



UNIVERSIDAD
DE GRANADA



EVALUATION OF READING PRACTICES IN CHILDHOOD EDUCATION SPAIN

1. INTRODUCTION

The legal educational framework governing the Autonomous City of Melilla is identical to that established at the national level, which, in the case of Early Childhood Education, a non-compulsory stage, is the LOE, Organic Law on Education 2/2006, of 3 May, given that the LOMCE (Organic Law 8/2013, of 9 December, for the Improvement of Educational Quality) neither repealed it for this stage nor modified it. In addition, the Royal Decree 1630/2006, of 29 December, establishes the minimum teaching requirements for the second cycle of Early Childhood Education. The regulation of the curriculum is prescribed by Order ECI 3960/2007, of 19 December, issued for territories dependent on the Ministry of Education and Personal Training, given that Melilla is a territory without transferred educational competences.

Melilla, a city of 84,487 inhabitants (according to data from the INE at 1 January 2019), has a high population density, above the Spanish and European Union average. This is translated to the 100% occupancy of Early Childhood Education classrooms for the second cycle with a ratio of 28.7, the highest in the Spanish Communities, as stated in the addendum, for Ceuta and Melilla, to the 2019 Report on the State of the Education System (Consejo Escolar del Estado, 2019).

Another distinctive feature of this geographical enclave is its cultural diversity, a sign of the identity of the population of European origin, Berbers, Hindus, Gypsies and Jews living there. This cultural diversity brings with it a linguistic diversity since the mother languages are totally different: Spanish, Tamazight, Hindi, Caló and Haquitía, respectively. Although the latter three are not so widespread and present in the corresponding speaking communities, the

first two are part of the linguistic reality of the two majority groups, producing transfers and interferences as a characteristic of the linguistic phenomenon of languages in contact. This causes Spanish to evolve differently (Marín Ortega y Molina-García, in press). *Tamazight*, in the *tarifit* variant, the Berber language of the former inhabitants of North Africa without common roots with the Arabic language or dialects. It is the unofficial but familiar language. In a situation of diglossia, of approximately 45% of the population of Berber origin that characterizes and determines the teaching-learning of Spanish as a second language, as it is the vehicular language in educational centres.

Its consideration is truly important since it is possible that Tamazight-speaking school children do not have linguistic competence in Spanish and/or that their families do not have sufficient competence either and, therefore, they cannot provide help from the domestic sphere. This fact has been amply demonstrated (Molina-García, 2007, Molina-García and Gómez Villalba, 2010, Molina-García, 2011, Munita, 2014, Del Moral Barrigüete and Molina-García, 2018).

This is precisely the greatest difficulty faced by teachers and, therefore, the competent authorities (agreement between the Provincial Directorate of the Ministry of Education and Vocational Training and the Ministry of Economy and Social Policies of the city) articulate ways to provide complementary reinforcement through a Language Immersion Programme aimed at Early Childhood Education. This is taught in the three courses of the second cycle in coordination with the tutor teachers.

In addition, various NGOs (Save the Children and *Movimiento por la Paz*) organize workshops on school premises, outside school hours, in order to provide assistance to children who attend voluntarily being advised by the school management teams.

All these circumstances must be taken into account in the educational field in general, and particularly in this report as they provide specific circumstances for the development of Education in the Autonomous City of Melilla.

1.1 DESCRIPTION OF EARLY CHILDHOOD TEACHERS

A sample of 19 Early Childhood teachers from Melilla has been selected. All participants are women. Regarding the age, 50% of them are between 36 and

45 years old, 22.2% between 46 and 55 years old, 11.1% between 26 and 35 years old and 16.7% over 55 years.

Regarding the years of experience, the majority are between 16 and 20 years old (44.4%) and we find only 5.6% between 21 and 25. But if we take into account the years of teaching at the Infant stage, those teachers who have been teaching at this stage for between 11 and 15 years predominate (50%), followed by those who have accumulated between 16 and 20 years in Infants (22.3%). This ensures that a large number of professionals surveyed know the teaching performance for these early ages, apart from the fact that they are all specialists in this stage of Early Childhood education, although a percentage of 38.9% work as support teachers at this stage and do not tutor any course at present.

27.8% of these teachers have other teaching specialties, among them, the most numerous is Foreign Languages (16.7%), the rest is equally distributed between Therapeutic Pedagogy and Music (5.6% each).

On the other hand, the courses that they tutorise are varied: a 22.2% to students of 0 and 4 years old, but the greater number is with students of 5 years old (38.9%) and the minor with 3 years old (16.7%).

In relation to the type of centre where the participating teachers are located, most of them are public centres (88.9%) and a minority in private centres (11.1%). 11.1% of teachers work in bilingual centres and 11.1% also in educational compensation centres.

Considering the importance of continuous training of teaching professionals, Early Childhood teachers were asked to indicate the number of training actions related to linguistic competence they carried out in the last 5 years: those who did between one and three actions (61.1%) stood out, followed by those who did between four and six (22.2%) and, most worryingly, 16.7% of the participants responded that they had not carried out any course.

This last percentage is surprising given the difficulties in communicative skills, among them the linguistic one that the students of Melilla have, either for their lack of knowledge of Spanish or for their socioeconomic and cultural characteristics, we find a certain lack of motivation towards these educational aspects. For these reasons, it is very important to train the Early Education School teachers in linguistic competence in order to initiate the students in the knowledge

of the Spanish language as this will have repercussions on their educational development and even on their integral formation as a person.

Teachers use an eclectic methodology of the various methodologies for reading learning as they indicate that they use more than one of them (see Figure 1). Thus, the most frequent is the mixed method (61.1%) and the last is the syllabic method (5.6%).

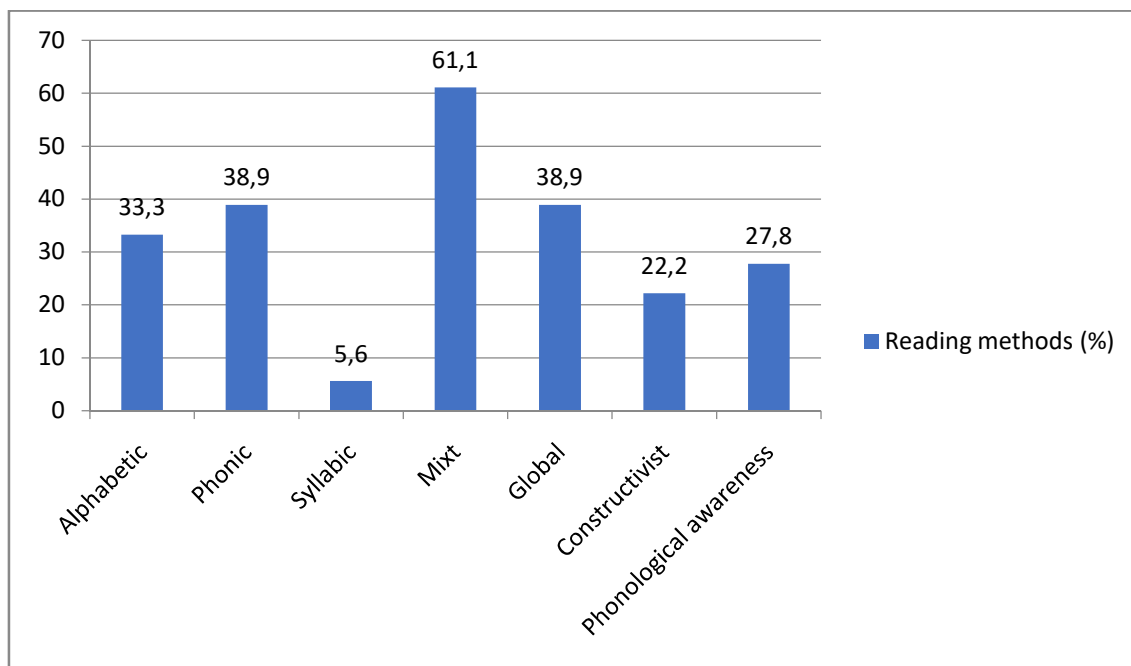


Figure 1. *Methodologies for reading learning*

Regarding the practical difficulties found in reading, they are mainly due to the oral and written comprehension that students develop (this is indicated by 72.2% and 50% of the teaching staff regarding each one), followed by aspects related to reading technique (22.2%) and improving the reading taste (11.1%).

In order to promote reading, in Figure 2 the materials they use in the majority of the cases are presented. In class, they have the materials produced by the students in the classroom library (100%), followed by reading textbook (88.9%), the least used is the books they bring from home (27.8%).

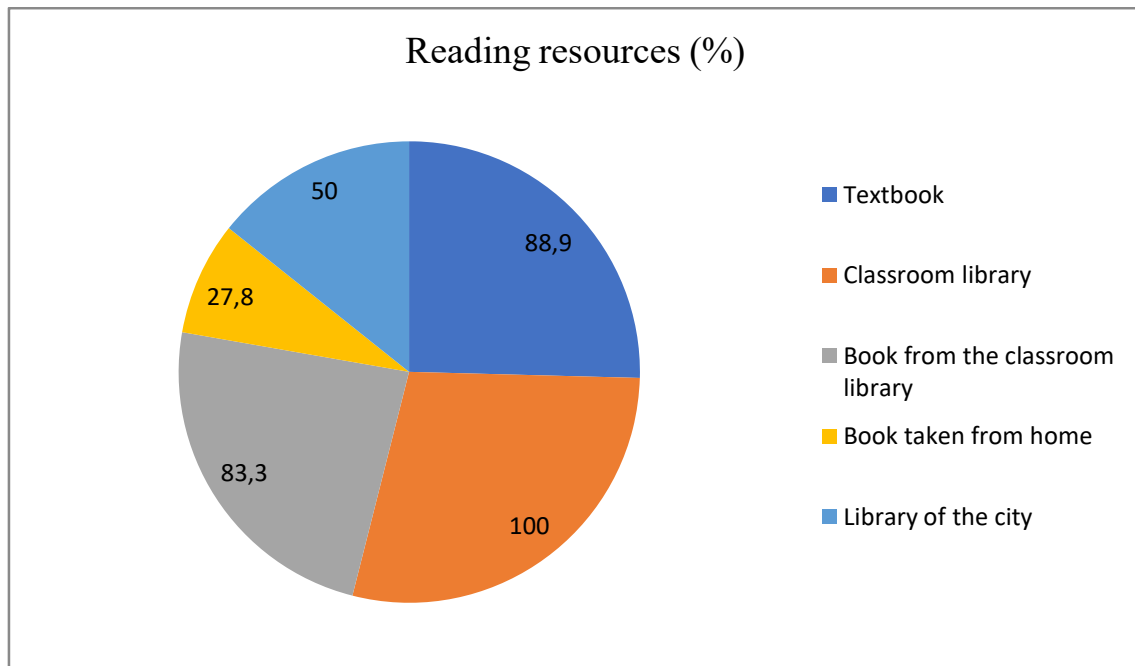


Figure 2. *Resources to promote reading (%)*

The 94.4% of teachers indicate that in their centre, teachers establish measures to promote access to reading, both at school and in the family, to provide an environment that encourages and invites children to read in both contexts. 55% indicate having been in centres with innovative practices and 38.9% having participated in Institutional or Administration Projects related to the teaching of reading. 27.8% report that in the centre where they worked or have worked, there is a reading method prescribed by the school.

With regard to the coordinated actions between the Infant School stage and the first year of Primary School at the same centre in order to encourage reading, Table 1 reflects the variety of actions taken. Note how those aimed at developing projects in common (action 1) with all the elements that can be worked on in any action or didactic proposal (action 2) stand out.

Table 1

Coordination actions between the Early Childhood Education and Primary stages in the same school centre

Action	Percentage of statements
1. Design of projects and curricular materials based on lines of joint action.	72.2
2. Share objectives, work methodology, groupings, routines,	72.2

evaluation and resources.	
3. Plan regular meetings throughout the course to unify criteria and actions between both stages.	55.6
4. Exchange reading experiences on some levels with others.	66.7
5. Carry out shared activities among the students of both levels (sponsorship of readers, visits to the classroom and its facilities, sharing the recess or the assemblies in class, telling the experience of the students from the 1 st to the 5 th year old).	44.4

1.2 DESCRIPTION OF THE FAMILIES

The sample is made up of 101 families of students enrolled in the Early Childhood Education stage in educational centres in the city of Melilla.

To better understand the nature of the results, the characteristics of the participating families are described. 87% of families are two-parent families while 13% are single-parent families. As for the number of members of the family unit, the responses are varied, with more families having two children (39.3%), followed by those having only one (24.6%); 23% are general large families with three children and 13.1% with four children. In addition, most of the families that participated in the study, 90.3%, have their children in the course of 5 years of Early Childhood Education (with 5 and 6 years old), so they are supposed to have more family experiences with reading at early ages.

The nationality of the parents can be found in Figure 3. Given the proximity of Melilla to the Kingdom of Morocco, it is not difficult to find parents of pupils who have Moroccan nationality even if they live in the city, in this case we find small percentages, somewhat higher among mothers. It is very common for Spaniards from Melilla of Berber origin to have Moroccan families and their contact is constant, they tend to visit each other very often and even, parents from Melilla have a second residence in Moroccan territory, this makes the flow of Berber citizens from both countries frequent. We found only one case of a mother with Argentinean nationality, as shown in the graph.

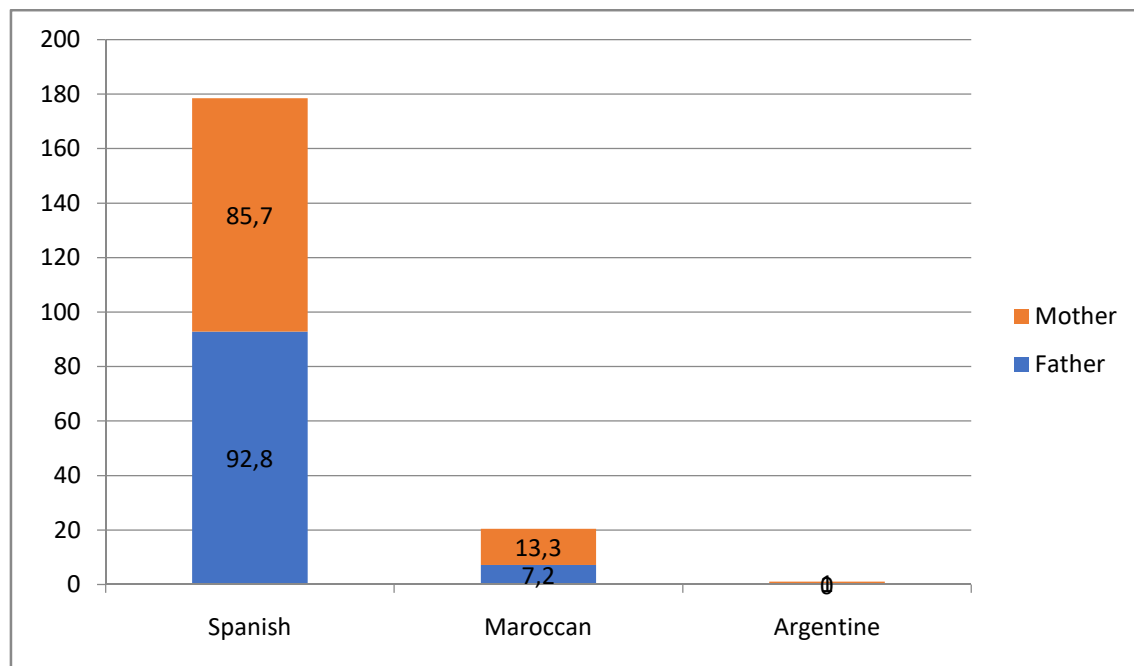


Figure 3. *Nationality of the parents (%)*

When asked about the mother tongue, it is interesting to note that 91.1% of the families indicated the Spanish language, although the cultural origin of many of them is Berber, whose characteristic mother tongue is Tamazight, indicated by only 5.9% of the sample, along with 2% who have Arabic and 1% who speak Portuguese.

Apart from these mother tongues, the families were asked to inform if any other language is spoken at home, the results are reflected in Figure 4. Apart from the official language (Spanish) and the other predominant language of the city (Tamazight), English stands out over the rest, a foreign language in Melilla, but widely spread in the school environment, where many schools are bilingual Spanish-English.

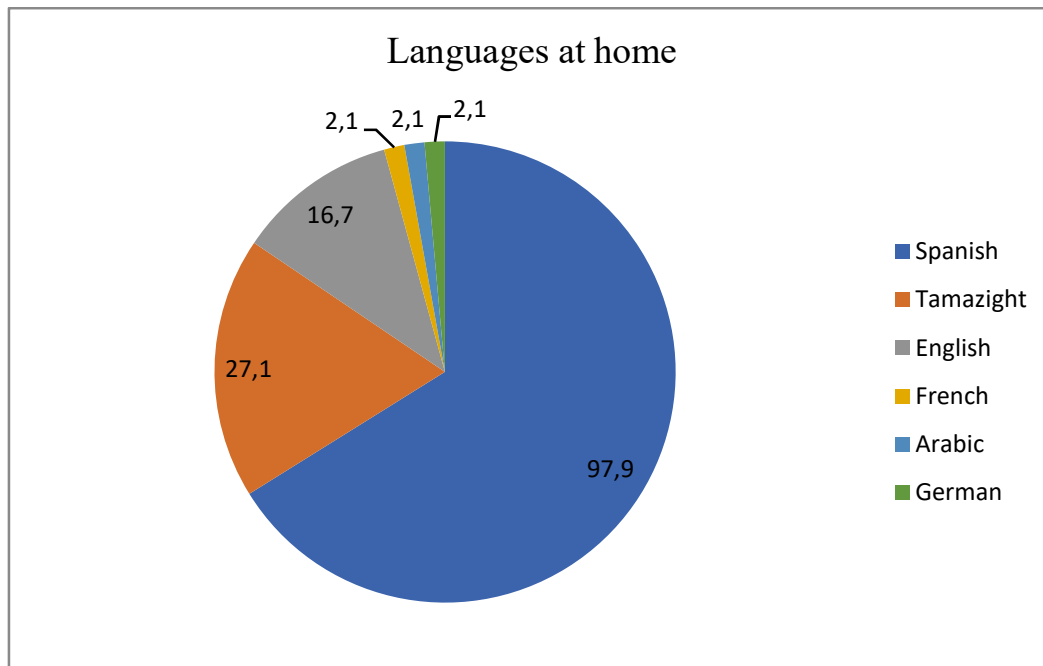


Figure 4. *Languages spoken at home (%)*

Of all these languages indicated by the families, the level of each one, except the official one, is shown in Figure 5. Note how the second language of the city, Tamazight, stands out with the highest level, indicated by 38.3% of the families. It is followed by English, but with low and medium levels (40.4% and 38.3% respectively).

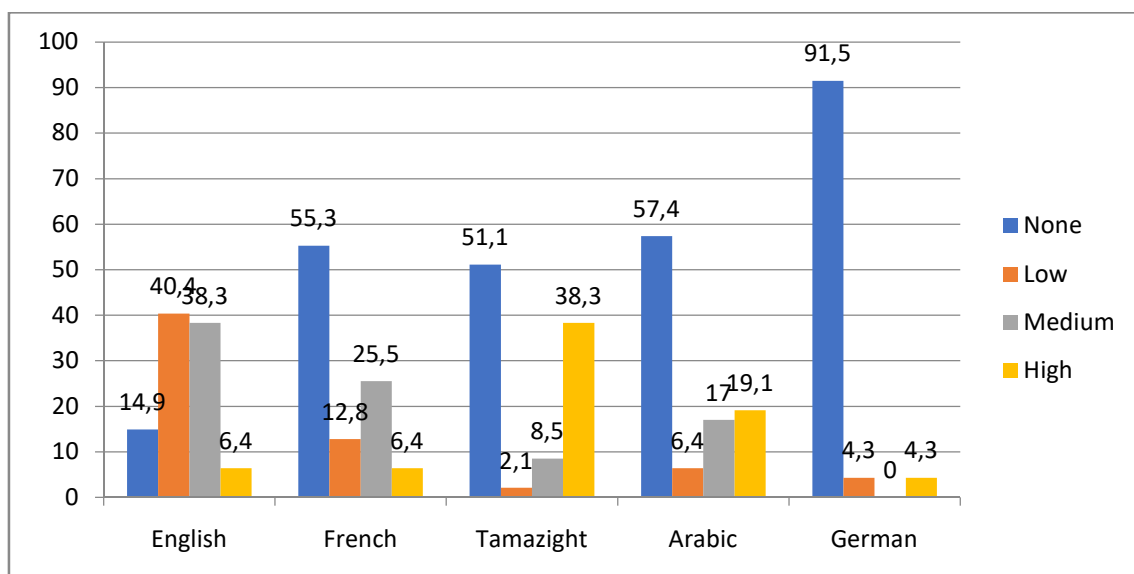


Figure 5. *Language levels in the families (%)*

Regarding the occupation of the mothers, those who work outside the home correspond to most of the sample (52.1%), followed by those who are engaged in domestic work (33.8%) and the 14.1% of mothers claim to be unemployed. The profession that predominates in them is teaching (60.9%), followed far behind by those belonging to the security forces (17.4%). The rest of the professions of working mothers are very diverse (public service, health, business, commerce...).

As for the parents, none of them said that they work at home, 89.9% are active, 8.7% are unemployed and only 1.4% are retired. As with mothers, their professions are very varied, with those related to security forces standing out (58.5%), followed by those in the business sector (11.3%).

With regard to the academic training of parents, Figure 6 contrasts that of mothers and fathers, it is noteworthy that it is the mothers who have a higher academic level, predominantly university graduates (46.4%) compared to fathers with the same training (37%). The percentage of those with secondary education is very similar, whereas more mothers have no education.

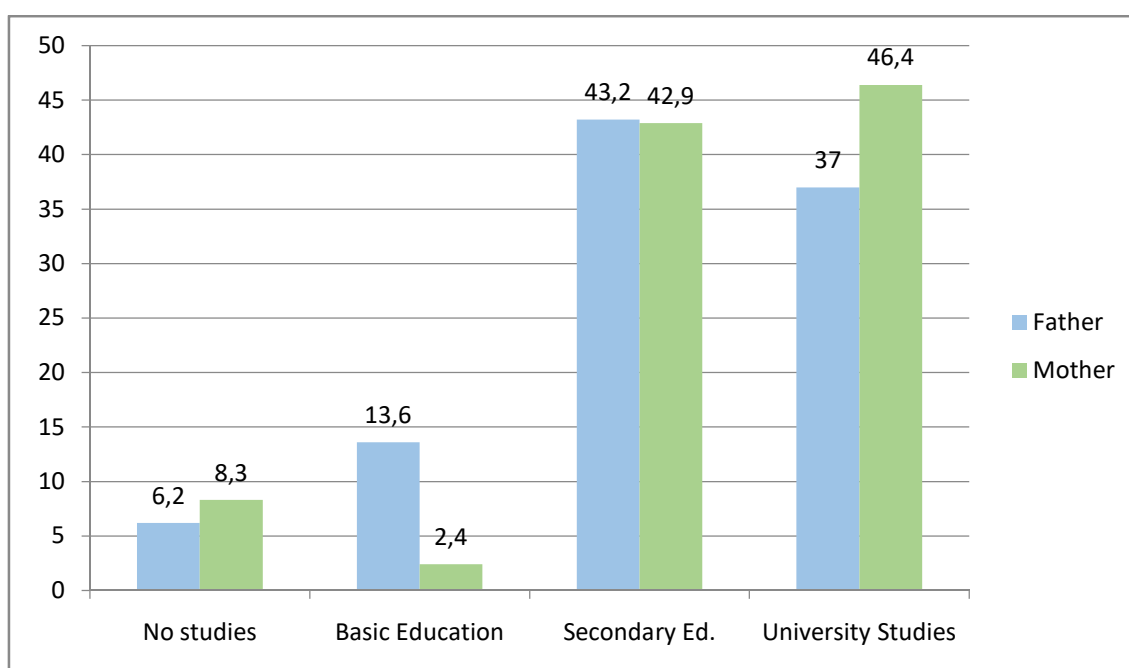


Figure 6. Educational level of parents (%)

In addition to all this socio-demographic data, it was interesting to find out in this project the preferences and reading habits of the families of students in the Infant School stage. 57.6% of parents said that at home they read in the paper format, while 42.4% chose the electronic format. Among the latter option, the most used medium is the mobile phone (41.6%), followed by the tablet (39.6%) and finally the computer (17.8%). Parents' reading motivation is similarly distributed and from greater to lesser choice between reading necessary for home activities, such as instructions or recipes, (57.4%), reading for fun and enjoyment (47.5%), for work reasons (40.6%) and, finally, for study (30.7%).

The types of reading in the household were also asked to the families. Table 2 reflects the different readings and their preferred format.

Table 2.

Preferred format according to the type of reading

Reading	N/A	No reading	Paper	Electronic
Reference or school support books (encyclopaedias, dictionaries, manuals...).	11.8	17.19	22.4	48.7
Reading books (novels, stories, poems, comics...).	15.8	50	10.5	23.7
Daily press (newspapers).	17.1	19.7	48.7	14.5
Specialized magazines (QUO, National Geographic...).	43.4	13.2	31.6	11.8
Non-specialized magazines (information on celebrities, television programming...).	56.6	9.2	27.6	6.6

2. TEACHING METHODOLOGY IN READING LEARNING

Teachers in the Infant Education stage use a wide variety of methods to work on reading and writing, although, as can be deduced from the results, they apply them in an eclectic way in order to take advantage of each one. This also allows to strengthen the phonetics of the linguistic units and to create the precise phonological awareness (by means of synthetic methods) for the children whose mother tongue is not Spanish. This also happens with the significant vocabulary and the necessary mechanisms of creation and support and the use of the different languages to know better the language as a second language and a vehicular language to achieve the communicative competence (with analytical, global, mixed or constructivist perspective methods). The selection of methodological principles, the organisation of activities and resources and the way in which they are evaluated also revolve around this use.

2.1. TEACHING METHODOLOGIES

Table 3 shows the characteristics of the alphabetic method and the frequency of use by teachers. Almost always or always, reading and writing are taught simultaneously as well as the use of playful and varied resources for learning letters (both with 94.4%). On the contrary, the alphabetical order is never or rarely worked (61.1%). On the other hand, the procedure to combine consonants and vowels to form syllables (direct, inverse and mixed) and then create words and sentences correspond to the 77.8% of the sample.

Table 3.

Alphabetical method used by teachers in their classrooms

<i>Alphabetical Method</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always</i>
<i>01. I follow the alphabetical order for learning to read.</i>	61.1%	22.2%	16.7%

<i>02. Each letter is studied by pronouncing its name.</i>	5.6%	27.8%	66.7%
<i>38. The teaching-learning process of reading and writing is exercised simultaneously.</i>	0%	5.6%	94.4%
<i>20. Once the student has learned the alphabet, I combine consonants with vowels to make first direct syllables, then inverse syllables and finally mixed syllables.</i>	5.6%	16.7%	77.8%
<i>50. I combine syllables to create words and then sentences.</i>	5.6%	16.7%	77.8%
<i>52. To learn the letters I use resources such as card games, mobile letter, iconic correspondence...</i>	0%	5.6%	94.4%

Table 4 shows the features that characterize the phonic method and the frequency of use by teachers. A large majority prefer the teaching-learning of reading and writing being carried out simultaneously (94.4%), followed by the procedure to begin, in order, with the sound of vowels, diphthongs and consonants (83.3%) and then create words and sentences (77.8%). Also, 72.2% assure to accompany, almost always or always, the sound of the phonemes with onomatopoeias, gestures and/or kinaesthetic movements.

Table 4.

Phonic method used by teachers in their classrooms

Phonic Method	Never or rarely	Sometimes	Almost always
18.Start by teaching the learning of the sound of vowels, then the sounds of diphthongs (two vowels together) and finally the sound of consonants.	5.6%	11.1%	83.3%
39.I combine the sound of phonemes with onomatopoeia, gesture and/or kinaesthetic.	0%	27.8%	72.2%
03.The teaching-learning process of reading and writing is exercised simultaneously.	0%	5.6%	94.4%
19. I combine syllables to create words and then sentences.	5.6%	16.7%	77.8%

Table 5 presents the features that define the syllabic method and the frequency of use by teachers. All of them confirm that they begin, almost always or always, by learning the vowels simultaneously with sound and spelling, a large majority (88.9%) with the combination of consonants and vowels to form syllables and then linguistic units with meaning and more than half of the sample (66.7%) with the direct, locked, inverse and mixed syllables. However, it is important to note that 94.4% of the respondents stated that they sometimes worked with consonants in combination with each vowel.

Table 5.

Syllabic method used by teachers in their classrooms

<i>Syllabic method</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always</i>
40. I begin by learning the vowels by simultaneously learning their sound and their spelling.	0%	0%	100.0%
03. Students learn to combine the consonants of the alphabet for each of the vowels (ta-te-ti-to-tu...).	5.6%	94.4	0%
46. The students begin their learning with the direct syllables, then the locked syllables, the inverse syllables and finally the mixed syllables (diphthongs and locked).	16.7%	16.7%	66.7%
04. Students begin by combining consonants with vowels (syllables) and then the language units with meaning (words, phrases...) are introduced.	5.6%	5.6%	88.9%
49. I carry out activities in which syllables can be added and/or removed.	22.2%	22.2%	55.6%

Table 6 shows the main characteristics of the mixed method and the frequency of use by teachers. All of them are used by a large majority almost always or always, highlighting the presentation of letters in alphabetical order by means of

words, accompanied by a picture, and the presentation of words and letters, simultaneously, so that they are recognized (both options with 94.4%).

Table 6.

Mixed method used by teachers in their classrooms

<i>Mixed Method</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always</i>
05.Students learn the letters by presenting a word in which the initial letter is the one being learned (shown in alphabetical order), accompanied by its illustration.	5.6%	0%	94.4%
06.To understand the sound of each letter we use onomatopoeic examples (e.g. for the letter “s” we use the sound of the wind “sss”).	16.7%	5.6%	77.8%
17.The student knows syllables from the analysis of a word that contains them.	5.6%	11.1%	83.3%
28.I teach the syllables as a part of the word.	0%	11.1%	88.9%
41.I show the words as well as the letters so that students can recognize words and the letters.	0%	5.6%	94.4%

Table 7 shows the characteristics of the global method and its frequency of use by early childhood education teachers. All these characteristics are used almost always or always by teachers, in a large majority, although the reinforcement of the intonation of

stories and the rhythm of songs stand out, as does the proposal of situations to encourage creativity among students (both with 100%).

Table 7.

Global method used by teachers in their classrooms

<i>Global Method</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always</i>
29.I present various words and sentences that refer to the elements that surround them and are part of their environment and daily routines.	0%	5.6%	94.4%
48.I start the first contact with writing words and phrases, working with them the graphomotor skills.	11.1%	16.7%	72.2%
27.I do syllable identification activities in the whole of the word.	0%	5.6%	94.4%
37.I perform tasks to recognize isolated phonemes of the word.	5.6%	16.7%	77.8%

Table 8 shows the features that define the constructivist method and the frequency of use by teachers at this stage. All these features are used almost always or always by teachers, in a large majority, highlighting the use of the entire sample (100%) of words that are significant for students, such as their own name, personal tastes, etc., followed, very closely (94.4%), by the promotion of communicative skills and the use of different languages. The use of different types of text and work projects with themes chosen by the students themselves is somewhat more dispersed.

Table 8.

Constructivist method used by teachers in their classrooms

<i>Constructivist Method</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always</i>
34.I use reading in situations of use so that they find their functionality (leisure, learning, news...)	0%	22.2%	77.8%
26.I use words that are meaningful to the students (their own name, personal tastes...)	0%	0%	100.0%
15.Starting from the previous knowledge that the students have in relation to the meaning and functionality of the learning of written language.	0%	16.7%	83.3%
44.I work on different types of texts, such as enumerative (lists, menus...), informative (notes, posters...), literary (poems, songs, stories...), expository (project dossiers, biographies...), prescriptive (recipes, instructions...).	11.1%	22.2%	66.7%
30.To develop educational experiences in the classroom through work projects on topics chosen by the students.	11.1%	27.8%	61.1%
09.Encouraging students' communication skills (active listening, empathy, dialogue, assertiveness, argumentation...).	0%	5.6%	94.4%
10.Encouraging students to use different types of language (body language, gestures, music, plastic...).	0%	5.6%	94.4%

Table 9 shows how stage teachers work with the concept of phonological awareness in their classes. Although most are employed with the frequency of almost always or always, the most notable is the use of games to count syllables or phonemes

(100%), followed by those in which students name words that begin, contain or end with a given syllable (94.4%). It is also relevant that the students never or rarely name the word in a picture, omitting the syllable previously indicated (38.9%) or no activities are carried out to distinguish words from pseudo-words (33.3%), followed by the comparison between sentences to detect changed, modified or eliminated words (33.3%). Likewise, the naming of a word in an image by students, omitting the syllable previously indicated and the activities related to adding, omitting, inverting and changing the order of syllables and phonemes are much more dispersed in their use.

Table 9.

Concept of phonological awareness worked on by teachers in their classrooms

<i>Phonological Awareness</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always</i>
11.I play games of counting syllables and phonemes (with or without clapping).	0%	0%	100.0%
12.I propose rhyming games.	0%	27.8%	72.2%
25.I do activities to learn to differentiate words from pseudo-words.	33.3%	22.2.7%	44.4%
44.I propose activities in which syllables are counted to learned how to discriminate between long and short words.	11.1%	22.2%	66.7%
21.I propose activities for students to isolate and manipulate initial and final syllables.	0%	33.3%	66.7%
22.I propose activities for students to isolate and manipulate the initial and/or final sound of a word.	5.6%	27.8%	66.7%

35. Plan activities for students to pronounce the sound of each phoneme in a word.	0%	16.7%	83.3%
36. I perform activities related to adding, omitting, reversing and changing the order of syllables and phonemes.	16.7%	27.8%	55.6%
31. I do activities where the position of phonemes within words must be distinguished.	27.8%	16.7%	66.7%
32. Students name words aloud that begin, contain or end with a particular syllable.	16.7%	5.6%	94.4%
23. Students classify images according to their syllabic structure (number of syllables per word).	0%	22.2%	66.7%
47. The student names the word of an image, omitting the syllable previously indicated (initial, middle or final).	11.1%	33.3%	27.8%
13. I present words for students to indicate whether they begin, contain, or end with a given phoneme.	38.9%	11.1%	88.9%
14. Students segment words into phonemes.	0%	16.7%	77.8%
51. Students compare words that begin and/or end with a particular phoneme.	5.6%	11.1%	83.3%
43. I teach two sentences for students to indicate which word has been added, changed and/or deleted.	33.3%	11.1%	72.2%

2.2. PSYCHOPEDAGOGICAL PRINCIPLES AND READING LEARNING METHODOLOGY

Table 8 shows a list of methodological principles and reader learning methodology that can be used by teachers in their classrooms. All of them are almost always or always used by the great majority although it is worth noting the fact that relations between written and oral language are established.

Table 8.

Psycho-pedagogical principles and methodology of reading learning used by teachers in their classrooms

Psycho-pedagogical principles and methodology of learning to read	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always or always</i>
01. I ask students questions during the reading of texts to ensure comprehension.	0%	5.6%	94.4%
16. I encourage my students to interpret the illustrations in a text, even if they cannot read.	0%	16.7%	83.3%
20. I establish relationships between written and spoken language.	0%	0%	100.0%
21. I display in the classroom the work done by my students	0%	0%	100.0%
32. The text whose content is related to the experiences of the students is presented.	11.1%	11.1%	77.8%
17. I take advantage of the comments made by my students during the reading			

activities, even if they are not related to what we are dealing with.	5.6%	11.1%	83.3%
-----------------------------------------------------------------------	------	-------	-------

02. I establish dynamics of animation

to the reading (change of characters,

changes of endings, creation of stories with images...).	5.6%	0%	94.4%
----------------------------------------------------------	------	----	-------

34. I organize the classroom according

to the needs of the students with

different learning corners and workshops.	16.7%	11.1%	72.2%
-------------------------------------------	-------	-------	-------

2.3. ORGANIZATION OF ACTIVITIES (PROGRAMMING OR PLANNING, TIMING, STUDENT GROUPING)

Table 9 shows different ways of organizing literacy activities in Early Childhood Education classrooms. All of them are used almost always or always by a large majority of the teachers surveyed, and there is only some dispersion as to whether students read in a textbook from a publisher, since 94.4% prefer to take advantage of situations that arise in the classroom to carry out reading activities, to raise others based on the issues discussed in the assembly, and to dedicate specific time to them. Among the readings in groups or individually, in spite of using various modalities, the latter continues to prevail (94.4%).

Table 9.

Organization of activities used by teachers in classrooms

<i>Organisation of activities</i>	Never or rarely	Sometimes	Almost always or always
03 I carry out reading activities in large groups	0%	16.7%	83.3%

15. I do reading activities in a small group.	22.2%	11.1%	66.7%
21. I perform reading activities individually.	0%	5.6%	94.4%
19. I work on reading in class through a notebook that we prepare based on the students' interests	22.2%	22.2%	55.6%
26. I take advantage of situations that arise in the classroom to carry out reading activities.	5.6%	0%	94.4%
27. The reading activities are based on a project, didactic unit and/or centre of interest.	11.1%	11.1%	77.8%
33. I modify the classroom schedule according to the needs of the students throughout the course.	5.6%	11.1%	83.3%
22. I organize groups taking into account that there are students with different reading levels.	11.1%	22.2%	66.7%
30. The topics discussed in the assembly help me to propose more meaningful and motivating reading activities.	0%	5.6%	94.4%
04. I have a stipulated time between class routines for learning to read (assembly, corners...).	0%	5.6%	94.4%

2.4. SPACE, MATERIAL AND HUMAN RESOURCES

Table 10 records the use of resources by teachers in classrooms highlighting the use of the digital blackboard and other ICT resources, as well as the coordination with other teachers almost always or always. However, 38.9% of the sample does not use technological resources to create stories.

Table 10.

Resources used by teachers in their classrooms

Resources	Never or rarely	Sometimes	Almost always or always
28. My students use an activity corner to encourage reading.	11.1%	11.1%	77.8%
29. I have in the classroom a quiet place dedicated to individual reading (classroom library)	11.1%	16.7%	72.2%
35. I use various types of texts in class (picture books, stories, newspapers, magazines, cookbooks, encyclopedias, dictionaries...).	11.1%	11.1%	77.8%
06. I use reading bits as a complement to learning to read	22.2%	11.1%	66.7%
23. I use ICT to create stories (story bird, story cubes...)	38.9%	27.8%	33.3%
05. In class I use several ICT resources to carry out interactive reading activities (internet, digital blackboard, book or created material...).	5.6%	11.1%	83.3%
37. I use the digital blackboard to carry out reading activities selected from the Internet (videos, games, children's websites...).	11.1%	0%	88.9%

11. Families participate in activities related to reading in the classroom.	22.2%	27.8%	50.0%
12. I provide information to families to encourage reading at home (workshops, quarterly meetings, tutorials, parent school...).	16.7%	11.1%	7 2.2%
25. Families carry out suggested reading and writing activities with their child at home in the classroom.	11.1%	22.2%	66.7%
07. I coordinate with other teachers to program and/or carry out activities with our students about reading.	5.6%	11.1%	83.3%
08. In my classroom, other agents from the school or other professionals participate in actions that favor the learning of reading by my students.	16.7%	27.8%	55.6%

2.5. EVALUATION

Table 11 shows the frequency of use of different forms of assessment by teachers at this stage and, although all are used, it is important to note that an initial assessment is made at the beginning of the school year and that student tasks are analysed to evaluate them for 94.4% of the sample, followed by analysis of different times for assessment, for 83.3%, almost always or always. The rest is applied by more than half of the respondents also almost always or always.

Table 11.

Assessment used by teachers in their classrooms

<i>Evaluation</i>	Never or rarely	Sometimes	Almost always or always
24. I conduct an initial evaluation at the beginning of the school year.	0%	5.6%	94.4%

36.I analyze different moments in the classroom during the course to evaluate my students' reading skills.	11.1%	5.6%	83.3%
09.I use specific moments during the course to evaluate my students with a reading test.	16.7%	22.2%	61.1%
10. I use a specific rubric on reading competence to evaluate my students.	27.8%	16.7%	55.6%
13.I analyze the tasks that students do to evaluate them.	5.6%	0%	94.4%
14. At the end of a reading assignment, students reflect on what they have learned.	11.1%	27.8%	61.1%

2.6. TYPES OF TEXTS

The results obtained regarding the use of text typology are presented below in different tables that distinguish the most commonly used modalities for each classification. Of all of them, the least used is the prescriptive one, even though some research shows that a didactic work with them is important due to their decisive presence in society (Domínguez Rivas, Molina García and Enrique Mirón, 2017; Enrique Mirón and Molina-García, 2017).

In relation to the enumerative texts, Table 12 shows a great diversity of use and the lists are highlighted along with the text used, almost always or always, by half of the respondents.

Table 12.

Numerical texts used by teachers in their classrooms

<i>Enumerative texts</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always or always</i>
--------------------------	------------------------	------------------	--------------------------------

01. Lists of words (purchase, toys, class, titles of stories...).	33.3%	16.7%	50.0%
23. Labels (of clothes, of food...).	61.1%	11.1%	27.8%
18. Timetables (of TV programmes, school activities, home...).	72.2%	5.6%	22.2%
19. Index (books, magazines, stories...).	44.4%	16.7%	38.9%
10. Encyclopaedias, dictionaries, atlases...	66.7%	22.2 %	11.1%
24. Brochures and posters.	27.8%	33.3%	38.9%
09. Menus (school, restaurant...).	55.6%	38.9%	5.6%
29. Catalogues, telephone books, diaries...	61.1%	11.1%	27.8%
30. Cooking recipes	44.4%	22.2%	33.3%

With respect to expository texts, Table 13 indicates that they are also used with varying frequency, although textbooks or school books stand out with 72.2% almost always or always, that only half of teachers use the project work sometimes, and that half of them never consider the use of texts for the development of an oral presentation.

Table 13.

Expository texts used by teachers in their classrooms

<i>Expository texts</i>	Never or rarely	Sometimes	Almost always or always
02.Dossier of work projects	27.8%	50.0%	22.2%

08. Reviews on biographies, school trips, experiments...	33.3%	27.8%	38.9%
11. Textbooks or school books.	22.2%	5.6%	72.2%
12. Texts for the development of an oral presentation.	50.0%	22.2%	27.8%

As for the prescriptive texts, the only one that is almost always or always used by 83.3% of the sample are the standards but it seems to be the least recurrent typology since the percentages of never or rarely is high as in the case of the leaflets (83.3%).

Table 14.

Prescriptive texts used by teachers in their classrooms

<i>Prescriptive texts</i>	<i>Never or rarely</i>	<i>Sometimes</i>	<i>Almost always or always</i>
30. Cooking recipes	44.4%	22.2%	33.3%
31. Instructions	44.4%	33.3%	22.2%
03. Rules (of the game, of behaviour...)	0%	16.7%	83.3%
20. Prospectuses of children's medicines	83.3%	16.7%	0%

With regard to literary texts, their use is very frequent, as shown in Table 15, with stories, narratives and legends, as well as sayings, songs and riddles, in addition to poetry, being highlighted by 100% of the sample as almost always or always. Comics and comics alone are never or rarely chosen by 50% of the sample.

Table 15.

Literary texts used by teachers in their classrooms

<i>Literary texts</i>	Never or rarely	Sometimes	Almost always or always
21. Stories, narratives and legends.	0%	0%	100.0%
22. Proverbs, songs and riddles.	0%	0%	100.0%
04. Illustrated albums	11.1%	16.7%	72.2%
26. Preparation of books of stories, poems, songs, sayings...	16.7%	11.1%	72.2%
06. Poetry	0%	0%	100.0%
27. Theatre and drama	5.6%	22.2%	72.2%
13. Comics	50.0%	22.2%	27.8%

Finally, the data on the frequency of use of the informative texts are shown in Table 16, where it can be seen that there is a great diversity of use. Only the use of illustrations stands out, almost always or always, by 88.9% of the sample. It is also interesting to know that the rest of the texts are not used with such frequency and, specifically, e-mails and social networks, advertisements and propaganda and popular books and pamphlets or similar are not used by nearly half of the teachers (50%, in the first case and 44.4% in the other two).

Table 16.

Informative texts used by teachers in their classrooms

<i>Informative texts</i>	Never or rarely	Sometimes	Almost never or never
05. Newspapers and magazines	22.2%	27.8%	50.0%

25. Advertisements and publicity	44.4%	22.2%	33.3%
07. Correspondence (letters)	38.9%	33.3%	27.8%
15. Mind maps	66.7%	16.7%	16.7%
14. Illustrations	0%	11.1%	88.9%
28. Books, brochures	44.4%	38.9%	16.7%
16. Emails and social networks	50.0%	33.3%	16.7%

3. THE ROLE OF FAMILIES IN READING LEARNING

In general, parents are very sensitive to reading in the Infant Education stage because they recognize its benefits and have long believed that their involvement is valuable in this regard. Despite the fact that probably not all have acquired a consolidated reading habit (Conecta Research, 2019) they do consider this activity to be optimal, so their involvement is high and their attitude is favorable to encourage it and participate in acts and events related to reading (Molina-García, 2009), without differences due to the culture of origin (Del Moral Barrigüete and Molina-García, 2018). A separate question is whether reading is present in all daily actions, due to the priority of the visual language of the culture of Berber origin, or whether all families have sufficient reading and linguistic competence to undertake some tasks, such as selecting a book from a bookstore or library, as there are some cases in which these actions are not carried out.

3.1. FAMILY ATTITUDES TOWARDS READING IN GENERAL

In general, family attitudes towards the activity of reading are very favorable, as shown in Table 17. Not only they consider *Reading is essential in daily life* (99.0%), but even *I usually read the text that appears on the screen when I watch TV* (99.0%) y *Reading should be one of people's favorite entertainments* (98.0%). However, although the 98% of teachers claim that *Reading helps solve everyday situations* (such as cooking or taking

a medicine), half of the participants claim that when buying an electrical appliance, it is more useful to use it directly than to read the instructions.

Table 17.

Results of the questionnaire on family attitudes on reading and practices of families

Reading attitudes	Yes	No
1. I enjoy when I go to a bookstore or a library.	94.0%	6.0%
2. I usually read the text that appears on the screen when I watch TV.	99.0%	1.0%
6. Reading is essential in daily life.	99.0%	1.0%
14. Reading is a waste of time.	4.0%	96.0%
15. I prefer to check videos on the internet and avoid websites that have a lot of lyrics.	47.5%	52.5%
18. Reading should be one of people's favourite entertainments.	98.0%	2.0%
23. I like to share with the other information that I have read on the Internet, books or magazines.	96.0%	4.0%
31. Throughout the day I take any time to read.	87.9%	12.1%
39. Reading helps solve everyday situations (such as cooking or taking a medicine).	98.0%	2.0%

40. When buying an electrical appliance, it is more useful to use it directly than to read the instructions.

30.0%

70.0%

3.2. FAMILY ATTITUDES ABOUT FAMILY INVOLVEMENT IN CHILDREN'S READING LEARNING

Table 18 shows the results obtained regarding the degree of involvement of families in the learning of reading. These results support a large majority of family involvement, since a large majority of the sample (with percentages close to 100%) opts for positive attitudes. Even 100% consider that a book is always a good gift for a girl / boy and that it is recommended that parents teach their children the usefulness of reading. However, 13.0% of the respondents still think that parents are not responsible for children learning to read, that's what school is for.

Table 18.

Family involvement in children's learning to read

Reading attitudes	Yes	No
5. Reading should be an important activity in the family.	98.0%	2.0%
12. A book is always a good gift for a girl / boy.	100%	0%
19. It is advisable that the family dedicate a set time per week for reading at home.	97.0%	3.0%
24. It is recommended that parents teach their children the usefulness of reading.	100%	0%
26. There are many moments in family life that can be used to teach our child to read (meals. trips. bedtime...).	99.0%	1.0%

29. Parents are not responsible for children learning to read, that's what school is for.	13.0%	87.0%
32. Parents should be interested in helping their children learn to read.	99.0%	1.0%
33. It is advisable for the family to select or recommend educational programs (TV. mobile. computer) to their children to learn to read.	98.0%	2.0%
35. It is important that homes have a space dedicated to the use and care of a family library.	95.0%	5.0%
38. It is recommended that the family encourages the correct use of the readings made with the new technologies (computer, mobile, television...)	98.0%	2.0%

3.3. GENERAL HABITS THAT DEVELOP AN INITIATION TO LEARNING TO READ IN EVERYDAY FAMILY SITUATIONS

Table 19 provides information on the activities that parents usually carry out with their children to facilitate and motivate the initiation of reading. The results show the existence of such activities in the homes in high percentages close to 100% and they claim that all I talk with my child is about things we have done. There are only 10.9% who do not read in places at home where they can be seen by their children to encourage imitation, and the 13.0% do not respond when a son or daughter asks "what does it say here?". The 14.0% do not see or select books from the bookstore or library with their children.

Table 19. Family activities to motivate reading

Reading habits	Yes	No
3. I read in places in the house where my child can see and / or imitate me.	89.1%	10.9%
4. I talk with my child about things we have done.	100%	0%
7. I pass the pages of an electronic or paper book (cooking, a story ...) with my child.	95.0%	5.0%
8. I usually answer my child when she asks me "what do you put here?"	99.0%	1.0%
11. I watch with my child or children's programs that teach her or him to read (on television or on the Internet).	87.0%	13.0%
20. I do with my child some type of activity to be fond of reading.	95.0%	5.0%
21. I tell or invent stories orally with my child.	94.9%	5.1%
25. I sing with my child songs or recite poems, tongue twisters, riddles.	98.0%	2.0%
28. I select readers educational programs for my child to use on my mobile, Television, tablet ...	91.0%	9.0%

36. I see and / or select with my child books that are in a bookstore or a library.	86.0%	14.0%
41. I participate in the activities organized by the school to promote reading.	95.7%	4.3%

3.4. FAMILY READING ACTIVITIES IN EVERYDAY SITUATIONS

Table 20 contains information on activities that families usually carry out, in which they make use of reading by means of icons or letters of the alphabet. Although all include this type of action in their usual routines at home with high percentages, the most used are *I play with my child with toys that have the alphabet* (mats with letters and numbers...) and *I read aloud* (a story, the instruction of a toy, a recipe...) *with my child* (both with 96.0% of affirmative cases). However, the least used (with 26.3% negative cases) is *I write the shopping list with my child* (with icons or with words), followed by *I play with my child to compose and break down words* (16.0% negative cases).

Table 20.

Familiar reading activities with icons and letters

Reading habits	Yes	No
9. I read children's books or websites with illustrations with my child, so she / he interprets the images	92.9%	7.1%
10. I read or write notes (of purchase, souvenir, errands...) with my child	87.1%	12.9%
13. I play with my child with toys that have the alphabet (mats	96.0%	4.0%

with letters and numbers...)		
16. I read with my child television programming to choose a program (children's, a movie, a contest...)	88.1%	11.9%
17. I play with my child to guess or say words that contain a syllable chosen by us	91.1%	8.9%
22. In everyday moments, I read aloud with my child product labels, the logo of well-known brands or traffic signs	95.0%	5.0%
27. I play with my child to compose and break down words	84.0%	16.0%
30. I name the images of a book, a website or a place (museum, library...) with my child	89.1%	10.9%
34. I read aloud (a story, the instruction of a toy, a recipe...) with my Child	96.0%	4.0%
37. I write the shopping list with my child (with icons or with words)	72.7%	26.3%

REFERENCES

- Conecta Research (2019). Hábitos de lectura y compra de libros en 2018. Conecta Research para la Federación de Gremios de Editores de España, Madrid.
<https://www.federacioneditores.org/lectura-y-compra-de-libros-2018.pdf>
- Consejo Escolar del Estado (2019). Informe 2019 sobre el estado del sistema educativo Ceuta y Melilla Curso 2017-2018. Madrid: Secretaría General Técnica del MEFP.
<https://www.educacionyfp.gob.es/dam/jcr:4f35ae94-f996-4ceb-b3f0-21b2e421ec26/i19cee-informe.pdf>
- Enrique Mirón, C. y Molina-García, M.J. (2017). Los Prospectos: Uso y Comprensión. Una Investigación intercultural con Ciudadanos Universitarios y no Universitarios. *Porta Linguarum, Monográfico II*, 201-229
- Del Moral Barrigüete, C. y Molina-García, M.J. (2018). Diseño y validación de un cuestionario sobre hábitos lectores en futuros maestros durante su etapa preuniversitaria. *Reugra*, 25, 51-79.
<http://doi.org/10.30827/reugra.v25i0.100>
- Domínguez Rivas, L., Molina García, M.J. y Enrique Mirón, C. (2017). Alimentación y cultura: análisis de textos gastronómicos (Trabajo Fin de Máster). Universidad de Granada.
<https://digibug.ugr.es/handle/10481/50394>
- España. Real Decreto 1630/2006 de 29 de diciembre. por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil. Publicado en BOE núm. 4. de 4 de enero de 2007
- España. Ley Orgánica 2/2006 de 3 de mayo. de Educación. Publicado en B.O.E. nº 106. de 4 de mayo
- España. Ley Orgánica 8/2013 de 9 de diciembre. para la mejora de la calidad educativa. Publicado en B.O.E. nº 295 de 10 de diciembre
- Martín Ortega, P. y Molina-García, M.J. (en prensa). Diversidad lingüística como input en estudiantes preuniversitarios. *Onomazéin*, 50, 274-294
- MEFP. Orden ECI 3960/2007, de 19 de diciembre, por la que se establece el currículo y se regula la ordenación de la educación infantil. *Boletín Oficial del Estado*. 5. 1016-1036

- Molina-García, M.J. (2007). Las habilidades de comprensión lectora en la etapa de Educación Infantil. Una propuesta de intervención (Tesis Doctoral). Universidad de Granada
- Molina-García, M.J. (2009). La familia también anima a leer. En Rico, Jiménez, Molina, Rienda y Ramos. *Ámbitos para la dinamización de la lectura*. Grupo Editorial Universitario
- Molina-García, M.J. y Gómez-Villalba, E. (2010). *Lectura y expresión oral*. CCS
- Molina-García, M.J.(2011). Primeros contactos con la lectura: descubriendo el placer de leer. En Molina, Segura, Rojas, Villena y Molina. *Experiencias prácticas para Educación Infantil* (pp.73-85). Aljibe
- Munita, F. (2014). Reading habits of pre-serviceteachers / Trayectorias de lectura del profesorado en formación. *Cultura y Educación*, 6(3), 448–475. <http://www.tandfonline.com/doi/abs/10.1080/11356405.2014.965449>