

Identifying instructional mediation patterns related with progress made in reading comprehension in socio-cultural disadvantaged contexts [Identificación de patrones instruccionales de mediación relacionados con progresos en comprensión lectora en contextos de desventaja so-ciocultural.]

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Identifying specific instructional factors related to advances made in reading comprehension is essential for optimizing learning and for guiding interventions, especially in socio-cultural disadvantaged contexts or with learning difficulties. This study intends to identify efficient instructional mediation patterns to explain progress made in comprehension. Eighty-two sessions-classes were systematically recorded, transcribed and analyzed, and the mediation patterns related to different reading processes were recorded. Mediation patterns were analyzed by coding and classifying contents with the Maxqda-7 program. Nineteen categories were considered, which included 178 significant information units (mediation patterns/conducts). The sample was made up of 21 teachers and 821 students of years 3 to 8 of Basic Education in public Chilean schools from socially deprived contexts. Reading progress was measured by the standard CL-PT test, which was applied at the beginning and end of the academic year. The results identified specific significant mediation patterns of progress, especially pattern M_17 (Mediation of using strategies for activating previous knowledge, and for integrating knowledge and experiences with new contents) which explained 26% of variance ($r = .55$, $p < .01$; adjusted $R^2 = .26$, $F(1, 19) = 8.19$, $p = .01$). The educational implications of these results are discussed. © 2020: Editum. Servicio de Publicaciones de la Universidad de Murcia. Murcia (Spain).

Mediation patterns

Reading comprehension

Reading performance

Socio-cultural disadvantage

Teaching patterns