THESIS ABSTRACT

ANÁLISIS DE LAS ESTRATEGIAS DE LECTURA DE ESTUDIANTES SORDOS CON Y SIN IMPLANTE COCLEAR EN FUNCIÓN DE SUS HABILIDADES LINGÜÍSTICAS, ORTOGRÁFICAS Y FONOLÓGICAS

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Analysis of the reading strategies of deaf students with and without cochlear implant as a function of their linguistic, orthographic and phonological skills

Acquiring functional levels of reading can determine social success or failure in people, and, especially, in deaf people because, currently, most of the information and access to knowledge is done through written. So, the main objective was to analyse the reading strategies used by deaf students, with and without cochlear implants, as a function of their linguistic, orthographic and phonological skills. One of the main problems resulting from hearing loss is the difficulty to access to oral language. As it is the basis of higher cognitive capabilities, reading and writing can be affected. Thus, the reading and writing problems that deaf people experience have their origin in two key elements: on one hand, primary linguistic competence, and on the other hand, access to the phonological structure of the language. A lack of these competences can cause difficulties in acquiring and mastering the rules of grapheme-phoneme correspondence. This doctoral thesis is framed within the *Simple View of Reading*, in which reading comprehension is defined as the product of two skills: the non-specific reading skills, which are in common with oral language, and the specific reading skills, that only come into play when we read and write, and consists of the processes of recognition of the written word, and in which the phonology of oral language intervenes overwhelmingly.

The research was organized in two empirical studies that analyze the reading competence in deaf students: the first, based on non-specific reading skills and the second, according to their orthographic and phonological skills (specific reading skills). 172 deaf students from seven Autonomous Communities of Spain were evaluated. They were classified according to the degree of hearing loss and the use or not of cochlear implants. All of them with ages between six and eighteen, deaf, without disabilities associated and with different communication modalities (oral language; oral language + sign language). Forty-for participants had an early cochlear (E-CI) implant and 52 had a late cochlear implant (L-CI). For this study, an early cochlear implant (*E-CI*) was considered to be one implanted before 30 months of age and a late cochlear implant (*L-CI*), after that age. The rest of deaf students presented a moderate hearing loss, *M-HL*, (n = 47) or a profound hearing loss without cochlear implant, *P-HL*, (n = 29) established by BIAP[1]. As a control group, 797 hearing students aged between 6 and 12 years who were enrolled in the year corresponding to their chronological age were evaluated. All of them were evaluated by PEALE Battery, (*Tests of Analytical Assessment of the Written Language),* a group of tasks that indicate, on one hand, the reading levels achieved by deaf students through

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[1] BIAP: Bureau International D'Audiophonologie.

the TECLE test (Carrillo & Marín, 1997) , and on the other hand, the strategies used to reach these levels (PEALE, Domínguez, Alegría, Carrillo & Soriano, 2013). The main results obtained are:

- Deaf students, as a group, have lower reading levels than hearing group of the same age, except the group of deaf people with an early cochlear implant, which obtained similar results to the group of hearing.
- Cochlear implants, especially early cochlear implants, allow obtaining better results in all experimental tasks.
- All deaf students, including the IC-P group, use the Keyword Strategy (KWS) when they read. This strategy consists of identifying the words with semantic content in the sentence (nouns, adjectives and verbs), and the meaning is deduced though them, and processing very little the functional words (prepositions, conjunctions and adverbs). The reason why deaf students, as a group, make use of the KWS could be the difficulty they have with the use of functional words.
- Both deaf and hearing students use spelling and phonological resources in the processes of recognition of the written word. As a result of this analysis, it is necessary to teach morphosyntactic and vocabulary skills in a systematic and explicit way, but also metaphonological skills before the teaching- learning process of reading and writing with the purpose of ensuring meaningful learning and a better social participation of this collective.

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LOS TIEMPOS DE OCIO EN LA VIDA COTIDIANA DE LA JUVENTUD EN SITUACIÓN DE RIESGO Y DIFICULTAD SOCIAL: PROBLEMÁTICAS ESPECÍFICAS Y ALTERNATIVAS PEDAGÓGICO-SOCIALES

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Leisure is an area of special importance for human development, contributing to the configuration of personal identity, socialisation process and social inclusion. From this perspective, the main objective of the paper we present is to understand and analyse how young people in situations of vulnerability, difficulty, exclusion and/or social risk –specifically those under that are in foster care and those who were formerly in foster care–, enjoy leisure time on a daily basis, pointing out, without ignoring the controversies inherent in their realities, different educational and social alternatives that can contribute to their inclusion and active participation in society. More specifically and taking into account their perceptions, we study the activities that they carry out in their free time, analysing their congruence with a positive leisure on a personal and collective level. In addition, criteria are proposed that favour an integral educational model that makes possible new opportunities for the inclusion and participation of these boys and girls, identifying experiences related to Youth Leisure Education.

Based on these premises, exploratory and descriptive research was carried out using a questionnaire developed ad hoc to collect information; it was completed by young people (in foster care and formerly in foster care) living in the Autonomous Communities of Catalonia, Galicia and Madrid –making comparisons in some cases with data relating to boys and girls that live with their families in conditions of a certain "normality"– and by professionals from the educational and/or academic sphere who work, or have worked, in the protection and emancipation of children, adolescents and young people who are socially vulnerable.

The young people in foster care or formerly in foster care that were surveyed mainly spend their free time on physical and sports activities, in being with their families, partners and/ or friends, as well as in carrying out cultural activities or hobbies. Slightly more than half consider that the planning of leisure time in the programme/house in which they participate is adequate "almost always-always", identifying the lack of time and resources (money) as the two reasons why, generally, they do not carry out all the activities they would like to do. Most of them consider that when doing leisure activities they enjoy, have fun with, they feel a greater sense of personal satisfaction, put aside their worries, acquire knowledge or see their social relations and belonging to a group favoured; hence they often associate this time with personal well-being and a sense of freedom. With regard to their status of being in foster care or formerly in foster care, approximately half of them consider that living in a residential facility influences their leisure time in comparison with young people of the same age, the main differences that they perceive are the timetables, being more controlled, having to respect rules and enjoying less freedom; they also perceive that they have less leisure time; it is worth adding that these are aspects or assessments with which a large number of the professionals surveyed agree.

On the other hand, it can be said that the leisure time of the young participants in the study is part of the foundations of humanistic leisure and valuable leisure, convergent with the dimensions of autotelic leisure, considered essential in the diagnosis of leisure as a factor of human development. However, their needs and expectations consider that there are aspects in which they differ from other young people, showing that in some cases they have a representation of their identity marked by inequalities.

We conclude and demand the need for a Leisure Education that contributes, in pedagogical and social terms, to the construction of a fairer and more equitable society, adopting policies and socio-educational actions that value leisure time as an essential pedagogical strategy for human development and community life; also for the active participation and empowerment of young people, especially for those whose biographical trajectory is characterised by deficiencies and difficulties marked by exclusion, vulnerability and/or social marginalisation.

EL DESARROLLO DE LA COMPETENCIA LECTORA EN UNA SOCIEDAD MEDIÁTICA

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This thesis offers a vision of the current reality of the reading behavior of university students, inserted in a mediatic society, in which the practices of reading in print and digital media coexist. Reading is analyzed as a voluntary practice, in relation to leisure time, and the joint influence of both variables on academic performance in the university environment is studied. In addition, the study is completed with an analysis of the different uses made by young people of the web 2.0, establishing different profiles depending on the use that each of them makes of the Internet.

This thesis work is developed from a set of four publications made in indexed journals, based on which its content is structured. These papers correspond to the following objectives:

1. Analyze how voluntary reading is inserted in the leisure time of university students, studying the relationship of leisure and reading, and the influence of both variables on academic performance in the university period.
2. Study the reading behavior, reading commitment and reading habit of the students of the Degrees in Infant Education and Primary Education teachers.
3. Explore the activities carried out by university students on the Internet and analyze the importance they attach to these practices, studying the differences depending on their reading habit.
4. Analyze jointly the frequency of reading in print and digital support, to try to establish a reading typology depending on the reading support. Differ the readers in printed support, the readers in digital support and the readers that use both reading supports. In addition, the different profiles of reader behavior are studied according to the established type of readers.

In this work a total of 1833 university students from the universities of Castilla-La Mancha (UCLM), Santiago de Compostela (USC), Valencia (UV) and Pablo de Olavide from Seville (UPO), from the degrees in Infant and Primary Education Teachers, Pedagogy, Social Work and Social Education have participated. According to the study

objective, the sample was selected for convenience. The questionnaire "*Lectura, Ocio e Internet en el Contexto Universitario*" was elaborated to collect the data by means of a survey technique, and a wide series of descriptive and inferential analyzes were made in the data obtained for each one of the objectives defined in the different papers.

From the results, we can conclude that voluntary reading is a factor that has a positive impact on academic performance in the university, so that the reading habit of students acts as an academic resource that favors reading competence. In addition, we found that the reading habit of university students also influences the effective use of the Internet. In this respect, the use of the Internet and digital competence are related to reading competence, and this is in turn related to voluntary reading.

A special interest of the research lies in studying the reading behavior of university students in the socio-educational area, who are the future professionals who will be able to act as mediators in children's reading training. The study emphasizes the importance of their own reading experiences on the modeling of attitudes and reading habits of their students. Therefore, the results of this thesis confirm that it is necessary to continue promoting the development and consolidation of reading habits in the university context, especially in critical reading and influencing the development of information literacy, because it will favor the acquisition of essential reading and digital skills in digital environments.