



UNIVERSIDAD
DE GRANADA



EVALUATION OF READING PRACTICES OF PRIMARY EDUCATION SPAIN

1. INTRODUCCIÓN

In the case of the Autonomous City of Melilla, although its educational legislation directly addresses that of the Spanish Ministry of Education and Vocational Training within its territory (RD 126/2014 and Order ECD/65/2015), the interests of teachers and the educational system in general are the same as those that can be found in any Autonomy, as is the case of Andalusia.

In the area of Melilla, a city with very particular sociolinguistic characteristics: *a population of 86,487 inhabitants, of different cultures, the majority being of European origin and Spanish mother tongue, and the Berber of predominantly Mazigian or Tamazight mother tongue with family and social use, not official*, the results in national and international assessments are worse than those of other Spanish autonomies. This can be seen in the 2016 Report on the state of the Spanish education system or in the 2009 PISA report, this report was the last study in which the city participated appears (Rico-Martín and Mohamedi-Amaruch, 2019).

As a consequence of these continuous results, we find a high rate of school failure together with the Autonomous City of Ceuta, made known by a report commissioned by the same Ministry of Education to researchers from the University of Granada (Sánchez-Fernández, 2010), as a result of the "Collaboration agreement between MEPSYD and the University of Granada for the implementation of joint initiatives aimed at improving the quality of educational care for people with few qualifications, reducing early school leaving and improving the training of non-university teachers in the cities of Ceuta and Melilla".

From the mentioned report it was detected that the profile of the student who abandons the studies corresponds to a person between 16 and 17 years of age, of Berber origin and low socioeconomic level, bilingual Spanish-tamazight, with preference of this second language in the family context. It is not possible to determine whether a particular language is a good or bad one, but it may be possible to determine whether a particular language is a good or bad

one. With regard to their language skills, their reading habits are very low, which could lead to difficulties in reading and listening to the explanations of the teachers (Jiménez-Jiménez, Rico-Martín and Sánchez-Fernández, 2015).

Faced with such a situation of failure and abandonment, the Ministry of Education in Melilla is carrying out a series of programmes (Language Immersion Programme, Educational Support Programme and School Reinforcement Programme for Districts IV and VI), together with a compensatory education plan that is carried out in schools to develop the communicative language skills of students with a low level of Spanish. Mohamedi-Amaruch (2018) details each of these actions, both current and those carried out in previous years. In this way, we work for the disappearance of the disadvantages of some members of this bilingual group.

1.1. Description of Primary Education Teachers

A sample made up of 47 Primary Education teachers from Melilla has been selected. The majority are women (78.7%) and 21.3% of men. The highest percentage of teachers, 42.6% is in the age range of 46 to 55 years, followed by teachers aged between 36 to 45 years (27.7%), and 26 to 35 years (14.9%). As for the youngest teachers, under the age of 26, there is a low percentage (2.1%).

The highest percentage shows those teachers who have been active for more than 25 years (29.8%), followed by those with between 11 and 15 years of experience (23.4%), while only 8.5% have been active for between 6 and 10 years. The youngest, who have been active for less than 5 years, make up 14.9% of the sample. The average number of years of teaching services in Primary Education is 15.21% and the vast majority (83%) perform a function of tutoring and 17% are not tutoring in any course. The rest are distributed taking their tutoring as follows: 1st course (14.9%), 2nd (12.8%), 3rd (14.9%), 4th (10.6%), 5th (10.6%) and 6th (19.1%).

Next, teacher training will be analyzed from two different dimensions: teaching specialty and the number of training activities it has carried out in the last 5 years. There are 36.2% support teachers and 72.3% specialist teachers in different mentions: Foreign Language (English: 19.1%; French: 6.4%), Therapeutic Pedagogy (8.5%), Speech-language therapist (21.3%) and Music (2.1%).

Regarding the number of training activities related to the development of linguistic competence in the last 5 years, 12.8% have not carried out any training activity, 46.8% have carried out between 1 and 3 activities, 29.8% have carried out between 4 and 6 and 10.6% more than 6 activities.

Teachers use an eclectic methodology of the various methodologies for reading learning, since they indicate using more than one of them. The most frequent methodology is the mixed method (51.1%), followed by the global method (34%), and the less is phonological awareness (14.9%), see Figure 1.

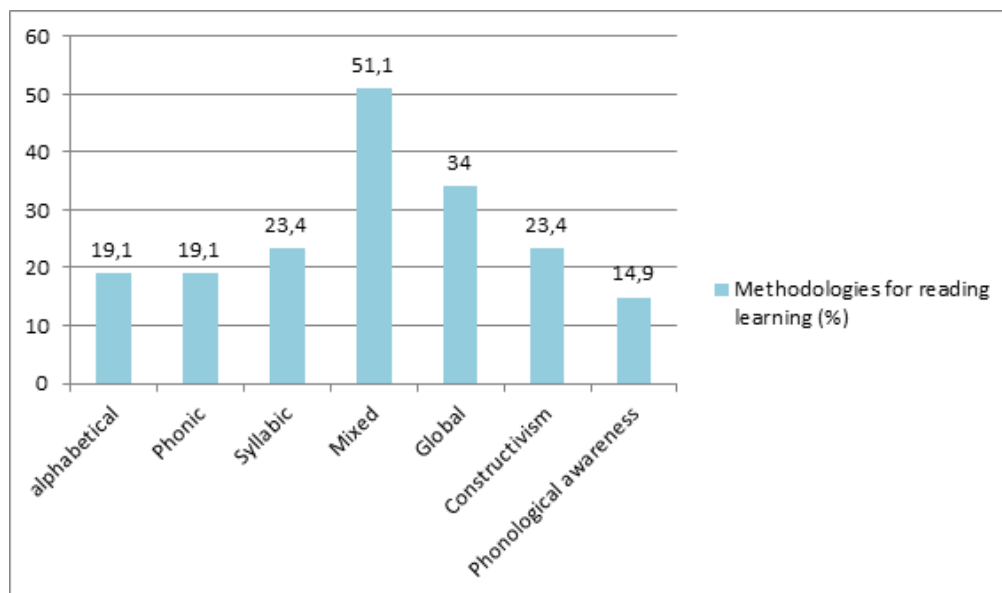


Figure 1. Methodologies for reading learning (%)

For this, many rely on a great diversity of texts, the most used being those of the expository type (80.9%), followed by the literary (78.7%), the informative (63.8%), the enumerative (51.1%) and the prescriptive (46.8%).

In relation to the practical difficulties found in reading, these are mainly due to written (72.3%) and oral (44.7%) comprehension. Next, aspects related to awakening the taste for reading (53.2%) and reading technique (29.8%) are pointed out. Along the same lines, to promote reading, the materials they use the most in class are reading textbook (91.5%), classroom library books (85.1%), classroom library material (72.3%), school library material (57.4%), and books brought from home (42.6%).

In relation to the type of center where the participating teachers are located, they are all in urban settings. Ownership is 78.7% public and 17% arranged. Only 19.1% of the teachers are in a bilingual center and 2.1% in educational compensation centers. 100% of teachers indicate that in their center, teachers establish measures to promote access to reading, more at school and they try it in the family too.

55.3% indicate having been in centers with innovative practices and 42.6% have participated in Institutional or Administration Projects related to the teaching of reading. 42.6%

report the existence, either in the center where they currently work or have worked, of 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 center 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 Infant and Primary stages in the same center.

Action	Yes
1. Designing projects and curricular materials based on lines of joint action.	63.8%
2. Sharing objectives, work methodology, groupings, routines, evaluation and resources.	68.1%
3. Planning regular meetings throughout the course to unify criteria and actions between both stages.	57.4%
4. Exchanging reading experiences on some levels with others.	66%
5. Carrying 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 experiences of the students from the 1st to the 5th year old).	46.8%

1.2. Description of Primary Education families

The sample is made up of 101 families of students enrolled in the Primary Education stage in educational centres in the city of Melilla. 79.2% of mothers and 20.8% of fathers participate in the questionnaire.

To better understand the nature of the results, the characteristics of the participating families are described. 88.5% of families are two-parent while 11.5% are single-parent. As for the number of members of the family unit, the responses are varied, with more families having two children (55.4%), followed by those with three (25.7%); 11.9% have only one child and 6.9% are large families with four or five children. In addition, the ages of the children are also very varied, the most frequent being 11 years old (24.8%), followed by children of 8 years old (22.8%), on the other hand, we only find 2% of families with children of 6, 13 and 15 years old, each one.

The nationality of the parents can be found in Figure 2. Most of the parents are Spanish, regardless of the cultural group of origin. As it happens with the families of students of Infant Education who participate in this project, it is not difficult to find parents of students who have the Moroccan nationality even though they live in the city. In this case, we find small percentages, somewhat higher among the mothers, in these homes the Spanish language is not usually predominant, so that sometimes, at the beginning, their children find it difficult to follow the rhythm of their class group. It is very common for Spaniards from Melilla of Berber origin to have Moroccan family 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 means that the flow of Berber citizens from both countries is frequent and that the use of Spanish can also be perceived in the Moroccan towns near Melilla. We found only one case of a mother with French nationality, as shown in the graph.

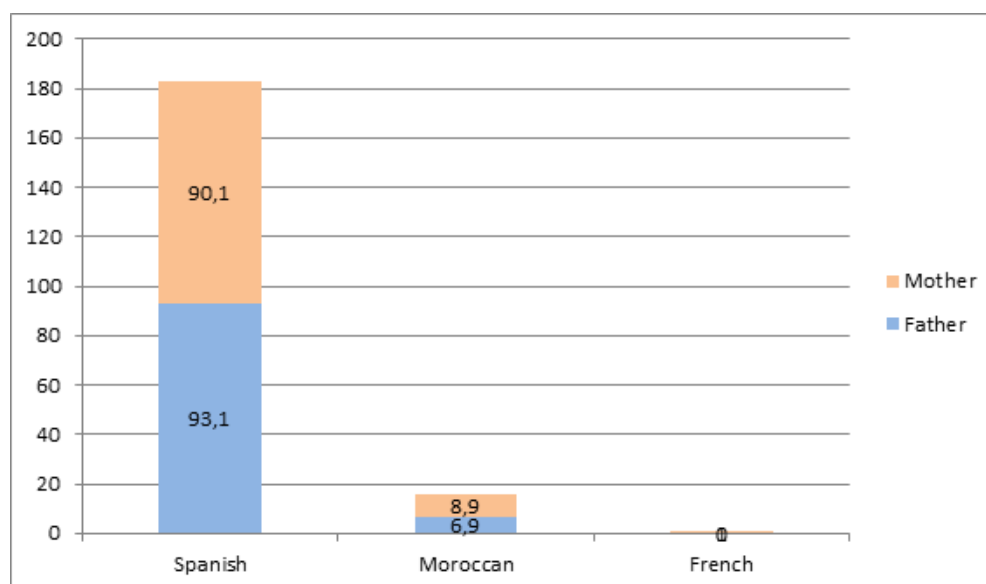


Figure 2. Nationality of the parents (%)

When asked about the mother tongue, as pointed out in the report on Early Childhood Education, it is curious that 84.2% of the families point to the Spanish language, although the cultural origin of many of them is Berber, whose characteristic mother tongue is Tamazight, pointed out by only 9.9% of the sample, together with 5% who have Arabic (both percentages somewhat higher than in Infant Education families) and 1% who speak French.

Apart from these mother tongues, the families were asked to inform if any other language is spoken at home, the results reflect that, apart from the official language (Spanish) (98.9%) and the other predominant language of the city (Tamazight) (28.1%), the presence of other languages is very scarce, only 10.1% mention English and 4.5% French.

In Figure 3, the levels of all the languages indicated by the families, except the official one, are shown. 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 Arabic (23.6%) and English, the most frequent foreign language, with a medium level (46.1%). The most unknown language is German for 93.3% of the participating families.

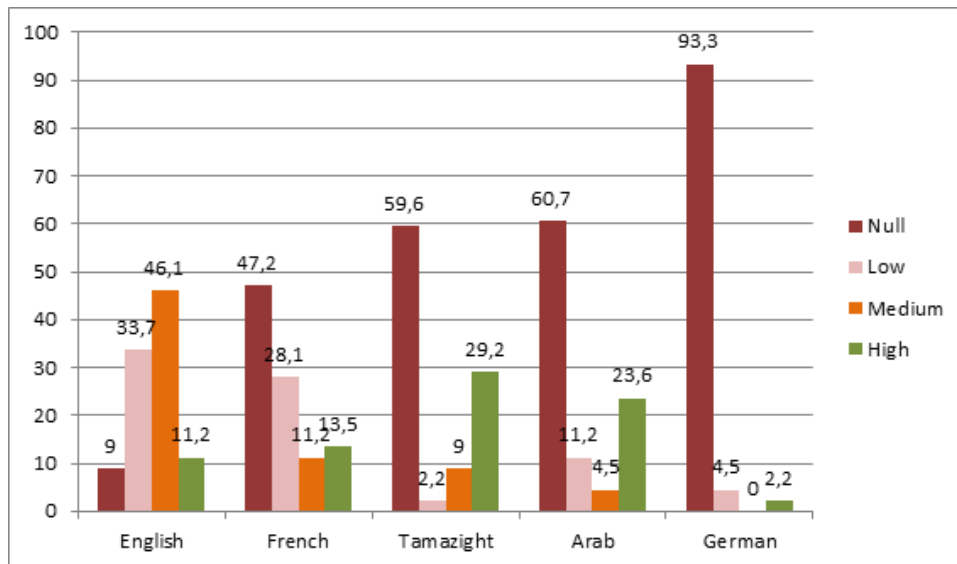


Figure 3. Language level of families (%)

In relation to the occupation of mothers, most of them indicate that they work outside the home (66.3%), followed by those who are unemployed (18%) and 14.6% are engaged in domestic work. The predominant profession is teaching (42.1%), followed by those with a legal profession (23.7%) and those in the business or management sector (15.8%), with the same percentage belonging to the security forces and those working in tourism or transport (7.9%).

Regarding parents, only 1% say they work at home, 91% are active, 4.5% are retired and 3.4% are unemployed. Their professions are much more varied than those of their mothers, with those related to the business or management sector (27.5%), education (20%), security forces and tourism and transport standing out in equal numbers (12.5%) and those in the health sector (7.5%).

With regard to the academic training of parents, it is noteworthy that it is the mothers who have a higher academic level, as is the case with the mothers of children, predominantly university students (63.6%) compared to parents with the same training (43.8%). The percentage of men with secondary education is higher than that of women (47.2% versus 34.1%), and with basic education as well (fathers: 7.9%; mothers: 1.1%), while 1.1% of them have no studies.

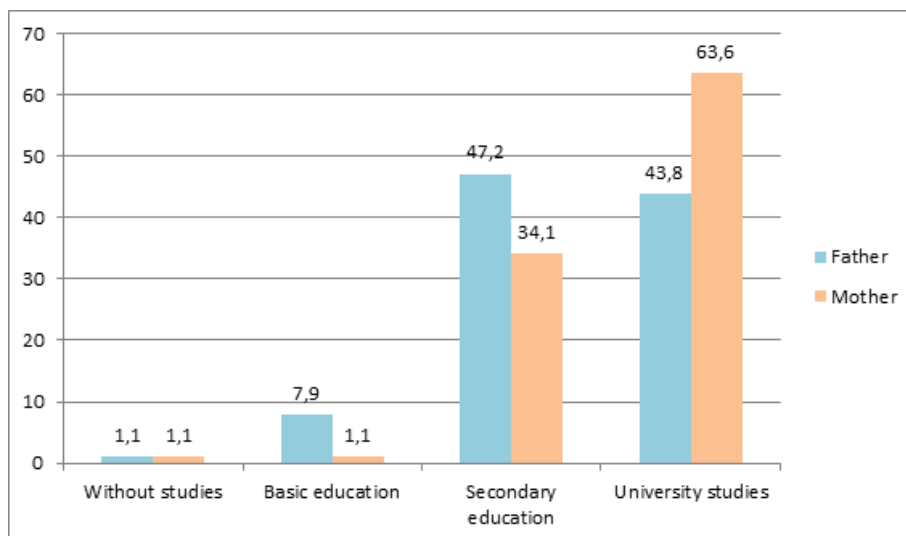


Figure 4. Educational level of parents (%)

In addition to all this socio-demographic data, it is interesting to find out the preferences and reading habits of the families of students in the Primary stage. 46.1% of the parents indicated that at home they read in the paper format, while 53.9% chose the electronic one. Among the latter option, the least used medium is the electronic book (9.2%), while the other instruments have a very similar use in families: the mobile phone (53.7%), followed by the tablet (53.6%) and the computer (52.4%). The reading motivation of parents is distributed in a similar way and from greater to lesser choice: reading for fun and enjoyment, and for study (69.3% both), is followed by reading necessary for home activities, such as instructions or recipes, (61.4%) and, finally, reading for work (55.4%).

The types of reading at home 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	NS/NC	No reading	Paper	Digital format
Reference or school support books (encyclopaedias, dictionaries, manuals...).	2.2	16.9	32.6	48.3
Reading books (novels, stories, poems, comics...)	1.1	48.3	18	32.6
Daily press (newspapers).	2.2	10.1	62.9	24.7

Specialized magazines (QUO, National Geographic...)	20.2	22.5	38.2	19.1
Non-specialized magazines (information on celebrities, television programming...).	41.6	11.2	37.1	10.1

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

A high percentage of Primary Education teachers in Melilla seem to apply in their classrooms the innovative methodologies and strategies proposed in current scientific forums. Perhaps it is as a necessity to the linguistic diversity that is found, where they must attend to the learning rhythm of each student. The educational contribution that can be deduced from the context of Melilla is the high percentage of diversity that exists in a classroom, the most common being linguistic diversity.

Thus, it is common to find students who are Spanish and only speak Spanish, as well as those who are Spanish and speak another language at home (Tamazight being the mother tongue of many of them), or even students of Berber origin but with a Spanish mother tongue, despite the fact that they also speak Tamazight at home. However, likewise, students from Morocco who, for family reasons, start living in Melilla, attend school in Melilla. This student body presents as a difficulty its lack of knowledge of the official language, which, in the end, is the vehicle for learning all the competences that are included in the Spanish educational regulations. In addition, there is little linguistic support that families can offer, because they do not know or do not master the Spanish language. For this reason, they are not usually able to help with the housework that their children must sometimes do. And finally, there are those students who go to school temporarily, as they are refugees who are sheltered with their families in a specialized center for this purpose, waiting to be transferred to the Iberian Peninsula.

This great diversity in the classroom, makes the pace of learning slower than in other contexts, where a high percentage of students speak Spanish at school and their mother tongue in the family. Therefore, this teaching trend is applied as a facilitator of the development of the reading competence of its students, and as a consequence, to enhance their motivation towards learning.

2.1. Psychopedagogical principles and reader learning methodology

Primary education teachers rely on a series of principles and methodologies of reading literacy to facilitate learning in their students (see Table 3). Thus, it is common in all classrooms for students to read in order to solve a defined purpose in the classroom (100%); also to answer questions to identify information found in the text (explicit or implicit in it); without forgetting, the fact of learning the conventions of writing (spelling and grammar rules) (100%). And, as stated in the latest scientific forums, students reflect on what they have learned once they have completed the task of reading (metacognition) (100%).

It is important to note that all teachers ask oral questions to their students about the literal content of the text, when the students do the reading in silence (100%). The number of questions asked about reading is reduced to 97.9% of teachers, and these may be about the literal content or related to the text, when it is the teacher who reads aloud (while the students read in silence). Likewise, not all ask if the students follow the reading comprehension (97.9% say so).

Table 3.

Psychopedagogical principles

PSYCHOPEDAGOGICAL PRINCIPLES	No	Yes
01. I ask my students questions while reading texts to guarantee their understanding.	2.1%	97.9%
03. I promote that the students expose in the classroom the works that they do.	2.1%	97.9%
10. My students answer questions to identify explicit and implicit information in the text.	0%	100%
11. I take advantage of situations that arise in the classroom to carry out reading activities.	2.1%	97.9%
20. My students do reading to solve a defined purpose in the classroom.	0%	100%
31. I ask oral questions about the literal content of the text that the students have read in silence.	0%	100%
32. Students learn the conventions of writing (spelling and grammar rules).	0%	100%
33. I propose activities so that my students can discuss various aspects of the text read in small groups.	8.5%	91.5%
34. While I read aloud, and the students read silently, I stop reading to ask them	2.1%	97.9%
38. I coordinate with other teachers to program and / or carry out	4.3%	95.7%

activities with our students about reading.		
43. I propose to my students readings aimed at promoting the development of social skills that help to confront and resolve conflicts in the classroom	6.4%	93.6%
46. At the end of a task about reading in the classroom, the students reflect on what they have learned.	0%	100%

Almost in its majority, being common in 97.9% of the classrooms consulted, teachers take advantage of situations that arise in the classroom to carry out reading activities and promote that their students expose in the classroom the work they do. Slightly reducing their incidence in the classrooms, teachers coordinate with other teachers to program and/or carry out activities on reading aimed at their students (95.7%). They also propose to their students texts that favor the development of social skills that facilitate them to face and solve conflicts in the classroom (93.6%). And finally, they propose activities in which their students can discuss in a small group (91.5%).

2.2. Learning experiences

Learning experiences are activities that teachers carry out in their classrooms in order to promote reading skills (see Table 4). Specifically, all teachers in Melilla carry out activities in which students must read aloud (100%). It is also common for activities to be carried out to develop reading speed, with those that are done aloud (100%) being more widespread than those that are done silently (97.9%).

In another sense, it is typical that teachers pose questions to ask to the students before, during and/or after the reading of a text (100%). However, while it is true that at the beginning of a reading, all teachers ask their students what the title suggests (100%), 89.4% ask questions once the reading is over. Likewise, almost all of the teachers encourage activities so that their students can corroborate their predictions based on the content of the reading (97.9%).

Table 4.

Learning experiences

LEARNING EXPERIENCE	No	Yes
15. My students carry out activities focused on reading speed aloud.	0%	100%
16. My students carry out activities focused on the speed of silent reading	2.1%	97.9%
18. I ask questions to know what the title suggests to the students when	0%	100%

they start a reading.		
19. I promote activities in which students can corroborate their predictions from the content of the text	2.1%	97.9%
21. I only ask questions after they have read the text	10.6%	89.4%
22. I carry out activities for the students to identify the main and secondary characters in a text.	0%	100%
23. I carry out activities for the students to identify the main idea in a text	0%	100%
24. I carry out activities for the students to elaborate changes in the plot of a text.	6.4%	93.6%
25. I carry out activities so that the students recognize some parts of the text that contain the most important information	0%	100%
26. I carry out activities for the students to analyze and express ideas about the text	0%	100%
27. I carry out activities for students to compare texts by format or genre	8.5%	91.5%
28. I carry out activities so that the students read aloud.	0%	100%
29. I ask my students before, during and / or after reading a text.	0%	100%
04. I propose activities for my students to summarize and synthesize knowledge after a reading (theme, main ideas, protagonists, events, inferences...).	0%	100%
17. My students discuss in small groups various aspects of the text read.	2.1%	97.9%

It is also usual to carry out activities in all the classrooms in which the main idea, the most relevant information and the main and secondary characters are identified in the text (100%).

Finally, activities are carried out in which the text must be analysed and ideas expressed (100%), changes in the plot of a text must be elaborated (93.6%) and texts must be compared by format or genre (91.5%).

2.3. Organization of activities (programming or planning, learning experiences, grouping of students)

The organization of activities is basic to the good development of learning in the classroom (see Table 5). Thus, the type of student grouping or planning can improve language skills.

In relation to the type of grouping of students, all teachers in Melilla organize it in such a way that students with different reading levels (100%) are mixed. In addition, they also carry out reading activities in large and small groups, as well as individually (100%). To a lesser extent, 89.4% also do them in pairs.

Table 5.

Organization of activities.

ORGANIZATION OF ACTIVITIES	No	Yes
05. I carry out reading activities in large groups.	0%	100%
06. I do small group reading activities.	0%	100%
08. I do readings in pairs.	10.6%	89.4%
07. I do individual reading activities.	0%	100%
14. I organize groups taking into account that there are students with different reading levels.	0%	100%
13. I modify the classroom schedule according to the needs of my students throughout the course.	4.3%	95.7%
09. My students use a textbook in the language area.	2.1%	97.9%
12. The reading activities that I organize with my students are based on a joint project with the rest of the curricular areas.	6.4%	93.6%

In relation to material resources, in 97.9% of classrooms, students use a specific textbook in the language area. However, 95.7% are also flexible because they modify the classroom schedule throughout the course according to the needs of their students. In addition, in 93.6% of the classrooms, the reading activities they do in class are based on a joint project in coordination with the rest of the curricular areas.

2.4. Spaces, materials and human resources

Teachers can rely on various resources to facilitate the development of students' learning to read, such as spatial, material and personal resources (see Table 6). Thus, all teachers use different techniques to analyze a read text, such as concept maps, dramatizations, murals, portfolios, opinions or debates (100%).

In relation to ICT resources, all teachers use them to favor the development of linguistic competence (100%), although 95.7% use the digital blackboard for reading activities.

Table 6.

Spaces, materials and human resources.

SPACES, MATERIALS AND HUMAN RESOURCES	No	Yes
36. I use ICTs to promote the development of linguistic competence.	0%	100%
35. In class I use the digital blackboard for reading activities.	4.3%	95.7%
44. I use different techniques of analysis of a read text (concept maps, dramatizations, murals, portfolios, opinion, debates)	0%	100%
02. Encourage the participation of families in the organization of activities to promote reading (cultural week, performance of works...).	8.5%	91.5%
37. We carry out reader sponsorship in the centre where my students tell stories to students in lower grades.	21.3%	78.7%
39. In my classroom other agents of the school or other professionals participate in actions that favour the development of the linguistic competence of my students.	4.3%	95.7%

With regard to personal resources, it is common to involve other people in order to favour the linguistic competence of the students. For example, the students themselves (who, being a learning producer, are motivated by feeling that they are the protagonists of this process), the family (which acts as a link between the two main contexts of the students, that is, the school and the family environment), or other specialized professionals (guidance by services). In the specific case of Melilla, in 95.7% of the classrooms, other agents from the educational centre participate. And in 91.5%, families participate in the organization of activities, such as the cultural week or the performance of plays. In addition, 78.7% also carry out reading sponsorship activities in the centre, where students tell stories to students in lower grades.

2.5. Evaluation

Evaluation in a multicultural context, such as Melilla, can make it difficult to have a real understanding of the learning that has been acquired. However, teachers in Melilla seem to use various resources to assess their students (see Table 7). Specifically, they all analyze the tasks that students do to evaluate them (100%). Slightly less teachers also use a reading test at different times of the course, as well as written evidence of student reading such as a comparison or a story (97.9%). Slightly fewer teachers also use a written test such as a questionnaire or a summary, which is answered by the student after reading a text in silence

(93.6%). And, reducing the percentage a little more, but still being a large majority, also uses a specific rubric on reading competence (91.5%).

Table 7.

Evaluation.

EVALUATION	No	Yes
30. Take a written test (quiz, summary...) after the student reads silently	6.4%	93.6%
40. I use specific moments during the course to evaluate my students with a reading test.	2.1%	97.9%
41. I analyze the tasks that the students do to evaluate them.	0%	100%
42. I use a specific rubric on reading competence to evaluate my students	8.5%	91.5%
45. I use written evidence of the reading done by the students (a comparison, a story...).	2.1%	97.9%

2.6. Types of text

As mentioned in section 1.1 of this report, the diverse use of different texts in Melilla's primary classrooms can encourage reading, so teachers prefer to use the expository type (80.9%), followed by the literary (78.7%), the informative (63.8%), the enumerative (51.1%) and the prescriptive (46.8%). The subtypes of each one that are most used in the classroom are detailed below.

I. Enumerative texts

A great majority of teachers make use of various enumerative texts (see Table 8), the most common being shopping lists, toys or story titles; as well as recipes (95.7%). Next are brochures and posters (91.5%), menus and schedules (89.4%), labels (87.2%), and indexes (83%). Finally, they also make use of texts such as encyclopedias, dictionaries or atlases (80.9%), as well as texts such as catalogues, telephone books or diaries (80.9%).

Table 8.

Enumerative text

ENUMERATIVE TEXT	No	Yes
01. Listings (of purchases, toys, class, story titles...).	4.3%	95.7%
02. Labels (clothing, food...).	12.8%	87.2%
03. Timetables (of TV programmes, school activities, home...).	10.6%	89.4%

04. Index (books, magazines, stories...).	17%	83%
05. Encyclopedias, dictionaries, atlases...	19.1%	80.9%
06. Brochures and posters.	8.5%	91.5%
07. Menus (school, restaurant...)	10.6%	89.4%
08. Catalogues, phone books, diaries...	19.1%	80.9%
09. Cooking recipes.	4.3%	95.7%

II. Expository Text

The diversity of expository texts used by teachers is common (see Table 9), with the textbook or schoolbook being the only one used in all classrooms (100%). However, almost all of them also make use of texts for oral presentation (97.9%) and reference books (93.6%). To a lesser extent, teachers also make use of biographical notes, school trips or experiments (87.2%), as well as a work project dossier (74.5%).

Table 9.

Expository text

EXPOSITORY TEXT	No	Yes
10. Dossier of the work projects.	25.5%	74.5%
11. Reviews on biographies, school trips, experiments...	12.8%	87.2%
12. Textbooks or schoolbooks.	0%	100%
13. Texts for the development of an oral presentation	2.1%	97.9%
14. Reference books.	6.4%	93.6%

II. Prescriptive text

Prescriptive texts seem to have less use than the previous types (see Table 10), being used by all game rules or similar (100%). In a lower percentage, the recipes and instructions can be found (95.7%). In the case of children's medicine leaflets, just over half are used by teachers in their classrooms (57.4%).

Table 10.

Prescriptive text

TEXTO PRESCRIPTIVO	No	Yes
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09. Cooking recipes.	4.3%	95.7%
15. Instructions.	4.3%	95.7%
16. Rules (of play, of behaviour...)	0%	100%
17. Children's medicine leaflets.	42.6%	57.4%

III. Literary text

In contrast to the previous type of text, the use of literary texts is more widespread (see Table 11). In particular, everyone uses poetry, stories, narratives and legends (100%). Slightly less use is made of theatre and drama texts, sayings, songs and riddles, as well as the production of story books, poetry, songs or a proverb (97.9%). Finally, although it continues to be in almost all schools under study, illustrated albums, comics, and comic books are used to encourage reading (95.7%).

Table 11.

Literary text

TEXTO LITERARIO	No	Yes
18. Stories, narratives and legends	0%	100%
19. Proverbs, songs and riddles	2.1%	97.9%
20. Illustrated albums	4.3%	95.7%
21. Elaboration of books of stories, poems, songs, proverbs...	2.1%	97.9%
22. Poetry	0%	100%
23. Theatre and dramatization	2.1%	97.9%
24. Comics	4.3%	95.7%

IV. Informative text

This type of text is also widely used (see Table 12), although less common than the expository and literary texts described above. The most used in the classroom are illustrations (95.7%), followed by letter correspondence (93.6%), advertisements and publicity (91.5%), and concept maps (89.4%). Finally, in the same proportion, newspapers and magazines, e-mails and social networks are used, as well as popular books or brochures (85.1%).

Table 12.

Informative text

INFORMATIVE TEXT	No	Yes
25. Newspapers and magazines	14.9%	85.1%
26. Advertising and publicity	8.5%	91.5%
27. Correspondence (letters)	6.4%	93.6%
28. Mind maps	10.6%	89.4%
29. Illustrations	4.3%	95.7%
30. Outreach books, pamphlets...	14.9%	85.1%
31. E-mails and social networks	14.9%	85.1%

3. THE ROLE OF FAMILIES IN READING LEARNING

3.1. Family attitudes towards reading in general

Families' attitudes towards reading are highly positive, as they seem to be aware of its importance (see Table 13). Almost 100% indicate that it is essential in daily life (99%) and that reading is not a waste of time (98%). Thus, all the families believe that reading helps to solve situations that occur during daily routines, such as cooking or taking a medicine, and that it should be one of the favorite entertainments (100% of the families). In fact, they enjoy going to a bookstore or library. In another sense, they consider that knowledge of various languages is necessary today (100%).

Tabla 13.

Family attitudes towards reading in general.

FAMILY ATTITUDES TOWARDS READING IN GENERAL	No	Yes
1. I enjoy going to a bookstore or library.	0%	100%
2. I usually read the text that appears on the screen when I watch TV.	2%	98.0%
6. Reading is essential in daily life.	1%	99%
11. Reading is a waste of time.	98%	2%
13. Reading should be one of people's favorite entertainments.	0%	100%
16. I like to share with others information I have read (internet, books or magazines).	5%	95%
21. Throughout the day I take advantage of any moment to read.	3%	97%

25. Reading helps to solve everyday situations (such as cooking or taking medicine).	0%	100%
26. When buying an electrical appliance, it is more useful to use it directly than to read the instructions.	73.3%	26.7%
27. Knowing different languages is essential in our times.	0%	100%

It is also noted that such enjoyment and usefulness of reading makes them take advantage of any time of day to read (97%), for example, the text that appears on the TV screen (98%) or the instructions of a newly purchased electric appliance (73.3%). In the same way, the taste for reading makes them want to share the information they read with others, whether it is on the Internet, books or magazines (95%).

3.2. Family attitudes that favor the reading of their children

More specifically, when asked about families' attitudes towards their children's learning to read, all parents consider reading to be an important activity in the family (100%). Thus, there are many times in family life when reading as a family, such as holidays or weekends (100%). It is advisable for the family to dedicate specific moments to reading at home on a weekly basis, among which is the use and care of a family library (99%). And a book is always a good gift for a girl or a boy (100%) (see Table 14).

The family plays an important role, as it must take on responsibilities for learning to read. Thus, the family must teach the usefulness of reading and the correct use of technological supports when using them for reading (99%). They are also responsible for their children's learning to read, which is not exclusive to school (81.2%). In fact, the vast majority participate in the activities that the school organizes to encourage reading (86.7%).

Tabla 14.

Family attitudes that favor the reading of their children.

Family attitudes that favor the reading of their children	No	Yes
5. Reading should be an important activity in the family.	0%	100%
10. A book is always a good gift for a child.	0%	100%
14. It is advisable for the family to spend a set amount of time each week reading at home.	1%	99%
17. It is recommended that the family teach their children the usefulness of reading (entertainment, studies, home activities...).	1%	99%

18. There are many moments in family life that can be used for reading as a family (holidays, weekends...).	0%	100%
20. The family is not responsible for the children reading, because that is what school is for.	81.2%	18.8%
22. It is important that households have a space dedicated to the use and care of a family library.	1%	99%
24. It is recommended that the family encourages the correct use of the readings made with technological devices (computer, mobile phone, television...).	1%	99%
30. The teaching of languages learned at school is the responsibility of the school, not the families.	69.3%	30.7%
32. It is important that families know the foreign languages their children are studying in order to help them in their formation.	1.3%	98.7%
33. The learning of foreign languages, which are learned at school, should start at an early age.	0%	100%
38. I participate in the activities that the school organizes to promote reading.	13.3%	86.7%

In relation to foreign languages, parents believe that they should be learned at school from a very early age (100%). In order to improve learning, they are aware that families must know the foreign languages their children are studying in order to help them in their education (98.7%). In fact, they consider that the responsibility for such learning is due to the involvement of both the school and the family (69.3%). Although it is true that in the context of the city of Melilla, there are many homes where it is difficult for parents to meet these linguistic needs of their children.

3.3. Activities in the family environment that influence reading through everyday situations

In relation to the habits presented by the families, as actions that favor the learning of their children, all indicate that they are interested in the tasks that their children take home, helping them in case they need it (100%). However, they seem to be a little more willing to help them when their child asks them about foreign languages (see Table 15). Thus, 100% tell your child what something written in a foreign language means as opposed to 99% who do so when it is in Spanish. In fact, they use technological devices such as the tablet, mobile app or computer to encourage reading in different languages (89.3%).

As for the most common habits carried out cooperatively by families with their

children, we include those that are developed within the routines of the home, as well as the tasks proposed by the school. As an example, they see or select books that are found in a bookstore or library (97%). They read the class agenda together to find out what their child is doing at school (94.7%). They help their children select works and prepare the sessions that the school uses with students from lower grades to develop reading skills (74.7%). They even participate in shared reading experiences in their child's class (72%).

Table 15.

Activities in the family environment that influence reading through everyday situations.

ACTIVITIES IN THE FAMILY ENVIRONMENT THAT INFLUENCE READING THROUGH EVERYDAY SITUATIONS	No	Yes
3. I read in places in the house where my child can see and/or imitate me.	4%	96%
4. We read the class schedule together often, to find out what my child is doing at school.	5.3%	94.7%
8. I usually answer my daughter when she asks me "what does this word or expression mean?"	1%	99%
9. I take an interest in the tasks my child brings home, and I help him/her when he/she needs it.	0%	100%
19. I select educational reading programs for my child to use on my cell phone, television, tablet...	6.9%	93.1%
23. I see and/or select books at a bookstore or library with my child.	3%	97%
28. I use technological devices (tablet, mobile app, computer) to encourage reading in different languages.	10.7%	89.3%
29. I usually answer when you ask me "what does it say here" when it comes to languages other than the mother tongue.	0%	100%
35. I help my children to select the works and to prepare the sessions that they use in the educational centre with students of lower grades (reading godfathers and godmothers...).	25.3%	74.7%
37. I participate with my children's class in shared reading experiences (passages from this, feelings, answering questions about reading...).	28%	72%

They also do activities that encourage their children to learn to read. For example, families try to read in places in the house where their children can see and/or imitate them (96%). And to promote reading, they select educational reading programs for their children to use in electronic media, such as mobile phones, television or tablets (93.1%).

3.4. Activities in the family environment that favor reading taste

In the family environment there are various moments in which the taste for reading can be encouraged (see table 16). Thus, it is common for families to read aloud with their children at various times in their daily lives, such as product labels, the logo of well-known brands or traffic signs (95%). They also exchange readings with the aim of commenting on them later, such as books or comics, both in paper and electronic format (84%). They read television programming to choose a children's program, a movie or a contest (82.2%). And although it is reduced to almost half of the families, they also record stories invented by the family to later show them in class (49.3%).

Table 16.

Family attitudes that favor the reading of their children.

FAMILY ATTITUDES THAT FAVOR THE READING OF THEIR CHILDREN	No	Yes
7. My daughter/son and I exchanged readings (books, comics, comic books...), both on paper and in electronic format for later comment at home.	16%	84%
12. My daughter/son and I read the television schedule to choose a program (children's, a movie, a contest...).	17.8%	82.2%
15. In everyday moments, my daughter and I read aloud (product labels, the logo of well-known brands, road signs...).	5%	95%
31. We use a language other than our mother tongue to understand the texts around us (clothing labels, instructions, subtitled films...)	12%	88%
34. We write in different languages with people from other countries.	48%	52%
36. We record stories made up as a family and then show them in my children's class.	50.7%	49.3%

In relation to reading in a language other than their mother tongue, a large majority read texts typical of their immediate environment, such as clothing labels, instructions or subtitled films (88%). However, just over half of the families write with other people in a language other than their mother tongue (52%).

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