



UNIVERSIDAD  
DE MÁLAGA



## **EVALUATION OF READING PRACTICES OF PRIMARY EDUCATION SPAIN**

### **1.INTRODUCTION**

The changes that society has undergone in recent times have not been indifferent to the educational system. On the contrary, they have had a notable influence, modifying the ways of learning and facilitating learning. Specifically, in the area of reading, habits have been transformed, the context and the possibilities it offers are different, and have required adjusting pedagogical practices.

The current generation of boys and girls have lost the way to the pleasure of reading, making it necessary to find a way back. A good way to achieve this is not to exchange this pleasure in charge, maintaining, above all, that enjoyment until, without realizing it, both individuals of all ages make it a duty. Pennac (1993), from his teaching experience, underlines the importance of enthusing students so that they start reading for pure pleasure.

At the national regulatory level, Organic Law 2/2006, of May 3, on Education, modified by Organic Law 8/2013, of December 9, for the Improvement of Educational Quality, provides that reading comprehension and expression Oral and written are an object of interest that must be developed at all educational stages. It also promotes the development of reading habits and the initiation to the study of literature, in order to achieve effective use of learning.

In the legislative development of Andalusia, various regulations support the outstanding role of reading. Since 2002, the year in which the Andalusian Plan for the Promotion of Reading appeared, there have been numerous initiatives launched. In this sense, a milestone was the Plan for Reading and School Libraries for 2007, which was intended to promote use.

Decree 97/2015 of March 3, which establishes the organization and curriculum of Primary Education in the Autonomous Community of Andalusia, establishes that the purpose of this educational stage is

“To provide all students with an education that allows them to strengthen their well-being and personal development, acquire the ability to exercise critical thinking, the basic notions of our culture and the skills related to oral expression and comprehension, reading, reading and writing (...) in order to guarantee an integral formation that contributes to the full development of the personality and prepares them to take compulsory secondary education successfully” (p.13).

This purpose is specified in the Order of March 17, 2015, by which the curriculum corresponding to Primary Education in Andalusia is developed, which determines that, throughout the stage in the area of Spanish Language and Literature, children and Girls must acquire reflective knowledge about the communication practices necessary to live in the society of the 21st century.

The language must be treated with an interdisciplinary approach and its main objective will be the development of linguistic skills: listening, speaking and dialoguing, reading and writing. And, more specifically, encourage reading and understanding of literary texts, which will contribute significantly to developing linguistic or communicative competence. In turn, it will develop the knowledge of the language favoring reflection on its use in any communicative context. In the same way, language is a powerful instrument to help coexistence, to express ideas, feelings and emotions and, ultimately, to regulate one's behavior.

Developing communicative competence allows you to decide not only how to use the language, but for what, where and with whom to use it. From this reflexive and functional point of view of language learning, it contributes to the development in students of comprehensive, non-fragmented knowledge, knowledge, skills and attitudes. The competence in linguistic communication constitutes the basis of learning and is a channeling vehicle of competence development in all its facets, highlighting the competences: Learning to learn, Social and civic, Digital, Consciousness and cultural expressions and Mathematics and science and technology.

In Andalusia, in order to improve communication skills in educational centers, educational programs are promoted such as:

- The Center's Linguistic Project, which is multi-annual in nature (takes place over three academic years) offers the centers methodological strategies, materials and resources for the construction of the linguistic project, as well as the necessary advice through training activities and collaborative environments. Requires a large participation of the faculty;

- ComunicA articulated in four transversal lines of intervention: orality, functional reading-writing, creative reading-writing and audiovisual literacy. This program is committed to the inclusion of multiple literacies as well as the incidence of families, the importance of literary classics and school libraries.

Another relevant aspect is the school Libraries, present in all Andalusian educational centers as resources for teaching and learning. They are considered a key factor of social compensation, since they allow access to information and cultural resources to those who lack them. And, in addition, they are conceived as physical, digital and social spaces open to the entire educational community and to cultural and professional events. Among their tasks, the articulation of information and digital literacy programs, as well as programs to promote reading, stand out.

In relation to international evaluations, and more specifically to the PISA 2016 report, Spain achieves an average score of 496. This score is slightly higher than that of the OECD (493) and that of the European Union (494). Although it should be noted that in Andalusia (479) it is slightly lower than the national average. This information is endorsed by the PIRLS 2016 report, in which the students of 4th of Primary Education have obtained 528 points in reading comprehension. If we compare with the score set at 500 points, the score is above average. In the last cycle of PIRLS, Spanish students have experienced a significant improvement of 15 points on the performance scale (from 513 to 528 points). This progression is the second highest among all selected OECD countries and regions, second only to Australia (17 points). In this same period, however, the OECD average has only increased by 2 points.

Despite the good results noted above, Spain currently remains below the OECD-24 (540) and the total for the European Union (539). Andalusian students obtain 525 points, being a lower result, although not significantly different, from the Spanish average.

### **1.1. Description of primary teachers**

A sample made up of 240 primary education teachers from the province of Malaga has been selected. The majority are women, specifically 76.3% compared to 23.8% of men. The highest percentage of teachers, 43.3% is in the age range of 36 to 45 years, followed by teachers aged between 46 to 55 years. As for the youngest teachers, under the age of 26, there is a very low percentage (0.8%).

The average number of years of teaching services is 14.8% and the vast majority (80.8%) (n = 194) perform some type of function (tutoring or support teacher). Regarding tutoring, 30.83% are not tutoring in any course (n = 74) and the rest are distributed taking their tutoring as follows: 1st course (n = 30), 2nd (n = 30), 3rd (n = 23), 4th (n = 33), 5th (n = 21) and 6th (n = 20) (Figure 1).

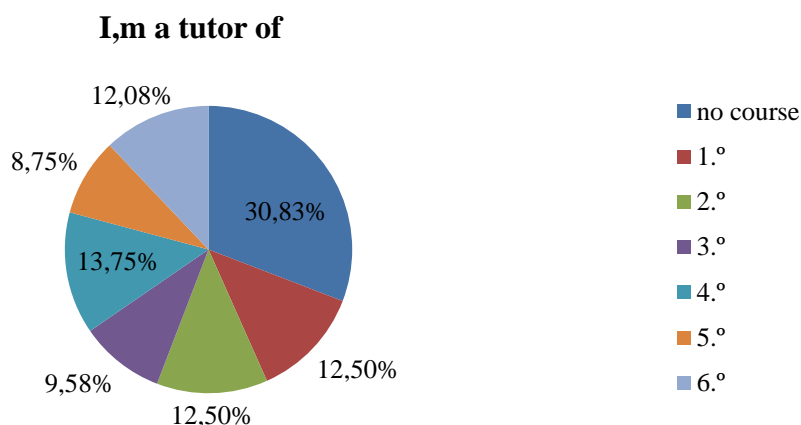


Figure 1. Type of teacher: Early Childhood Education tutor or support teacher.

And regarding the development of support tasks, 21.7% (n = 52) of the participating teachers were identical. Of these, only 46.2% (n = 24) carry out tutoring tasks.

Therefore, 10% of the total sample carry out their work as a support and tutoring teacher. Next, teacher training will be analyzed from two different dimensions: academic training and the number of training activities it has carried out in the last 5 years. The highest degree of studies that they have, for the most part, corresponds to a diploma (58.3%) and a bachelor's degree (30%), only 3.3% have the current degree. These degrees have allowed them to be specialist teachers in different mentions: Primary Education (41.6%), Foreign Language (English) (17.9%), Physical Education (11.2%), Therapeutic Pedagogy (6.25%), Music (5.83%), Foreign Language (French) (4.1%), Bilingual (3.3%) and others (6.6%).

Regarding the number of training activities, 16% have not carried out any training activity, 53% have carried out between 1 and 3 activities, 13.5% have carried out between 4 and 6 and 17.5% more than 6 activities (Figure 2).

### Formation activities

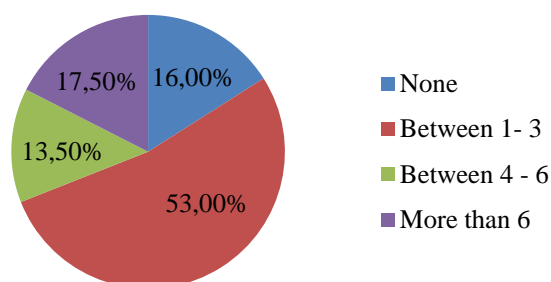


Figure 2. Sector diagram of the training activities

Teachers use an eclectic methodology of the various methodologies for reading learning, since they indicate using more than one of them, although it should be noted that 8.3% have not answered the question. The most frequent methodology is the mixed method (41.2%), followed by phonological awareness (38.3%), the global method (33.3%), constructivism (25.4%), the syllabic method (22.5%), the alphabetical method (20.4%) and finally, the phonic method (17.9%).

For this, many rely on a great diversity of texts, the most used being those of the expository type (76.6%), followed by the literary (72.9%), the informative (72.5%), the enumerative (53.3%) and the prescriptive (45%).

In relation to the practical difficulties found in reading, these are mainly due to written (71.6%) and oral (37.5%) comprehension. Next, aspects related to awakening the taste for reading (30%) and reading technique (14.5%) are pointed out. Along the same lines, to promote reading, the materials they use the most in class are material (cards, games, passports, readers, pets, puppets.) From the classroom library (90.8%), reading textbook (76.6%), school library material (73.3%), classroom library books (67.9%), and books brought from home (50.4%).

In relation to the type of center where the participating teachers are located, the majority are in urban settings (94.6%) and the minority, in rural settings (5.4%). Ownership is 96.3% public and 3.3% private-arranged. 32.92% of the teachers are in a bilingual center, 15.42% in educational compensation centers and 15% in centers with difficult performance.

The 98.8% of 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. 52.9% indicate having been in centers with innovative practices and 62.9% have participated in Institutional or Administration Projects related to the teaching of reading. 63.2% report the existence, either in the center where they currently work or have worked, of a reading method prescribed by the school.

## 1.2 Description of primary families

The sample is made up of 315 families of students enrolled in the Primary Education stage in educational centers in the province of Malaga, of which 306 belong to public centers (97.1%) and 9 private-concerted centers (2.9%). Figure 3 shows that most of the centers (74.6%) have not established any educational compensation measure, while 15.2% are compensatory and 10% are classified as centers of difficult performance. Figure 4 shows that the percentage of centers with bilingual education is 40.9%.

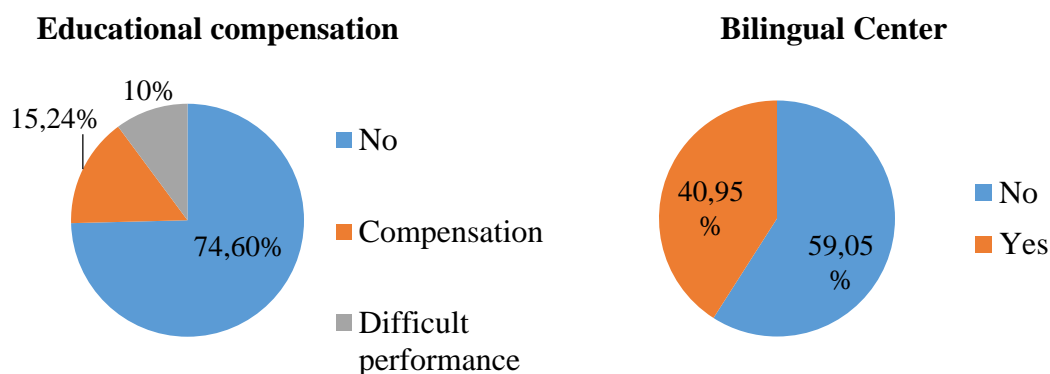


Figure 3. Educational Compensation Centers

Figure 4. Bilingual Teaching Centers

To better understand the nature of the results, we will describe the characteristics of the participating families. 87.1% of families are two-parent while 12.8% are single-parent. Regarding the number of members of the family unit, the average number of children per family is 1.9. And the age of the oldest son stands at an average of 10.1 years. Of the 315 families, 211 have two or more children and only 8 have five or more children.

With regard to the nationality of the parents, tables 1 and 2 can be consulted.

Table 1. Nationality of the mother

Nationality of the mother		
	Frecuencia	%
<b>Spanish</b>	293	93,02
<b>German</b>	1	0,32
<b>Arab</b>	2	0,63
<b>Colombian</b>	2	0,63
<b>French</b>	1	0,32
<b>Dutch</b>	1	0,32
<b>Moroccan</b>	6	1,90
<b>Paraguayan</b>	3	0,95
<b>Polish</b>	1	0,32
<b>Romanian</b>	1	0,32
<b>Ukranian</b>	2	0,63
<b>Nigerian</b>	1	0,32
<b>Venezuelan</b>	1	0,32
<b>Total</b>	315	100,00

Table 2. Nationality of the father

Nationality of the father		
	Frecuencia	%
<b>Spanish</b>	285	90,48
<b>Arab</b>	4	1,27
<b>Argentina</b>	1	0,32
<b>Australian</b>	1	0,32
<b>Colombian</b>	2	0,63
<b>Estonia</b>	1	0,32
<b>French</b>	2	0,63
<b>Moroccan</b>	8	2,54
<b>Paraguayan</b>	1	0,32
<b>UKranian</b>	2	0,63
<b>American</b>	1	0,32
<b>Nigerian</b>	1	0,32
<b>Venezuelan</b>	1	0,32
<b>Not answer</b>	5	1,59
<b>Total</b>	315	100,00

In addition, it is observed that there are more fathers of foreign origin than mothers. When asked about the mother tongue, the percentage of families that affirm that their mother tongue is Spanish is 90.7%.

Regarding occupation, it was interesting to know the proportion of people who were engaged in domestic work, who were unemployed or who were working. As expected, the percentage of mothers engaged in domestic work (20%) is much higher than that of fathers (1.2%).

Mother,s educational level

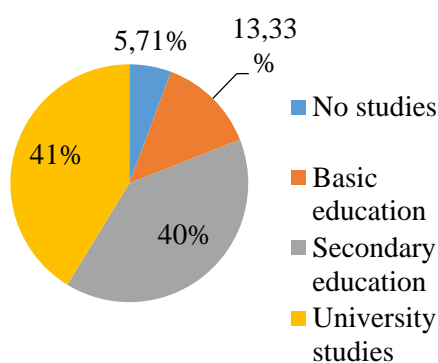


Figure 5. Educational level of the mother

Father,s educational level

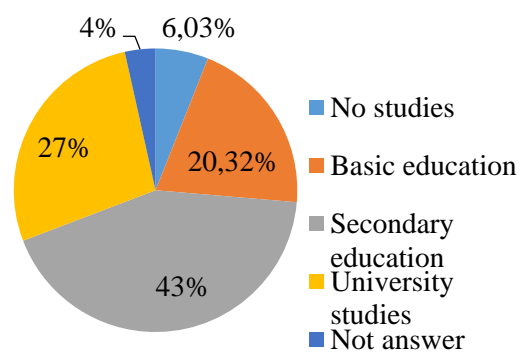


Figure 6. Educational level of the father

Despite the fact that the percentage of active mothers is lower than that of fathers, the data in the training indicate that there is a higher proportion of mothers (41%) with higher education than fathers (27%). On the opposite side, the proportion of parents without studies is very similar in both cases (5.7% of mothers and 6% of fathers).

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

Language is a means of communication that facilitates the learning of each and every one of the curricular areas. In this sense, oral and written communication in the Primary Education stage must be approached in an integrated way, with globalizing projects that contain the knowledge of the different disciplines and that involves them all.

Counting on families, teachers and society in this necessary Reading Education. Learning situations must respond to real and significant communication needs of the students, starting from real communication situations, favoring dialogue, agreements, debates, etc.

Likewise, these situations should favor cooperative work and peer learning, attending to different learning rhythms and styles. It is the heterogeneous interactive groups that best attend to these principles and involve functional learning, which makes it necessary to organize learning in different types of groupings, in pairs, in small groups and in large groups.

Text selection is also important in the learning process of reading and writing. These should be both literary and non-literary texts, of different types: informative, argumentative, narrative, descriptive, etc., which are part of the social environment of student communication and may be of interest to you, both at school and elsewhere. contexts (reading at home with the family and / or in the library, museums, bookstores, etc.).

Furthermore, it is essential that motivation and interest in reading be stimulated in any context and for different purposes. To facilitate this, reading tasks should seek to bring students closer to reading from enjoyment and pleasure, incorporating their tastes and interests and configuring them both individually and in groups.



Likewise, the library should be used dynamically as a place of pleasure and enjoyment of reading, turning this space into a resource for learning and for consultation, reflection and search for information. Similarly, it is appropriate to have a classroom library.

The use of information and communication technologies enhances the use of language for communication purposes, favoring the acquisition of oral and written skills: vocabulary, correct spelling, writing texts, appropriate presentations, interpersonal relationships, etc. In this sense, the resources that they offer us are a means for the construction of knowledge along with motivating tools in the elaboration of tasks and projects of creation, investigation, analysis, selection and treatment of information.

Within the educational process of the students, it is necessary to pay special attention to those moments that involve the incorporation of new situations within the system, especially when these situations involve a change in the educational stage. They are situations in which it is necessary to foresee mechanisms that facilitate transit so that the people who intervene in this process, live it as something progressive, continuous and gradual. Professionals in the educational field must facilitate this process in order to achieve adequate personal evolution and social integration.

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This need is reflected normatively, thus the Organic Law of Education (Art.3.1), affirms that “the educational system is organized in stages, cycles, grades, courses and levels of education in a way that ensures the transition between them and, in his case, within each one of them (p. 17165)”.

For its part, the Andalusian Education Law (Art.54.1), indicates the “necessary connection between primary education centers and those that provide compulsory

secondary education, in order to guarantee an adequate transition of students between the two stages” (p. 16). And Decree 97/2015, of March 3, which establishes the ordering and curriculum of Primary Education in the Autonomous Community of Andalusia (Art.2.d) establishes “it will coordinate with the infant education and compulsory secondary education, in order to guarantee an adequate transition of the students between them and facilitate the continuity of their educational process” (p. 13). Finally, the Order of November 16, 2007, in which the organization of the orientation and the tutorial action in the public centers that teach the Infant and Primary Education are regulated, in its preamble, it refers to the fact that "the orientation and the tutoring will collaborate in the development of actions that favor an adequate transition between educational stages, ensuring the establishment of communication channels between centers that guarantee the coherence of actions between the different educational stages”(p. 28), which is specified in the inclusion, in the Tutorial Action Plan, of the general lines for reception and transit between educational stages and reception and integration measures for students with special educational needs (Art. 5) and in the elaboration of reception and transit programs between stages (Art. 12).

The results obtained in this section are presented below.

In relation to coordination between educational stages, as well as between educational levels, teachers consider that they share objectives, work methodologies, routines, evaluation, as well as resources (77.9%) in their educational centers. In order to promote reading learning, it is very common to establish shared actions between students at both levels (84.1%) to put them into practice. Regular meeting are planned to unify criteria between both stages (76.2%). In the same way, reading exchanges are carried out (74.5%) and to a lesser extent, projects and curricular materials are designed (58.3%).

## **2.1. Psychopedagogical principles and reader learning methodology**

Teachers establish actions to promote reading learning taking into account a series of pedagogical principles appropriate to the development of this competence. In order to promote the taste and interest in reading, 93.7% of teachers take advantage of the situations that arise in the classroom to carry out reading activities, while showing the work they do to decorate the classroom and feel it theirs (98.3%).

To support the development of reading comprehension in students, teachers ask questions during reading (97.9%) to ensure that they understand the information, both explicit and implicit (93.3%). In addition, students are invited to reflect on what they have learned at the end (90.8%). It is important that the student knows the conventions, both the spelling and grammar rules, of writing (95%) so that it allows them to express themselves clearly and to be understood. Coordination is essential for teachers, so they program reading activities in their respective areas to guarantee good reading-writing learning (82%). When reading is done in silence, the teacher asks questions orally about the subject. literal content of the text read (87.5%). For these readings, the teachers select those that favor the social skills of their students and help them resolve conflicts (84.1%). As well as all those that arise that are proposed in the classroom, to help solve a purpose defined by it (76.6%) (Table 3).

Table 3. Psychopedagogical principles

PSYCHOPEDAGOGICAL PRINCIPLES	No%	Yes%
I ask my students questions while reading texts to guarantee their understanding.	2.0	97.9
I promote that the students expose in the classroom the works that they do.	1.6	98.3
My students answer questions to identify explicit and implicit information in the text.	1.6	93.3
I take advantage of situations that arise in the classroom to carry out reading activities.	6.2	93.7
My students do reading to solve a defined purpose in the classroom	23.3	76.6
I ask oral questions about the literal content of the text that the students have read in silence.	12.5	87.5
Students learn the conventions of writing (spelling and grammar rules).	5.0	95.0
I propose activities so that my students can discuss various aspects of the text read in small groups.	35.8	64.1
While I read aloud, and the students read silently, I stop reading to ask them	22.5	77.5
I coordinate with other teachers to program and / or carry out activities with our students about reading.	17.9	82.0
I propose to my students readings aimed at promoting the development of social skills that help to confront and resolve conflicts in the classroom	15.8	84.1
At the end of a task about reading in the classroom, the students reflect on what they have learned.	9.1	90.8

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

The classroom programming is modified according to the needs of the students throughout the course (94.5%), taking as a criterion to form the groups that students with different reading levels have (79.1%).

The methodological guidelines of the stage recommend that programming be carried out with a global approach in which there are links between the different areas of the curriculum, through projects that arise from the interest of boys and girls. Despite this, it seems that this need does not exist among the teachers surveyed, as only 54.5% answered that reading activities stem from a joint project.

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, although the latter to a lesser extent (Table 4).

Table 4. Learning experiences

LEARNING EXPERIENCE	No%	Yes%
My students carry out activities focused on reading speed aloud.	31.2	68.7
My students carry out activities focused on the speed of silent reading	40.8	59.1
I ask questions to know what the title suggests to the students when they start a reading.	7.0	92.9
I promote activities in which students can corroborate their predictions from the content of the text	22.5	77.5
I only ask questions after they have read the text	83.7	16.2
I carry out activities for the students to identify the main and secondary characters in a text.	10.0	90.0
I carry out activities for the students to identify the main idea in a text	3.3	96.6
I carry out activities for the students to elaborate changes in the plot of a text.	26.6	73.3
I carry out activities so that the students recognize some parts of the text that contain the most important information	12.0	87.9
I carry out activities for the students to analyze and express ideas about the text	4.5	95.4
I carry out activities for students to compare texts by format or gender	42.0	57.9
I carry out activities so that the students read aloud.	1.6	98.3
I ask my students before, during and / or after reading a text.	5.8	94.1

Referring to the activities related to the analysis of the content of the text read, they highlight its link to reading aloud (98.3%). In this sense, the need to organize activities that allow students to detect the main idea (96.6%), analyze and express ideas (95.4%),

while helping to identify the main and secondary characters, is highlighted. in a text (90%). Mostly, questions are asked before, during and / or after reading a text (94.1%). Although there is an agreement in 83.7% to only do them after reading. This allows them to know, for example, what the title suggests to students when they start a reading (92.9%) and / or to recognize some parts of text, the information of which is the most important (87.9%). Actions that encourage student creativity are less demanded by teachers, actions such as asking them to make changes to the plot of a text (73.3%) or corroborating predictions from the content (77.5%). Neither are the comparisons that they can make, in terms of the format or the genre of the text (57.9%) used. Concerning reading speed, we find that 68.7% of teachers carry out activities to achieve this goal out loud compared to 59.1% who try to achieve this goal with silent reading.

Regarding the organization of the students, they show a clear preference for carrying out the activities individually (97.5%) or in a large group (93.3%). Small group reading (82.9%) and oral techniques, for example, debate or discussion on aspects read in the text (66.2%) consider it beneficial.

The lowest agreement is found in groupings by pairs (51.6%), it may be due to the excessive ratio in Andalusian educational centers (up to 27 or 28 students per classroom), and the dimensions of these in which the ideal conditions for this type of grouping.

### **2.3. Spaces, materials and human resources**

The space in the educational centers constitutes an extremely important resource that we must keep in mind when planning the teaching-learning process. This planning will be carried out based on a series of criteria: welcoming and inclusive to consider the educational needs of the students; interactive to promote collaborative learning and interaction between them so that they can reflect, debate, learn among equals promoting inclusion, socialization and mutual enrichment; promoting the value of the classroom as a pedagogical space that allows multiple possibilities for the presentation and exhibition of works, experimentation, the sharing of ideas in different ways (visual, oral, written ...); to invite the manipulation of different learning objects autonomously (books, microscope, inventions or projects ...); that allows contact with nature, through the care of plants or animals in the classroom.

The material means are facilitators of learning, have no entity in themselves and are closely related to all the elements of educational action and, especially, to the experiences that are going to be carried out. Therefore, the methodological context in which we want to incorporate them must be sought, in order to give meaning and meaning to learning.

The human resources that the school offers us must be taken into account both in planning, as well as in implementation and evaluation. The teaching team serving the students must be closely coordinated and participate in the decisions that have a direct and indirect impact on the educational process. Also, the rest of the teachers of the stage and the educational center, as a whole, should be, since they can influence one or the other direction. Families and teachers are committed to understanding each other since they are two main contexts in which the development of the boy and the girl takes place together with their peer group.

The materials that stand out for their use, facilitators of the reading and writing processes, in Primary Education are: the textbook of the Language area (93.3%), ICTs (85.4%), digital whiteboard (73.3%) and text analysis techniques such as concept maps, dramatizations, murals, portfolios, opinion or debates (78.7%). Regarding human resources, 73.7% consider the family as an agent facilitating the learning of their sons and daughters, therefore they are invited to participate in activities to promote reading. Another option of the most valued (74.1%), is to carry out actions as reader sponsorship to students of lower grades, becoming routines within the weekly, biweekly or monthly plan of it. To a lesser extent (68.3%), consider it important that other agents of the educational center or other professionals participate in actions that may favor the development of the linguistic competence of their students.

#### **2.4. Evaluation**

The evaluation is preferably carried out (97.5%) through the analysis of the tasks. Also especially relevant are the reading tests at specific moments of the course (77.9%), the written evidence of reading as a comparison, a story ... (73.3%), the tests written after silent reading (69.5 %). Finally, the specific rubric on reading proficiency (48.7%) is less used compared to (51.2%) who admits not using it.

## **2.5. Types of text**

The texts used by the Primary Education teachers surveyed, following the order of importance, are: literary (87.6%), expository (73.1%), enumerative (72.2%), informative (71.7%) and prescriptive (63.9%).

Among the enumerative texts, the most used are brochures and posters (87.5%), followed by cooking recipes (85%), lists to go to buy, in class, short story titles, educational programs (83.7%) indexes (books, magazines, stories ...) (72.9%). With more than half of agreement, we find school menus (68.7%), clothing labels, food labels (66.6%) and the schedules of TV programs, school activities (61.2%). Expository texts, the most required are textbooks or school books (95.8%), reference books (84.1%), reviews of biographies, school outings or experiments (77.0%) and texts for the development of an oral exposure (72.9%). On the other hand, it is significant that, despite the fact that the methodological guidelines of the stage recommend the structuring of the areas through integrated didactic units, that the preparation of a dossier of the work carried out is used by less than half of the population surveyed (45.8%). Regarding prescriptive texts, the most demanded by teachers are the rules of games or behavior (92.9%), this being a common practice in classrooms, followed by instructions (82.5%). Moving on to literary texts, the Most employed are: stories, narrations and legends (99.1%), sayings, songs and riddles (98.3%), poetry (94.5%), theater and dramatizations (88.7%) or comics and comics (85.8%). We highlight, for what is revealing for students while favoring their personal initiative, creativity, interest and imagination, the elaborations of story books, poetry, songs and proverbs (84.1%).

Finally, the informative texts, The most widespread are: illustrations, (83.7%), concept maps, (79.5%), advertisements and propaganda (75.4%), newspapers and magazines (75.4%) and correspondence (70%). Despite living in the era of digital communication, only half have reported the use of emails and social networks since half of them report not using them.

## **3.THE ROLE OF FAMILIES IN READING LEARNING**

The reading process requires multiple skills that the child must achieve in the course of his schooling. Both cognitive and emotional development influences, in one sense or another, depending on factors such as motivation, early exposure to reading practices,

strength in relationships between adults who surround students. Numerous studies (Armstrong et al., 2017; Bazán, Sánchez and Castañeda, 2007; Eslava et al. 2016; Fajardo et al., 2017; Hamilton et al. 2016; McKean et al., 2015; Rugerio and Guevara, 2015; Suárez et al., 2011; Treiman et al., 2017) have contrasted the influence of the family on the competences that their sons and daughters achieve at the cognitive, social and emotional level when they participate in literacy practices related to language such as shared reading, reading spaces at home, visits to libraries, bookstores, theaters, ... and a whole host of performances depending on the time and age of the learner.

The study carried out by Mora-Figueroa, Galán and López-Jurado (2016a) on family involvement in students at risk of reading difficulties, observed differences in aspects such as parents' perception of their children's attitude towards reading, the way each family has to support reading comprehension and reading time or the frequency and the way in which they read to their children. These differences depend both on certain perceptions of the family (the motivation to help their children or the feeling of self-efficacy as educators), as well as on certain objective conditioning factors (working hours or number of siblings, among others). The teaching and management teams, being aware of these differences, must compensate them with actions aimed at families that help create a positive learning environment in schools.

Undoubtedly, the participation of parents in the education of their children has a positive effect on academic performance and other decisive factors such as the development of social skills that allow proactive behaviors or good relationships between their peers that influence their personal development and social (Castro et al., 2015, Sheridan et al., 2012; Garbacz et al., 2018; Vázquez-Cano et al., 2020 and Wang and Sheikh-Khalil, 2014). This participation in school can occur in different ways: helping with homework, educational debates, participating in the life of the centers (school councils, parents' associations, family schools, in the classroom (workshops, cultural weeks, assemblies, debates, ...), taking an interest in your son or daughter's progress, establishing tutorials with their teachers, constructive school debates (Larocque et al., 2011).

To analyze the participation of parents in the activities of the school, the principals were asked about the proportion of families that participated, directly and indirectly, in the life of the schools. In the average of OECD countries, approximately 41% of parents



cooperated in the progress of their children of their own free will and 57% did so on the initiative of teachers. However, only 17% of parents participated in the management of the center and only 12% volunteered for physical or extracurricular activities, building maintenance, sports or excursions. In Spain, these data are notably higher, with 50% of family-school contact on the initiative of parents (50%) and 68% on the initiative of teachers. The participation of parents in the management of the center (20%) is also slightly higher in Spain, although their participation in physical and extracurricular activities is slightly lower (10%).

The complications that families encounter in supporting their children require the development of educational programs that offer guidelines for parents to provide educational guidance, with the aim of creating environments that generate positive attitudes towards reading as a competency of great educational and academic interest (Mora- Figueroa, Galán and López-Jurado, 2016b).

Next, the results are presented in our study.

The family attitude towards reading for all the surveyed families is favorable (see Figure 7) since they have considered that reading is not a waste of time (98.9%), it is relevant as entertainment (94.5%) and means of interaction with others through the exchange of information read (91.3%).

In addition, it helps to solve situations that arise in everyday life (98.1%) As an example, when we go to the shopping, to know the movie billboard, television programming, daily work planning, payroll breakdown, instructions when they buy an electrical device (88.9%) and / or consult the websites instead of viewing videos (91.3%). However, current society has encouraged us to live our day to day on the edge, with a multitude of activities since we got up, childcare, work, housework, ... not finding too many moments for a leisurely and calm reading. This situation may have motivated them to score lower on questions such as enjoying when they go to an establishment such as a bookstore or library (79.6%) or finding any time of day to read (62.0%). The reading vision as a complement to the iconic image coincides (93.8%), therefore when we are in front of the television, the information received visually must be complemented with the reading of the texts that appear on the screen. Regarding the relevance of learning other languages, families are fully aware (96.3%),

which is why bilingual centers are currently the most demanded due to the possibilities they offer to their sons and daughters from an early age.

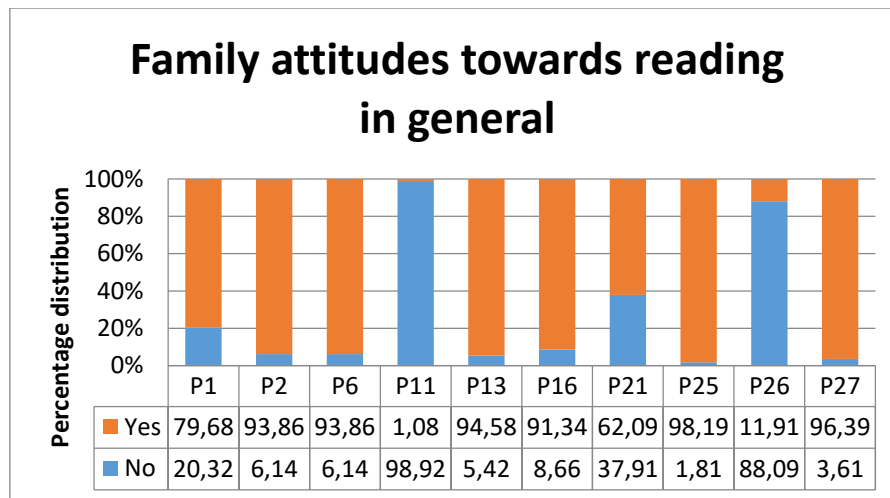


Figure. 7. Family attitudes towards reading in general

In relation to family attitudes that favor learning to read in their sons and daughters, almost all of the surveyed population consider it highly recommended to teach the usefulness of reading (97.7%) while valuing it as an important activity. (96.8%). They recognize that a book is always a good gift for a child (96.5%).

Again, in attention to the learning of foreign languages, it is believed that it should start from an early age (98.1%), being important that families promote actions that favor it (94.2%). The latter implies the need for a good level of language proficiency on the part of families, so that they can help their children in this training (94.2%).

It is considered advisable to dedicate weekly time at home to reading (94.9%), to have different moments such as trips, weekends, vacations (94.2%) and spaces for the use and care of a family library (82,5%).

Electronic resources such as tablet, mobile, computer and television are highly rewarding for children in today's society. This motivation should be used, with a sensible use, to encourage their use, making them an ally (90.6%).

Despite the fact that 88.8% of families consider that education in general, and learning the written language in particular, is a shared responsibility between school-family, the percentage falls when they must participate in the activities it organizes. the school to promote reading (53.6%) (Figure 8).

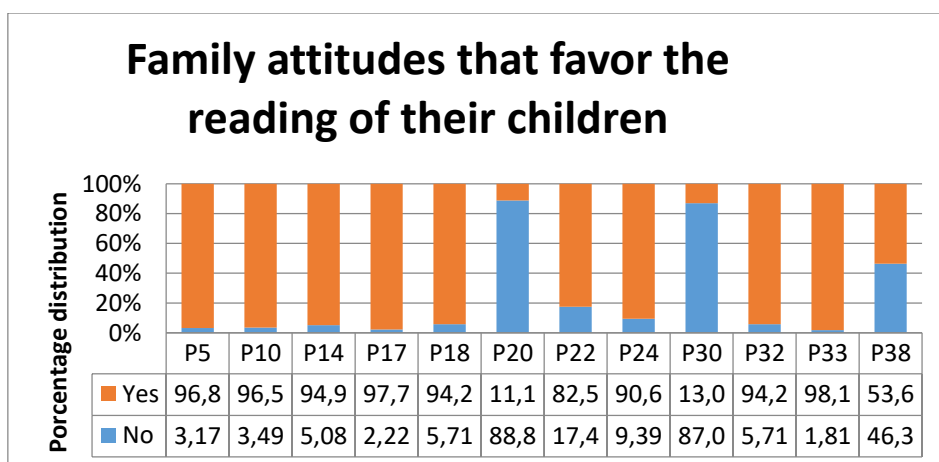


Figure 8. Family attitudes that favor the reading of their children

Regarding family attitudes that affect reading through everyday situations, parents are interested in the tasks their children carry out and help them when they need it (96.8%). They think that it is a good strategy to read the class agenda together (78.7%) and help them by providing an answer when they ask what does this word or expression mean? (97.1%) and / or what does it say here? when it comes to languages other than the mother tongue (84, 8%).

Children tend to imitate their elders in their performances, resulting in a flattering medium that fosters a taste and interest in reading, which is why families estimate their performance in shared spaces in their homes so that they can be seen by their children (87.7%), as well as selecting and / or viewing the books they find in bookstores or libraries (72.5%).

At the present time, we cannot ignore the enormous attractiveness that new technologies have for boys and girls, therefore, it is interesting that families select reading educational programs on mobile devices (55.8%), therefore, 53.0% use technological devices to promote reading in different languages. Two of the actions considered less relevant have to do with their participation in the educational center: shared reading experiences in their children's classes (36.1%) and help to select the works and prepare sessions where their children sponsor children from courses lower in readings (25.9%) (Figure 9.)

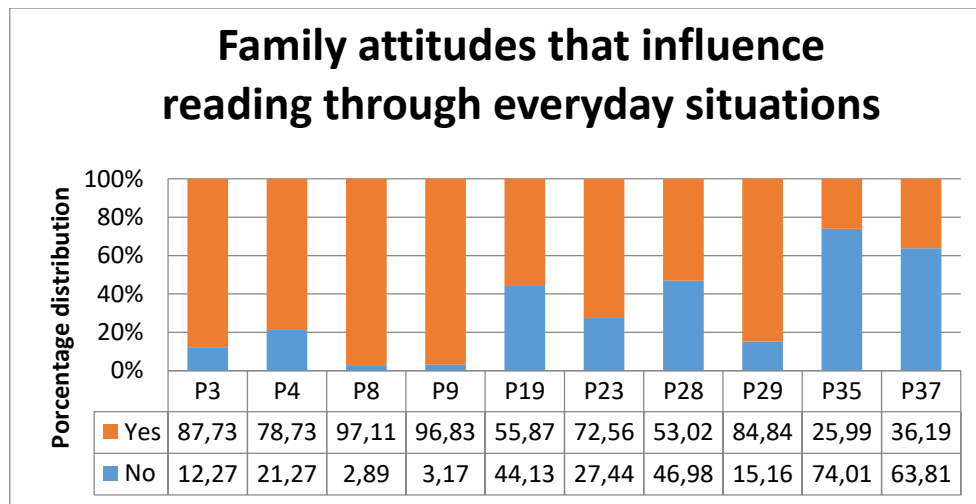


Figure 9. Family attitudes that influence reading through everyday situations

Finally, in the activities in the family environment that facilitate the reading process, lower scores have been obtained, from the comparison with the previous ones. The most common activities are: reading aloud in everyday moments such as reviewing a product label, known logos, traffic signs ... (86.2%), choosing a television program (62.0%) and /or exchanging readings with their children in paper and electronic format and then comment on them (40.4%).

Despite the importance that families show for learning other languages, it is not so favorable when it comes to giving it utility in the family context. When asked to use a language other than the mother tongue to understand texts that surround us (such as clothing labels, instructions or subtitled movies), only 48.5% answered positively, reaching 17.6%, which facilitate Have your children write in different languages with people from other countries.

To conclude, families must have a close relationship with educational centers and, not only, as an exchange of information, supervision and delivery of notes, but also on a day-to-day basis, with different actions that allow them to approach the closest nucleus of the child that, is none other than your group-class. An ideal way is to make them share their concerns, emotions and affections through experiences that are so simple and, at the same time, so rewarding, such as recording made-up stories to later show them in their children's classes (Figure 10).

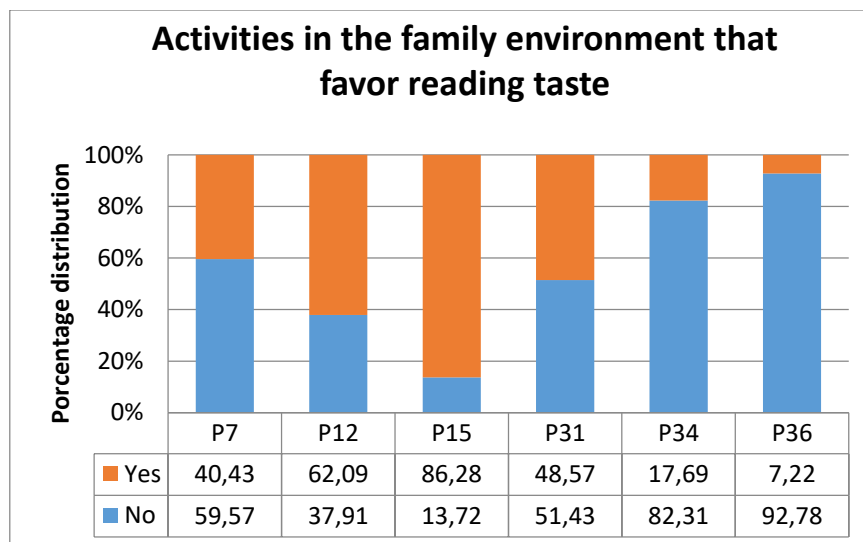


Figure.10 Activities in the family environment that favor reading taste

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