MODALITIES IN TEACHING PRACTICES

Reading modalities	Frequency of use	Percentage of use
Shared	80	56.731%
Teacher's reading	37	26.241%
Silent group reading	5	3.546%
Group unison reading	13	9.219%
Autonomous	3	2.127%
Dramatized	3	2.127%
Total modalities	141	100%

The analyses of the different reading modalities observed are presented below.

Alternated Shared Reading

This modality corresponds to the one where the teacher and students share the responsibility of reading the text, through the assigned reading turns. According to the analyses, this modality is the most used by the teachers observed, as previously mentioned. At the same time, it was found that before starting to read, most of the teachers set aside a moment to give instructions that, as a whole, refer to the emphasis on the tone of voice, the volume of the voice and to respect punctuation marks. The following are some examples of this modality.

Teacher: Please be very focused on reading, let's respect the signs, let's be expressive in reading, okay? Go ahead, Consuelo. (Magdalena, Language 5th, School 6, Villarrica, 2019).

Teacher: Okay, Miss Judith, start reading this part please, loud and clear. And the rest listen carefully, okay? (Nadia, Mathematics 5º, School 4, Temuco, 2019).

Teacher: Everyone pay attention because when it's your turn to read, you're going to do it strongly and energetically, okay? Respecting those signs that may appear so that our reading has a rhythm, okay? (Monserrat, Language 5°, School 7, Pucón, 2019).

Thus, we found that students read fragments of different length and complexity, depending on the discursive genre and the subject. Using shared reading, fables, legends, mathematical problems, instructions and procedures, fragments of the Bible, poems and some stories were read. It was also noted that some teachers asked their students to read the same text again. The purpose of this instruction was to clarify some concept, analyze what was read and emphasize some important information of the text, in order to achieve a better understanding. Below we show some examples of shared reading, according to the text or discursive genre that was read.

Poems

One of the teachers, Magdalena, proposes to read the poem "Los ratones revoltosos" ("The unruly mice") as a shared reading. Thus, we note the concern to create a suitable environment for reading, as she states that it is a "very funny" poem and that, in addition, it should be read with particular expressive emphasis, paying attention to the emotions communicated. In this way, students take turns reading each verse twice, trying to do so according to the indications given by the teacher.

Teacher: Okay. Now let's go to the other activity, where we are going to read a poem, okay? Very, very funny, it is called: "Los ratones revoltosos", and we are going to try to say, to read it, but with our hearts. Poetry is read with the heart, it is interpreted with the soul, kids, okay? I'll name some of them, but then we'll take turns to see who adds the most color to each verse, okay? We must add color, with more expression! (Magdalena, Language 5°, School 6, Villarrica, 2019).

Mathematical Problems

In the mathematics class, the observed teachers taught mathematical problem solving. In this context, they use shared reading to facilitate understanding of the problem statement. As can be seen, solving the mathematical problem involves not only decoding the statement, but also reading it in order to understand its meaning. Indeed, as in Nadia's case, students are asked to pay attention to the problem reading, and this teacher even proposes to read the problem more than once so that her students understand it. In addition, it was observed that other teachers paused the reading, in order to monitor the comprehension of the statement, as we can see in these examples.

Teacher: Okay, Miss Judith, start reading this part please, loud and clear. And the rest listen carefully, okay? ... and then Fernando and Ricardo will read to me.

Student: A circumference is a closed, flat curved line whose points are at the same distance (Nadia, Mathematics 7°, School 4, Temuco, 2019).

Student: (reading) At the Centennial Medical Center, different specialties are attended. The traumatologist takes a quarter of an hour to treat each patient. He was on the run examining his patients. How many hours was the traumatology doctor working? (Pamela, Mathematics 6°, School 2, Villarrica, 2019).

Teacher: I am going to read the problem three times, because I want you to think as well. Sabina, please read me the problem... and then José and Mr. Urrutia will read it to me, okay! what does it say?

Student: Juan built a rectangular corral 21 meters long, whose perimeter is 78 meters. What is the width of Juan's corral? (Nadia, Mathematics 5º, School 4, Temuco, 2019).

Ethics Essays and the Bible

In the Religion class, we were able to observe that shared reading was used to read excerpts from the Bible and philosophical essays. Unlike what has been observed in other cases of this modality, the students are the ones who carry out the reading continuously. In addition, we found that the teacher does not spend a single moment explaining how to read the text aloud properly. In general, their interventions were only limited to clarifying some specific concept of the excerpt read.

Student 1: "Theological or philosophical reflections on the situation of mankind and the world may sound repetitive and abstract, if they are not presented anew from a confrontation with the current context, in what is unprecedented for the history of mankind. Therefore, before recognizing how faith brings new motivations and demands to the world of which we are part, I propose that we should consider what is happening to our common home". Okay, my friend, you have to read 18 and 19.

Student 3: "Added to this there is the problem that the objects, that the objectives of this rapid and constant change are not necessarily focused on the common good and on a human, sustainable and inte...integral development. Change is a desirable thing, but it becomes worrisome when it becomes deterioration, deterioration... of the world and of the life quality of a large part of humanity" (Nicol, Religion, 6th, School 3, Temuco, 2019).

Instructional Texts

In this type of texts, we observed that shared reading is carried out through the strategy of dividing the instructions of the text in order to assign reading turns. In fact, as in Elisa's case, in order to facilitate understanding, she clarifies that "we are going to rescue some things that are significant in this text". However, unlike in other cases of shared reading, in this case the importance of elements such as tone of voice, pronunciation or respect for punctuation marks is not emphasized, as we can see in the following example.

Teacher: Could you guide Ana's reading a little bit? Please. Okay, Maira, could you do me a favor and read this part, which begins the text we have just worked on? From the first three you.

Student 1: Materials: mask mold, cardboard sheet, colors.

Student 2: Scissors, elastic band.

Student 3: Liquid glue, pieces of colored paper.

Teacher: Okay, Antonia... I would ask you to sit down properly. So, guys, I'm just going to read the title, the first instruction, okay? You are going to read the first one by yourselves, we are going to divide one by one and we are going to rescue some significant things from this text.

Student 4: "Instructions: Draw on the cardboard the outline of the mask. Trace the outline of the eyes and holes at each end to fit... the elastic band."

Teacher: Okay. "Cut out the outline of the mask and the outline of the eyes."

Student 5: "Color the mask by using crayons" (Elisa, Language 3º, School 7, Pucón, 2019).

Narrative Texts

In this case, we confirmed that shared reading was carried out through different narrative genres such as stories, fables and legends. In turn, we noted that the students showed a better willingness to collaborate with the reading. This is probably linked to the greater expressive and motivational possibilities that characterize literary texts. However, the teachers also contributed to the creation of this favorable disposition in the students. For example, Deborah positively reinforces the student who takes the turn to read and Monserrat does the same by suggesting to read "with energy".

Teacher: Very good. "It was a huge toad, greatly amused by the flea's little hops, which seemed to mimic his huge hops. He asked her where she was going. -I'm going to the games, said the flea, to call the grandson of a poor old lonely woman who is waiting for him in her hut."

Student 1: "-I'm going to the games, said the flea, to call the grandson of a poor old lonely woman who is waiting for him in her hut." If so, -said the toad-, I will carry you in my mouth and you will get there much faster."

Teacher: Yes, very good. "The flea gratefully accepted, settling into the toad's big mouth."
Student 2: "The jumping toad and his jumping flea had not advanced very far when they were surprised by a long snake. And, as all travelers who meet another traveler on the way do, she wanted to start a conversation with the toad: Don't your legs hurt from jumping and hopping?"

Teacher: Very good. "Somewhat mistreated, said the toad, but I have a flea in my mouth that goes to the ball games to look for the grandson of a lonely old woman, who waits for him in her hut. In that case, said the snake, I'll swallow you up and we'll all get there faster."

Student 3: "-Doesn't your belly hurt, crawling so fast over rocks and thorns? - asked the bird."

Teacher: Very good. "- something hurts me, answered the snake, but I carry in my stomach a toad, who carries in his mouth a flea, who goes to the ball games to look for the grandson of a lonely old woman who waits for him in her hut."

Student 4: "In that case, said the bird, -I'll lift you up in my claws and we'll all get there faster. The snake gratefully accepted and so continued on by air." (Deborah, Language 5°, School 5, Temuco, 2019).

Teacher: Let's start, it says: "The Three Marias. Mr. Ventura is a well-known person in Doñihue, where he has been rooted since his tender and playful childhood, and is especially esteemed for his beautiful condition, as well as for the virtue of his money. He owns a large business establishment. It includes rag stores, haberdashery, groceries and even an outline of an apothecary..." Follow...

Student 1: "There, there I stopped one morning to see the 3 Marias... recreational view of the hill... to the North... sky...".

Student 2: "Then they came to participate after the enthusiasm ...the mayor of the township... we talked about new issues. Ask mine, the mayor said, winking at me because I had named his establishment The Three Marias".

Teacher: That's it. Thank you very much... please keep your energy up. My novel.

Student 3: "I was 26 years old and I had a little..., so... Excellent health as I was once told when I was young and friendly. Then, Mrs. Ignacia came to live here. A beautiful woman full of that strange beauty..."

Teacher: Thank you very much. Please continue (Monserrat, Language 5°, School 7, Pucón, 2019).

As we can see, since this modality was more frequent, it was used to mediate different types of texts in different subjects, which suggests that the instance of reading together is not necessarily used only with literary texts. On the other hand, given that evidence suggests that a warm affective-emotional climate during reading increases students' interest in the text, cooperation with the teacher and enthusiasm to participate in the reading (Landry et al., 2012); in the classes analyzed -especially in those where the reading of narrative texts is shared- a greater willingness of students to participate in this instance was observed. Furthermore, most of the teachers studied who used this modality were concerned about highlighting aspects related to tone of voice, pronunciation, voice volume, and expressive capacity. However, according to our analysis, most of them do not allocate time to model in front of their students the implementation of these aspects.

Shared Group and Unison Reading

In this modality of shared reading, the teacher asks the students to read aloud in unison the text that is being discussed in class. According to the evidence, this modality is also used with some frequency by the teachers observed. At the same time, we also noted the tendency to use different types of texts such as poems, fables and instructional texts. In order to make reading go smoothly, the teachers provided a favorable environment, asking their students to read quietly, without rushing, and taking care of students who were less fluent in reading.

Finally, the classes where this type of more choral reading was carried out were composed of students of both genders; however, in one of the schools observed, the teacher asked the students to read excerpts of a poem together, but organizing the turns between men and women. Some of the excerpts that illustrate the group read aloud are:

Teacher: Now we are going to read it differently, okay? Well... I've always told you both boys and girls have the same, you can do it just as well, can't you? And now we are going to prove it. First verse begins... The girl is going to say the title and the author. The boys start with the first verse and so we alternate, okay? Girls, boys, girls. Pay attention, the voice has to be louder. Let the feeling stand out. Is that okay? Okay. We focus then, we are going to recite, we are going to put the feeling. (Text: "The unruly mice") (Magdalena, Language 5°, School 6, Villarrica, 2019).

Teacher: I will be reading from above, as we usually do (Alan), we do it together without rushing, I know that some children here read very fast, but we are going to do it in a shared way.

Everyone: "Materials, mask mold, cardboard sheet, crayons or tempera, scissors, elastic strap, liquid glue, scraps of colored paper" (Elisa, Language 3°, School 7, Pucón, 2019).

Teacher: Everyone, let's read to the next period. Only to the period (all together).

Everyone: "A few days later some hunters seized the king of the jungle and tied him with a rope to a leafy tree".

Teacher: What if we all read the moral?
Everyone: Yes!!! "Never despise the promises of honest little ones, when the time comes they will keep them" (Elisa, Language 3°, School 7, Pucón, 2019).

Teacher's Read Aloud

Unlike shared reading, in this modality, the teacher assumes a greater role, since he/she is the one who reads aloud to his/her students. Therefore, the way in which dimensions related to tone of voice, pronunciation, intonation and expressive emphasis are presented are of particular interest, especially considering that after shared reading, this modality was the most used.

When reading to their students, some teachers first emphasize the importance of proper intonation, in accordance with punctuation marks, as well as respecting pauses, silences, and the interrogative or exclamatory tone of questions. Thus, emphasizing these aspects is associated with achieving a better comprehension of the text read. For this reason, in order to catch the students' attention and thus develop an expressive, attractive and comprehensible reading for them, most of the teachers are concerned about using an appropriate tone, as well as an intonation that highlights some key words or phrases of the text. Some evidence is presented below.

Teacher: Okay... now you are going to listen to me, as I am going to read to you, because I am going to model the reading for you. Now, pay attention, pay attention, I am going to model the reading, it says: "Juan built a rectangular corral 21 meters long, whose perimeter is 78 meters. What is the width of Juan's corral?". Sound different? (Nadia, Mathematics 5°, School 4, Temuco, 2019).

Teacher: Okay. I'm going to read number three. "Cut out the outline of the mask and the outline of the eyes?" Well, I'm going to go over the instructions again. I'm going to put emphasis on the words we're looking for, okay? Draw the outline of the mask on the cardboard. Trace the outline of the eyes and the holes, one at each end to knot the elastic bands. Cut out the outline of the mask and the outline of the eyes. Color the mask with the help of your crayons, if you use tempera you must wait until it dries before continuing to work, otherwise you may stain it. Add some glue to the outline of your mask and glue the colored paper pieces. Knot the elastic band in the holes you made in the ends of your mask. Hold the mask to your head and..." (Elisa, Language 3°, School 7, Pucón, 2019).

Teacher: No. Pay attention, it reads as follows, text number two. It reads as follows... Yes, it reads like this. Shhhh, says: Matilda Roald Dahl, British writer. "Before the first week of the course was over, impressive stories were already being told among the students about the principal, Miss Trunchbull. -New trash, I suppose, said Hortensia, looking at her contemptuously. She carried a giant bag of potato chips, which she ate by handfuls. -You have won a prize, said Hortensia. Hates very little girls. For this reason, she hates the children's course and everything that is related to it. She thinks five-year-old children are worms that are still larvae. - What is this little girl doing here at some point?" (Deborah, Language 6°, School 5, Temuco, 2019).

Teacher: "He visited many planets and the second planet he arrived at was inhabited by a vain man. Ohhh, an admirer is coming to visit me, the vain man shouted when he saw the little prince in the distance. To the vain men all other men are admirers. -Good morning! -

said the Little Prince. What a strange hat you have! - It is to greet those who acclaim me, replied the vain man. Unfortunately, no one ever comes through here. -Oh, really? -asked the Little Prince without understanding. -Slap your hands against each other, the vain man advised him. The Little Prince clapped his hands and the vain one modestly saluted him by raising his hat" (Mariela, Language 4º, School 7, Pucón, 2019).

Based on the evidence, the respective analysis points to two general considerations. First, as was the case with shared reading, we noticed a similar trend in terms of the use of different types of texts; thus, teacher reading was a modality that was implemented in several subjects and not only in Language and Communication. This last point is important, given that it is consistent, for example, with the approach formulated in the book "A viva Voz. Lectura en Voz Alta" (Ministry of Education, 2013), where it is emphasized that this type of reading is important for all disciplines.

Secondly, we found that the teachers observed are concerned about reading aloud fluently, where some words or phrases in the text are also highlighted. However, going a little deeper, it should be noted that these teachers have different styles, especially at the moment of starting to read. Specifically, while some prefer to explain to their students some aspects to develop an adequate reading aloud, as in the case of Nadia, others choose to start reading without prior explanations, as in the case of Deborah. Thus, explaining to their students some important dimensions of reading aloud, or highlighting some of its benefits, is characteristic of only a few observed cases. In that sense, it is important to note this last aspect because teacher reading is considered one of the influential factors in the integral development of students (Chambers, 2001; Trostle & Donato, 2001; Van den Broek et al., 2005), due to its benefits associated with increasing vocabulary in context, reconstructing and expanding students' mental structures, as well as promoting phonic awareness, facilitating comprehension and the development of segmental and prosodic structures of the language (Trostle & Donato, 2001).

Silent Reading

As its name states, it refers to the type of reading of the same text or different texts by the students, in a silent and individual way, where concentration and the classroom climate play a very important role at the time of understanding the text. This modality, traditionally known as sustained silent reading, has a long tradition in the Chilean school system (Condemarín, 1987). As this type of reading is one of the least frequent in the schools observed, only one teacher implemented it with her students in two different class moments. Thus, the teacher explained to her students that they would read the same fragment of a text silently, for which she prepared a favorable climate in the classroom and then moved on to an activity where the students shared and commented on what they had read.

Teacher: Okay, guys, so today's work topic, we are going to reflect on the importance of plants and the environment that surrounds us, okay? And our task is to read a text, first you are going to read it silently, then we are going to project it here and we are going to analyze it and talk about it. In order to be able to answer some questions that will serve as an analysis, and so that we can get some clear ideas about the environment and plants. Please take your sheet of paper silently, each one of you... we are going to start this time the silent reading and then a shared reading, okay? (Elisa, Natural Sciences 3º, School 7, Pucón, 2019).

Teacher: All right, I'm going to ask that we now lower the volume a little bit. And each one of you will silently, silently, silently read the first part of your text that you have there, and then I will ask someone to help me with the reading here. Okay! We lowered our voices to allow our classmates who have difficulty reading to read quietly, shall we start? (Elisa, Language 3º, School 7, Pucón, 2019).

Autonomous Reading

One of the main characteristics of this modality is that the teacher provides time for students to freely choose a text to read. Therefore, this type of reading is linked to the purpose of promoting reading for pleasure and even constitutes a relevant strategy to increase the systematic use of the school library and to train active readers (Lockwood, 2011).

The analysis shows that independent reading is one of the modalities least used by the teachers observed. In that sense, the learning opportunities offered to promote reading for pleasure would be rather limited and, as observed, are presented only in the subject of Language and Communication. However, it should be noted that one of the teachers, Deborah, develops this instance in the library of her school, therefore, her students have the opportunity to become familiar with the bibliographic collection made available by this space. This is particularly relevant given that, in general, there is limited use of school libraries and almost no consideration of students' reading preferences (Gelber, 2017).

Finally, putting this type of reading into practice, as in the case of Deborah and Miriam, presupposes the development of a subsequent activity; that is, after reading, a moment is provided for sharing and commenting on what each student read. Indeed, this instance is also an opportunity for discussion and reflection not only on the text or the student's interpretations, but also on the metacognitive process of each reader. Thus, despite its individual character, the activity ultimately has a more dialogic projection. Some examples are shown below.

> Teacher: Okay. Let's see... is everyone with your book? Quickly, sit down, sit down, sit down. Shhh (in the library).
>
> Student 1: I have some questions, what should I do?
>
> Teacher: Okay. ... you are going to have a few minutes to read it and then you are going to ... to see if you understood it or not. And that is starting from...
>
> Student 2: And do we have to make up the questions?
>
> Teacher: Guys, in five minutes I'm going to ask some students to come forward and tell us what their text was about and what they did to understand it, what strategy they used. (Deborah, Language 6º, School 5, Temuco, 2019)
>
> Teacher: Yes, please. Well, take a look at it and then I will tell you what we are going to do with the book, but get to know it first please (Miriam, Language 7º, School 1, Villarrica, 2019).

Dramatized Reading

The purpose of this reading modality is that the students in the course can perform with their voices what they are reading, i.e., they have to read as if they were living it. In this way, it places emphasis on expressiveness, rhythm, tone and volume of voice, intonation and on the continuous improvement of students' fluency. It should be noted that this modality, being more active, playful and theatrical, in general, causes greater motivation in students (Gelber, 2017).

According to the analyses, this modality is one of the ones that reports the lowest number of episodes, as we pointed out above, since only two of the teachers used it in their Language class. Similarly, both Magdalena and Mariela proposed narrative texts such as the story "The Lion in Love" and an excerpt from "The Little Prince" respectively, suggesting that literary texts would be the most relevant to put dramatized reading into practice. Indeed, it seems that this modality, due to its theatrical function, is more linked to the area of language, although it could be a useful and motivating resource in other subjects. Finally, following Magdalena's case, there is also a concern for preparing the reading, in terms of assigning the characters to the students who are going to read, emphasizing that they should read expressively, and finally, explaining

the activity to be developed once the reading is finished, without neglecting the content of the text. This is also demonstrated by Mariela, who emphasizes that the reading should be followed carefully, because some students will assume the role of a character in the story, as we can see below.

> Teacher: Everyone has to see it clearly, sit down facing this way, so that you can see... now. Let's divide up like this, pay close attention (please sit down), uh...from Consuelo to here it's going to be Lion, okay? please, from Consuelo to here. From Bastián to Amanda, you are going to be a daughter and from you two to here, you are going to be a farmer. Okay? Let's read expressively, in the theater you don't speak smoothly, isn't it right, that's what we have learned. It has to be with expression..., since...it's called the Lion in Love. Okay, guys, we're going to read it one more time, very quickly. But let's divide up the role. Who is going to be the lion? Amanda is going to be the daughter. Which one is Amanda?, and Sebastián Cisternas is going to be the farmer. Pay close attention to the content, also to the annotations that are there, because after that we are going to fill out an index card related to what you are going to read" (Magdalena, Language 5º, School 6, Villarrica, 2019).

> Teacher: That's where we have to be attentive, because you are going to be the other character. You have to be following the reading to those who are going to speak, read, already? Come on... okay, you start, you're the fox. (Reading from the text "The Little Prince")

> Student 1: "Good morning."

> Teacher: "Good morning"

> Student 2: "I'm under an Apple Tree down here."

> Teacher: "Who are you, you are very pretty."

> Student 3: "I'm a fox, I can't tame it."

> Teacher: "Ah... sorry I'm not tamed. What does it mean to tame?"

> Student 4: "You're not from here."

> Teacher: "I'm looking for men, what does it mean to tame?"

> Student: "Men... they hunt very annoying, although also chickens, are you looking for chickens?" (Mariela, Language 4º, School 7, Pucón, 2019).

CONCLUSIONS

So, what can we learn from the reading modalities in the pedagogical practices of the participating teachers? For example, if we consider the results of Gelber's (2017) study, which covered a sample of students and teachers from first to fourth grade, reading aloud by the teacher and students and silent reading stand out as the modalities most used by teachers. Indeed, on the one hand, our results show that shared reading and teacher reading, both modalities aloud, are the most frequent. Therefore, the experience of reading together with others involving the active participation of the teacher, as proposed by shared reading, as well as the teacher's reading, which allows staging a model of reading aloud, would be instances of reading mediation that seem to present a continuous trajectory in the educational levels of the school system.

On the other hand, regarding Gelber's (2017) results on silent reading, the practices of the teachers observed in this study presented a lower use of this modality. Then, it would be necessary to inquire if effectively silent reading is used less in basic education, through direct observation of pedagogical practices, especially considering that Gelber's study (2017), surveyed reading activities only through surveys and interviews.

The study also found that dramatized reading and independent reading are the modalities least used by teachers. Consequently, as our results follow this tendency, it should be noted that the learning opportunities linked to students putting into practice the expressive resources presupposed by dramatized reading are limited at the cross-sectional level. Indeed, given that this type of modality "offers a model of expressive, enthusiastic reading; it transmits the pleasure of reading, and invites listeners to become readers" (Richardson, 2000, p. 3), it appears to be an important factor to deepen with other studies the reasons that would explain the low use of dramatized reading in elementary school teaching practices. Similarly, because of the importance that our curriculum assigns to the formation of readers, in terms of students progressively strengthening their reading habits as well as their preferences, it is worrying that our results detect a low presence of independent reading, as Gelber (2017) also points out. This result is probably linked, for example, to evidence on the decrease in students' positive reading attitudes as they move from one grade to another (Errázuriz et al., 2020; Gelber, 2017).

The results presented allow us to affirm that all the teachers who were observed, at the moment of mediating a text, put into practice some of the modalities of reading aloud. However, it should be noted that this does not necessarily mean that they have been used in the same way. Rather, our results suggest that there are particular teaching styles, even under the same modality. For example, while some teachers take the time to make suggestions to their students about using an appropriate tone of voice, respecting punctuation marks and even using an appropriate volume, in other cases, this situation is not observed. Another teacher, Mariela, even used several reading modalities to read the same text, thus actively motivating students. Furthermore, one aspect that was transversally present in the practices of these teachers is that when reading aloud, the benefits of this type of reading are not necessarily explained to the students.

In addition, as strategies that collaborate with reading mediation, the different modalities of reading aloud observed are quite useful to approach the different types of texts that each subject proposes according to its curricular itinerary. Indeed, even though the greatest diversity was associated with literature, it was found that the Bible, instructional texts and mathematical problems can be mediated through reading aloud. These cases are examples to highlight the importance of reading aloud as a strategy in all subjects, and not only in Language and Communication (Ministry of Education, 2013). In this sense, we were surprised by the scarce presence of expository or informative discursive genres, since only instructive texts were presented, especially considering that the participants were teachers of different subjects and that these texts are frequent in the fields of science and social sciences. Therefore, we can see that the evidence mentioned about the low rates of reading expository texts in basic education, due to the dominance of narrative genres with which students are more familiar, applies in this case (De Mier, Amado, & Benítez, 2015; Errázuriz et al, 2020; Ruiz, Montenegro, Meneses, & Venegas, 2016). This lack of diversity of textual genres, would offer fewer possibilities to provide learners with more elaborated texts that can contribute to the development of a more sophisticated dialogue (Anderson, Lynch, Shapiro & Eun Kim, 2012).

Finally, regarding the projections of this research, we consider that it is necessary to continue investigating how reading modalities are presented in pedagogical practices, but incorporating interviews with teachers, as well as expanding the number of cases to be observed. In this way, it could be further explored to identify more clearly the type of contribution that reading aloud provides, but in the context of reading mediation in the subjects. In this sense, it is necessary to strengthen lines of research that consider a broad set of results on the implementation of reading aloud modalities by teachers, but in order to analyze the possible existing gaps with the conceptualizations and pedagogical guidelines that are formulated regarding reading aloud, both in the curricular documents and in those that support its implementation.

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