



EVALUATION OF PRIMARY EDUCATION READING PRACTICES (GREECE)

INTRODUCTION

The importance of Reading for Pleasure

In the modern school, which aims at the comprehensive mental and psychosomatic development of children, but in an era characterized by the «culture of image», the cultivation of Reading for Pleasure to children emerges as a necessity (Dermitzakis, 2008). The importance of Reading for Pleasure in shaping the personality of children and their system of moral values (Katsiki - Givalou, 2008) and has been recognized by scientists and researchers. Scientific findings identify high levels of Reading for Pleasure with the development of literacy (Lockwood, 2008; Allan et al., 2005; Krashen, 2004; OECD 2002) and the cultivation of many other skills in children (Katsiki-Givalou, 2007; Cunningham & Stpanovich, 1998· Bruner, 1996· Meek 1991· Wells 1986).

In Greek there is a specific term for the promotion Reading for Pleasure, "Filanagnosia", which is defined as «the positively defined relationship of the reader with the book as the pre-eminent type and expression of the written material and at the same time includes the specialized educational activities, which aim at shaping this relationship through the development of necessary cognitive skills mainly but also social skills and aesthetic criteria ». Markidis K., 2011).

The cultivation of Reading for Pleasure is related to the multifaceted use of the book in school through various educational activities, by teachers who are constantly developing professionally acquiring scientific knowledge and didactic competence in the field of Reading for Pleasure (Givalou, 2008).

According to research the family, but also the school, the teacher, plays an important role in promoting Reading for Pleasure.

The school is a space in which, under appropriate conditions, a number of book-related activities can be carried out (Poslaniek, 1991), so that children can be involved in a process of cultivating a Reading for Pleasure, discovering their reading motivations (Goulis & Grosdos, 2011). For example, children's and school libraries, literary book fairs, newspapers and magazines, literary conferences, writers 'visits to school, annual children's book festivals, art events, and students' creative work. In this way they have the opportunity to cultivate their imagination, expression, speech and creativity (Gudelitsa, 2016). Through contact with books and experiential activities that take place before, during and after reading, they pass on to children easier knowledge and messages, helping them to think critically, to form their personality and to develop their value system (Papadatos , 2012).

The role of teachers in promoting Reading and the importance of their relevant training

The role of teachers is especially important in the development of Reading for Pleasure.

A teacher who tries to promote Reading for Pleasure should be convinced of the benefits it offers (Papadatos, 2012).

The role of the teacher in developing Reading for Pleasure is different from the traditional role of a knowledge transmitter. Without didacticism, with creative activities in which he participates, the teacher is called to act as a mediator and co-reader (Givalou, 2008), as an assistant and collaborator, trying to create «reading motivation» in students (Malafantis, 2008), in a time when conditions are not particularly favorable with the prevalence of television and electronic games in children's lives (Papadatos, 2012).

The new Curricula for the Teaching of Modern Greek Language and Literature in the Primary School (Curriculum, 2011) encourage the development of practices and activities related to the book and especially literature. They highlight the potential, guiding, animating role of the teacher, ensuring the processes that contribute to the more complete communication of the child with the book. The second big step to enhance the reading environment has been made recently in Greece through various programs e.g. «Innovative actions to strengthen students' Reading for Pleasure» and ongoing initiatives of the National Book Center. In addition, the interest of publishing houses or bookstores in children's books helps to create a climate of Reading for Pleasure. The media, mainly the newspapers and some magazines with book presentations, book reviews, etc., but also the state television with shows dedicated to the book, actively participate in shaping such a climate. At the same time, there are many official texts of European and international organizations that, directly or indirectly, dictate strategies for education and inspire reading practices. But the family plays a primary role, regardless of its educational and financial level, which provides children with opportunities to read, even if they do not consciously cultivate a positive attitude towards reading. In any case, research has shown that children of the privileged social strata become acquainted with reading practices earlier than children of the popular or petty bourgeois strata, while the role of the mother is always catalytic.. Parents become carriers of an informal education that is more easily linked to school processes.

In the Greek school context, reading and consequently Reading for Pleasure is promoted through the Interdisciplinary Unified Framework of Curricula-Curricula [Δ.Ε.Π.Π.Σ.- Α.Π.Σ. (2002)] of the Ministry of Education.

In 2011 the Ministry launched a new Curriculum for the Teaching of Modern Greek Language and Literature at the Primary School. [NSRF 2007-13 / OP. "New School" MIS: 295450). For the first time, the new Curriculum provides for a separate time during which students come into contact with complete literary texts and not with excerpts. «The main purpose of teaching literature is» the critical education in modern culture (p. 21) the promotion of Reading for Pleasure, (p. 21) «the development of students' critical and at the same time creative relationship with modern social and cultural environment », the identification and recognition of values and ideas that exist in literary texts, the familiarization of students with various literary genres. Despite all the changes, literature is given as a trigger for the students through a big book that for 1st and 2nd grade is called «The dolphin», for 3rd and 4th grade «In the school of the world» and for 5th and 6th grade In «With calculus and

with a dream», which contain complete novels, and in each text there are suggestions for books for reading on the same subject or similar to that of the text in the anthology. Both teacher and students can suggest other books to read. As mentioned in the basic methodological principles [Δ.Ε.Π.Π.Σ.- Α.Π.Σ. (2011) p. 36] The cornerstone of the literature course is reading, a cultural phenomenon related to almost all aspects of life and culture. The desire to read is transmitted through human relationships: the relationships of the students with the teacher, the students with each other, the students with their family. The new Curriculum for the subject of literature is not text-centric, but student-centered. This means that it does not rely on a solid volume of literary texts which have been pre-decided by a group of experts and are included in the well-known school anthologies, nor does it prioritize the teaching of specific texts. It is open to the texts, ie it suggests types of texts, suitable to serve the purposes and the desired skills of each teaching unit, but allows the selection of the specific texts that will be read in the classroom by the teacher and his students, so that correspond to the reading level, the interests and the abilities of the students of each class.

The position of Reading in the Greek educational system

The lack of systematic and constantly updated training of teachers on Reading for Pleasure and methodological practices in the educational process, as well as the non-institutionalization of Reading for Pleasure on a weekly basis, make the cultivation of Reading for Pleasure occasional in the school (Givalou, 2008). However, as a goal, Reading for Pleasure is one of the main ones of the Curriculum of the Greek Language for the Primary School (Givalou, 2008). Thus, while on the one hand the contribution of the cultivation of Reading for Pleasure is recognized in the comprehensive development of the mental and psychosomatic abilities of children (Dermitzakis, 2008), on the other hand the Curriculum does not provide for autonomous teaching of literary texts at specific times and on a weekly basis (Givalou, 2008).

In 2002, however, without mentioning Reading for Pleasure as a purpose or goal, Literature begins to be identified with the teaching of Language, as the new Curricula give teachers the opportunity to bring children in contact with literary books by proposing various activities at the same time. In 2010, for the first time, the institution of Reading for Pleasure was introduced in the New School, initially in 800 all-day Primary Schools. Then, from the year 2011-12, the institution was implemented on a pilot basis in the first two grades of elementary school of the All-Day Primary Schools with a Unified Reformed Educational Program. In September 2011, "Mikros Anagnostis" (<http://www.mikrosanagnostis.gr>) was created, an online website for children and teenagers, aimed at children aged 6 to 12, which includes a search engine for books and libraries, updates for children's releases. books as well as for events around the book, tributes, games and competitions as well as the «teachers' corner» which offers rich material for teachers and parents.

Later, during the school year 2012-13, the program of Reading for Pleasure was implemented in all grades of primary school, while in 2013-14 it was officially included in all grades of all primary schools (Koptsis, 2013). In practice, for the elementary school timetable, this meant increasing the hours of the Language subject by one per week, with the aim of reading literary texts and the ultimate goal of cultivating a love of reading.

The contribution of the National Book Center (EKEBI), which collaborated with the Ministry of Education, was important in this effort. In this context, the Act «Innovative actions to strengthen Reading for Pleasure» was launched, in the framework of which training

seminars-workshops were held with theoretical presentations and a smaller experiential part, educational material was produced that was distributed to teachers and continues to be freely available. the website of the National Book Center. In addition, the program «Writers in schools» was created, through which well-known authors visit schools and get in touch with students.

In the presentation of the program, the then minister stated:

The purpose of promoting Reading for Pleasure is the acquaintance and the essential communication of the student with the literary text but also with its author as well as the gradual establishment of a friendly relationship of the student with the literary book. This will help students to cultivate their linguistic expression and speech, as well as to develop dialogue and conversation skills. At the same time they will be able to develop critical and creative thinking, they will be able to activate their imagination and ingenuity, to enrich their knowledge and aesthetic culture, to try and learn to manage emotions, not only their own but also that of others, thus cultivating empathy and developing his emotional intelligence. In conclusion, they will be able to develop their personality in all aspects.

Reading for Pleasure is love for reading. And love may not be taught. But it is definitely cultivated and developed. The necessary reversal of the entrenched perceptions that prevail in parents and children, that the book is only a teaching tool and therefore a kind of unpleasant obligation, will occur thanks to the systematic implementation of policies and programs based on the belief that reading outside school is enjoyment and entertainment.

However, Reading for Pleasure as an independent object in the timetable ceased to exist with the Ministerial decision of 11 May 2016 (Ministry of Foreign Affairs, 2016), which abolished the time of Reading for Pleasure. According to the circular «Restructuring, rationalization and management of the language curriculum in Primary School» of 19 September 2016:

The teaching of Literature is considered particularly important with the intended use of the Anthology and / or additional texts and similar audiovisual material for the enrichment of the teaching, as it can offer the necessary extensions of the learning from the Language lesson, cultivating Reading for Pleasure. The acquaintance of students with the book and reading and the gradual consolidation of their friendly relationship with the literary book helps them to develop their critical and creative thinking, to activate their imagination and ingenuity, to enrich their aesthetic culture, to test their emotions by developing their emotional intelligence, to cultivate their linguistic expression in an indirect and experiential way, and in conclusion to comprehensively construct their personality. This is a multidimensional goal, which can be achieved through the reconstruction of the classroom in a community of readers, where the challenge of students to look at other books of similar subject allows them to gradually understand and accept relativity and multiplicity. of interpretive approaches to literary texts. In this way, students can clearly articulate their positions, justify their views and in the long run make well-argued arguments, with the ultimate goal of developing and cultivating their critical thinking. For this reason, it is recommended for teachers from the beginning of the school year to proceed with the following:

- Creation and organization of school libraries and their enrichment with literary books.
- Creating enjoyable reading and listening spaces.
- Organization of a plan based on which the reading of literary books will take place during the school year.
- Organization of each class as a reading group (setting a specific day and time of reading in the class, discussion and additional activities).

Finally, in addition to the existing teaching material (Student Book, Workbooks), the interactive enriched «Student Book» at the «Digital School» (<http://ebooks.edu.gr/>) can be used. Also, for

posting multimodal texts created by students (with the integration of images, animations and videos) they can use the Digital Education Platform for students and teachers «e-me» created by the Digital School (<http://e-me.edu.gr/>). The following are indicative of online resources for didactic use:

- The Portal for the Greek Language. <http://www.greek-language.gr/greekLang/index.html>
- Proteus: Educational scenarios for language lessons. <http://proteas.greeklanguage.gr/>
- Aesop Platform - Digital Teaching Scenarios. <http://aesop.iep.edu.gr/>
- PHOTODENTRO. National accumulator of educational content. <http://photodentro.edu.gr/aggregator/>
- National Center for Search and Rescue of School Material. <http://www.ekedisy.gr/>
- Cyprus Pedagogical Institute <http://www.pi.ac.cy/pi/index.php?lang=en>
- National Gallery <http://www.nationalgallery.gr/site/content.php>

According to the ministerial decision Φ14 / 22511 / Δ1 / 9-2- 2018 (Government Gazette B'688 / 28-02-2018) 912 Public Primary Schools are part of the School Library Network . In each school unit that is part of the Network System of Primary School Libraries, at the beginning of each school year, by the decision of the Teachers' Association, one teacher is appointed as the Head of the School Library.

A brief overview of the Greek education system

The Greek education system is governed by national laws and legislative acts (decrees, Ministerial decisions), while the general responsibility for education lies with the Ministry of Education, Research and Religion. All schools in Greece implement centrally specified curricula and weekly timetables. Therefore, the educational system is centralised. As far as the structure of the school system is concerned, the educational system includes: (a) Early education (0- 6 years), including antepreschool (0-3 years) and preschool/pre-primary education (3–6 years), (b) Primary education (6-12 years), and (c) Secondary education, including compulsory lower secondary education (12-15 years) and (optional) upper secondary education (15- 18 or 20 years). As far as the daily timetable of day-schools is concerned, all the primary and secondary schools are half-day schools, i.e. regular classes take place in the mornings and lunch is not served in schools. However, in pre-primary and primary education pupils have the chance (under specific circumstances) to attend “all-day-schools”, called Oloimera Sholeia.

The administration of primary and secondary education is conducted at central, regional and local level respectively by: the Ministry of Education, Research and Religion; the Regional Education Directorates; the Directorates of Education (Prefecture); and the School Units.

Regarding literacy curricula, the curricula and timetables of Greek primary education have been drawn up by the Pedagogic Institute and they are implemented in all schools country-wide. Current curricula fall under the integrated philosophy of the Cross Thematic Curriculum Framework for Compulsory Education(DEPPS) (Ministerial Decision 21072β/Γ2/28-2-2003). That is, autonomous subjects are being taught on the basis of a balanced horizontal and vertical distribution of the teaching material, while the cognitive subjects interconnection is promoted. Both in primary and secondary education, reading literacy is an element of the Greek language syllabus.

Description of primary school teachers

The questionnaire was sent to hundreds of schools and it was replied by 172 primary education teachers from all over Greece. The majority are women, specifically 83% compared

to 17% of men. Almost half of the teachers (49%) are in the age range of 46 to 55 years, followed by teachers aged between 36 to 45 years (28%). As for the youngest teachers, under the age of 26, there is a very low percentage (1%). 52% are graduates 45% Master's, 3% PhD. 67% have more than 16 years of teaching experience. Regarding the seminars they have attended, 51% have attended 1-3 seminars in the last five years as shown in Figure 1. Almost all of them are not support teachers (96%)

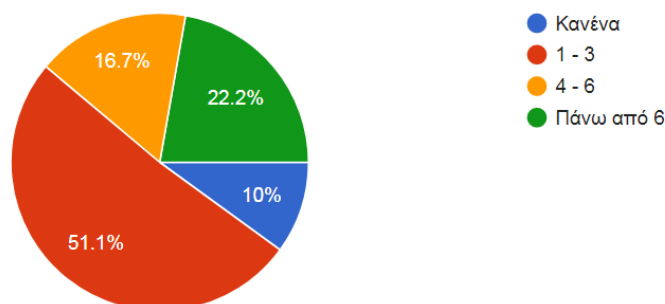


Figure 1: Number of seminars attended in the last 5 years

Figure 2 shows the distribution of the courses they taught during the academic year 2019-2020 (from 1st grade to 6th grade), while 12% did not teach during the previous year

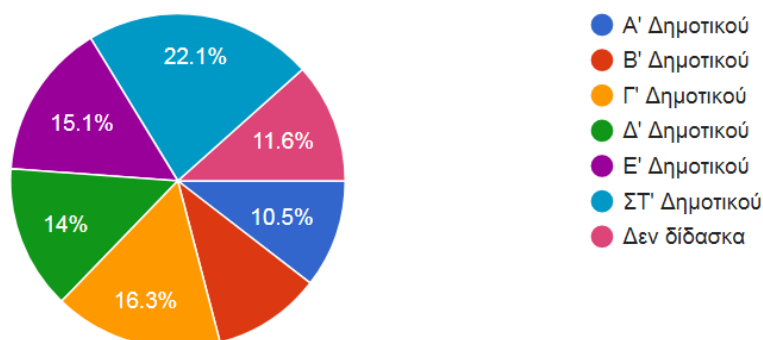


Figure 2: Classes taught by teachers (from 1st grade to 6th grade)

Teachers use an eclectic methodology of the various methodologies for teaching reading skills, Table 1 summarizes the methodologies and reading strategies for the development of reading competence in primary education students.

| MORE USED METHODS | LESS USED METHODS |
|-----------------------|----------------------------|
| 54% Mixed | 9% Alphabetic |
| 36% Global (Holistic) | 18% Constructivism |
| | 20% Phonic |
| | 24% Phonological awareness |
| | 23% Syllabic |

Table 1: methodologies and reading strategies for the development of reading competence

In relation to the practical difficulties found in reading, they involve principally promoting Reading for Pleasure (56%), written comprehension (54%) Reading techniques (32%) followed by oral comprehension (30%). Along the same lines, to promote reading, the materials they use the most in class are from the school library (71%), the reading textbook (57%), classroom library (63%), and books brought from home (58%).

In relation to the type of center where the participating teachers are located, the majority are in urban settings (67%) and the minority, in rural settings (14%). Schools are 95% public and 5% private.

85% of the teachers indicate that in their center, 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. 34% indicate having been in centers with innovative practices and 21% have participated in Institutional or Administration Projects related to the teaching of reading. 12% report the existence, either in the center where they currently work or have worked, of a reading method prescribed by the school.

Description of primary school families

The sample is made up of 214 parents of students enrolled in the Primary Education stage in educational centers from different parts of Greece, including Athens, Thessaloniki, Patra, Karditsa, Nafplio, Malgara, Rethymno, Samos, Korinthos, Trikala, Aigeira, Ierapetra, Larisa, Corfu and Evoia.

To better understand the nature of the results, we will describe the characteristics of the participating families. 91% of families are two-parent while 9% are single-parent. The number of children per family are indicated in Figure 3.

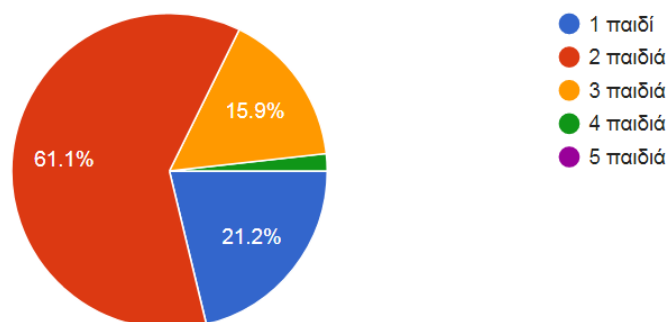


Figure 3: Number of children in family

With regard to the nationality of the parents, 99% of both mothers and fathers are Greek and 1% from nationalities including Italian, Belgian, and American. Other characteristics include:

- 100% can write and read in Greek
- 91% of the mothers are university graduates
- 78% of the fathers are university graduates
- 82% of the mothers are employed, 10% do household activities and 8% are unemployed
- 99% of the fathers are employed and 1% unemployed

2. METHODOLOGIES AND READING STRATEGIES FOR THE DEVELOPMENT OF LITERACY SKILLS IN PRIMARY EDUCATION STUDENTS (6-12 YEARS OLD)

According to the Eurydice report “Teaching Reading in Europe” (EC/EACEA/2011), the following elements are included in the intended curriculum at primary level in Greece:

Knowledge and understanding of print

- awareness that print carries meaning,
- conventional direction of reading,
- frequency of reading activities,
- organisation of written language, and
- frequency of writing activities.

Different types of printed material (magazines, recipe, story books, etc.) are not used.

Phonemic awareness:

- playing with language using nonsense words and rhyming,
- exploring and experimenting with sounds, words and texts, and
- breaking down speech into small units, blending syllables or sounds in words (ibid.).

Word identification/recognition:

- Read a range of familiar and common words independently
- Progression in recognising words (short to long)
- Enriching vocabulary
- Writing own name from memory
- Writing other words from memory

Knowledge of phonics:

- Linking sounds to letters, naming and sounding the letters of the alphabet
- Drawing the forms of letters
- Combining letters, understanding that same sound can have a different spelling
- Using knowledge of letters, sounds and words when writing

Fluency

- Reading simple sentences or simple texts independently
- Repeated practise of reading aloud
- Gradual shifting from reading aloud to reading silently
- Reading various kinds of texts fluently, without mistakes and with appropriate intonation

Many of the same word identification/recognition and phonics skills in steering documents for primary level also appear at pre-primary level, indicating that children in Greece are exposed to these elements from an early stage in their education. In the same Eurydice report, Greece is identified as a country in which phonics instruction is discontinued after the first or middle cycle of primary education.

Quoting the European Literacy Policy Network report on Literacy in Greece, the limited instruction of phonics in Greece at the first years of primary school is due to the evidence which have shown (a) that Greek-speaking children's word decoding skills are developed earlier than in children learning to read in less consistent orthographies than Greek (e.g., Ellis et al., 2004; Seymour, Aro, & Erskine, 2003) and (b) that phonological skills do not contribute to the later stages of word decoding in Greek (e.g., Georgiou, Parrila, & Papadopoulos, 2008; Manolitsis, Georgiou, Stephenson, & Parrila, 2009; Tafa & Manolitsis, 2012).

According to the same report, there is wide agreement that phonological awareness, i.e. the child's ability to identify and manipulate phonemes and syllables into words, is highly predictive of reading development, particularly in early stages (see for example Caravolas et al., 2005; Papadopoulos, Georgiou, & Kendeou 2009; Tafa & Manolitsis, 2008). Instruction in phonological awareness is a key component of emergent literacy in this area can be ameliorated through appropriate training with primary school pupils or as early as the pre-primary stage (Papoulia-Tzelepi, 1999) A study on the literacy programmes in the kindergarten curricula of 10 European countries (Tafa, 2008) reports increasing acknowledgement of the impact of phonological awareness on children's success in reading and writing, and indicates that incorporating strategies to enhance phonological awareness in kindergarten classrooms is critical to children's success in becoming literate. Research has, moreover, provided evidence on the important role of the grapheme-phoneme correspondence in learning to read (see for example; Brooks, 2007; Goswami, 2005).

As for inter-stage coordination, There is no law that requires schools to implement a programme for the smooth children's transition from kindergarten to primary school. Therefore only half of the teachers (51%) not share objectives, work methodologies, routines, evaluation, as well as resources in their educational centers. In order to promote reading learning, it is common to establish shared actions between students at both levels (64%) to put them into practice. Regular meeting are sometimes planned to unify criteria between both stages (54%). In the same way, reading exchanges sometimes are carried out (64%) and to a lesser extent, projects and curricular materials are designed (50%).

Since children in Greece learn reading at the primary school stage, within the framework of the READCOM project, primary school teachers were also asked about the methods they use for teaching children how to read. Some methods are often/always used, whereas others are rarely/never used. For some of the methods there is no trend as more or less the same percentage of teachers uses them. The results are presented in the following table.

| Methods of teaching children how to read | Often / Always | Rarely / Never | No trend |
|---|----------------|----------------|----------|
| Follow the alphabetical order. | | 62% | |
| Study each letter by pronouncing its name. | | | No trend |
| Combine consonants with vowels for detail first direct syllables, then inverse syllables and finally, mixed syllables | 88% | | |
| Learn the letters by presenting a word whose initial is the sample, accompanied by their illustration | 76% | | |
| Use onomatopoeic sounds to help children understand the phonemes (e.g. fffff for wind). | 74% | | |
| Children identify texts such as songs, fairytales | 79% | | |
| Classify images according to their syllabic structure (number of syllables per word). | | | No trend |
| Do activities to learn how to differentiate words from pseudo-words | | | No trend |
| Carry out activities in which you can add and/or delete syllables. | 78% | | |
| Promote communicative capacities (active listening, empathy, dialogue, assertiveness, argumentation) | 92% | | |
| Promote use of different types of language (body, gestural, musical, plastic, etc). | 82% | | |
| Play games counting syllables (with or without clapping). | 87% | | |
| Play rhyming games | 88% | | |
| Ask students to indicate whether a word starts, contains, or ends with a given phoneme. | 88% | | |
| Use the intonation of fairytales and rhythm of songs | 87% | | |
| Use meaningful words for students (their own name, personal tastes, etc) | 95% | | |
| Present various words and sentences that refer to the elements around them and are part of their daily environment and routines | 98% | | |
| Present words for students to indicate whether it starts, contains, or ends with a given phoneme | 98% | | |

| | Often / Always | Rarely / Never | No trend |
|--|-------------------|-------------------|----------|
| Begin by teaching the learning of the sound of voices, then the sounds of diphthongs and, finally, the sound of consonants | | | No trend |
| Two sentences for students to indicate which word has been added, changed and/or removed | | | No trend |
| Name one word from a picture omitting the syllable shown before (initial, middle or last) | | | No trend |
| Carry out activities in which you can add and/or delete syllables | 80% | | |
| Teach the syllable as part of the word | 94% | | |
| The tasks of written language are related to the development of oral language | 97% | | |
| Carry out activities in which the position of phonemes within words must be distinguished | 92% | | |
| The teaching-learning process of reading and writing are exercised simultaneously | 95% | | |
| Show words together with letters so that students can recognise words and letters | 97% | | |
| Count syllables to differentiate long from short words | 85% | | |
| Propose situations that encourage the creativity of students | 100% | | |
| Extra comments: Some teachers also use writing in the air or plasticine | | | |

2.1. Psychopedagogical principles and reading learning methodology

Taking into account a series of pedagogical principles appropriate to the development of this competence, a high percentage of teachers carry out the following actions to promote reading learning:

- I ask the students questions while reading texts to ensure their understanding: 97%
- I make sure that the students expose in the classroom the works that they do: 100%
- I take advantage of situations that arise in the classroom to carry out reading activities: 87%
- Students learn the conventions of writing (spelling and grammar rules: 94%
- At the end of a task about reading in the classroom, the students reflect on what they have learned: 87%
- Students do reading to solve a defined purpose in the classroom: 76%

On the other hand, the following activities are used, but are not as common as the previous ones:

- I propose activities so that my students can discuss various aspects of the text read in small groups: 57%
- While I read aloud, and the students read silently, I stop reading to ask them: 48%

2.2. Organization of activities (programming or planning, timing, student grouping)

The classroom programming is modified according to the needs of the students throughout the course (97%), taking as a criterion to form the groups that students with different reading levels have (80%).

Regarding learning experiences, teachers focus on activities such as the detection of key ideas, reading speed, content analysis of the text and the promotion of creativity in its majority. Most used activities are shown in the following list:

- I carry out activities so that the students read aloud. 92%
- I carry out activities for the students to identify the main idea in a text. 95%
- I carry out activities for the students to analyze and express ideas about the text. 98%
- I ask my students before, during and / or after reading a text. 88%
- I ask questions to know what the title suggests to the students when they start reading. 97%
- I carry out activities for the students to identify the main and secondary characters in a text. 92%
- I carry out activities so that the students recognize some parts of the text that contain the most important information. 91%
- I carry out activities for the students to elaborate changes in the plot of a text. 94%
- I promote activities in which students can corroborate their predictions from the content of the text. 85%
- I organize groups taking into account that they have students with different reading levels. 80%
- I carry out activities so that students develop changes in the plot of a text. 94%

The following activities are also used, but to a lesser extent:

- I carry out activities for students to compare texts by format or genre: 63%
- I propose activities so that my students can discuss various aspects of the text read in small groups: 41%
- My students carry out activities focused on reading speed aloud: 42%
- I carry out activities for the students to elaborate changes in the plot of a text: 38%
- I do readings in pairs. 67%
- The reading activities that is organize with my students start from a joint project with the rest of the curricular areas. 41%

2.3 Space, material and human resources (type, organization, participants, type of participation)

The following material and human resources are used by most of the teachers who participated in the survey:

- Promote the participation of families in the organization of activities to promote reading (cultural week, representation of works...). 77%
- I use different techniques for analysing a text (conceptual maps, opinion, discussions, etc.): 80%
- I use ICT to favour the development of linguistic competence. 62%
- My students use a textbook in the language area. 98%

The following resources are used, but to a much lesser extent:

- In my classroom, other agents of the educational centre or other professionals participate in actions that favour the development of the linguistic competence of my students. 20%
- In class I use the whiteboard to perform reading activities. 42%
- We perform reading mentorships where students tell stories or stories to the students of lower courses. 21%
- I collaborate with other teachers for the programming and realization of reading activities. 37%

2.4 Evaluation

The evaluation is preferably carried out (86%) through the analysis of the tasks. The following methods are not particularly used:

- I use a specific rubric on reading competence to evaluate my students. 31%
- I recover written evidence of the reading made by the students (a comparison, a story...). 43%
- I analyze different moments in the classroom during the course to evaluate the reading learning of my students. 56%

2.5 Types of text

In the following list, preferences of teachers in relation to the different types of texts they use in their lessons are listed:

ENUMERATIVE TEXT

- 01. Listings (purchase, toys, class, story titles ...) .80%
- 02. Labels (of clothes, food ...). 63%
- 03. Schedules (of TV programs, school activities, home ...).75%
- 04. Index (books, magazines, stories ...). 90%
- 05. Encyclopaedias, dictionaries, atlas ... 65%
- 06. Brochures and posters. 79%
- 07. Menus (school, restaurant) 48%
- 08. Catalogues, phone books, agendas ... 63%
- 09. Cooking recipes. 90%

EXPOSITIVE TEXT

- 10. Dossier of work projects. 34%
- 11. Reviews on biographies, school outings, experiments ... 83%

- 12. Textbooks or school books. 99%
- 13. Texts for the development of an oral exhibition. 77%

PRESCRIPTIVE TEXT

- 15. Instructions. 92%
- 16. Rules (game, behaviour ...) 94%
- 17. Prospects for children's medicines. 14%

LITERARY TEXT

- 18. Stories, stories and legends. 98%
- 19. Sayings, songs and riddles. 97%
- 20. Illustrated albums. 90%
- 21. Preparation of story books, poems, songs, proverb ...
- 22. Poetry. 94%
- 23. Theatre and dramatization. 82%
- 24. Comics. 90%

INFORMATION TEXT

- 25. Newspapers and magazines. 81%
- 26. Advertising and propaganda. 77%
- 27. Correspondence (letters). 75%
- 28. Concept maps. 68%
- 31. Emails and social networks. 60%

3. THE ROLE OF FAMILIES IN READING LEARNING

According to research carried out in 2005 which was published under the title «The reading public in Greece its demographic characteristics and behavior» (Tsourvakas, 2005) there are four major categories of readers in Greece. First are the non-readers who make up a large percentage which ranges between 42.7% and 43.7% in the two public surveys. Non-readers are usually older people, most men with a low level of education. Most of them are retired. One of the main reasons they do not read is the lack of time. Also, they do not like reading in general, they find it boring. A second large category of readers are occasional readers who do not read books regularly but read either for a specific purpose for practical or professional reasons, and generally buy books under the pressure of circumstances (compulsory reading for school, university because it was needed in the profession or for the needs of home) and not as a positive choice that is part of their lifestyle. This category of readers would also include those who read only some practical books or read during a trip, buy occasionally from supermarkets or stands and who state that they rarely read. The average age in relation to non-readers decreases while their educational and socio-economic level rises. A third category is the book lovers are young 18-34, most of them women live in urban centers and have high education and socio-economic status. They read 1-9 books a year. They often go to bookstores and read both Greek literature and foreign literature, reading is their hobby, they are greatly influenced by fashion, advertising and other media and especially by word of mouth the dissemination of news about the book by word of mouth (relatives or friends) and from the reviews they read. A fourth category is the «bookworms», they are fanatical readers who read more than ten books a year, reading books is an integral part of their lives, their

passion. They usually read special categories of books, they are 8.8% of the population, they are young people, most of them women, highly educated and income, they buy books based on content, they follow the evolution of both the authors who read and the publishing in general activity. They are knowledgeable about the subject, possible and they themselves are the authors of some texts or related to writing or people who write, have an opinion about the book, may belong to a group of readers, may collect some rare editions, the book is an integral part of their lives and their daily lives. They are less interested in the cost of the book than in the quality of its content.

As for the relationship between students and reading, in a survey conducted in 2004-2006 by the Pedagogical Institute on the relationship between students and reading, a total of 28,049 questionnaires were collected, of which 2,803 by philologists and 25,246 by students. To the question «do you read extracurricular literary books?» The students answered 75% «a little» or «not at all», while the positive answers to the same question («a lot») gathered a percentage of 25%. The authors of the research, which of course aim to investigate the teaching of literature in high school, point out that the results of this first question show that “students’ literacy is also linked to the educational level of the family, the area of residence and social class” . According to the survey measurements, students in urban areas read more extracurricular literature books than students in working-class (6% difference) and rural students (difference 4.92%). There is also a difference based on gender, since girls appear to respond positively to reading extracurricular books by 32.94%, while boys respond positively by only 17.64%.

The dominance of the image and the ready-made quick information is evident in the students’ answers to two specific research questions: «Do you better understand a literary work that you have seen on television or in the cinema? Says the questionnaire and the students answer «yes» at a rate of 65%. And below: “Would you prefer to enrich the course of Literature with technological means (video, CD-Rom)?” the students answered “yes” at a rate of 78%.

What follows is the presentation of the results of the study carried out within the framework of the READCOM project in four categories.

As shown from the following percentages, **the family attitude towards reading** for all the surveyed families is favourable:

- 100% think that reading is not a waste of time and that it helps them solve situations that arise in their daily lives
- 91% enjoy visiting bookstores and libraries
- 89% do not prefer to check videos on the internet nor avoid websites that have a lot of lyrics
- 97% think that reading should be one of people's favourite entertainments
- 90% like to share with the other information that they have read on the internet. books or magazines.
- 94% think that when buying an electrical appliance it is more useful to read the instructions first
- 100% think that foreign language learning is important nowadays.
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In relation to **family attitudes that favor learning to read in their children**, almost all of the surveyed population consider it highly recommended to teach the usefulness of reading while valuing it as an important activity.

- 100% think that reading should be an important activity in the family
- 97% think that a book is a good gift for a child
- 92% think that families should dedicate time to read on a weekly basis
- 100% think that it is recommended that parents teach their children the usefulness of reading
- 93% find many moments in family life that can be used for reading (weekends, holidays)
- 89% think that parents are responsible for children learning to read. that's not only for school
- 99% think that it is important that homes have a space dedicated to the use and care of a family library
- 92% think that it is recommended that the family encourages the correct use of the readings made with the new technologies (computer, mobile, television, etc.
- 79% Think that learning foreign languages should start from an early age
- 72% think that learning foreign languages is the responsibility of the family, not only of the school
- 60% participate in reading promotion activities organized by the school

Regarding **family attitudes that affect reading learning through motivating everyday situations**, the results are the following:

- 93% read in places where children can see them
- 88% respond to their child when asked "What does this word mean?" in a foreign language.
- 90% do activities with the child to promote love for reading
- 83% look at and / or select books in a bookstore or a library with the child.
- 84% watch together children's programs that teach them to read both through television and the internet
- 100% are interested in the tasks their children carry out and help them when they need it.
- 42% select educational reading programs for their children to use on their mobile, television, and tablet

As for **activities in the family environment that facilitate reading and writing learning**, the results are the following:

- 85% read the school program with the child so that I know what they do at school
- 69% read aloud product labels, the logo of well-known brands or traffic signs with the child in everyday moments.
- 69% take advantage of any time during the day to read
- 59% exchanging readings with their children in paper and electronic format and then comment on them.
- 29% read the TV guide with the child to choose the program to watch
- 31% help children write in different languages with people from other countries.

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