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[cepli@uclm.es](mailto:cepli@uclm.es)

Universidad de Castilla-La Mancha  
España

Serna, Maite; Rodríguez, Arantzazu; Etxaniz, Xabier  
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## School library and reading habits on Primary School students

### Biblioteca escolar y hábitos lectores en los escolares de Educación Primaria

Maite Serna

Arantzazu Rodríguez

Xabier Etxaniz

Universidad País Vasco (UPV/EHU)

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**Contact:**  
maite.serna@ehu.eus  
arantzazu.rodriguez@ehu.eus  
xabier.etxaniz@ehu.eus

#### Abstract

The research sprang from interest in evaluating school library as a way to give access to reading, and to educate children into reading habits. The purpose of this research is to examine the guidelines governing the reading actions programmed in Bizkaia's, Basque Country's school libraries and to determine its impact. Therefore, first we describe the reading habits and the perceptions and opinions Primary school students have about reading. Secondly, our research examines the school libraries, to provide timely feedback about their impact as reader agent and to illustrate how school libraries and librarians get involved in the school communities and how to support them. Two survey questionnaires were conducted, one for Primary school students, and the other for librarians. After comparing the results found amongst the two surveys, we have established the connection between them to evaluate if the existence of a school library favours reading habits. As a conclusion, on the one hand, the student's attitude and the family stimulus are basic elements to favour reading habits and, on the other, the mere presence of a school library at school is not enough to improve reading habits and the key is the quality of the school library working with the students.

#### Resumen

Este trabajo surge del interés de evaluar la biblioteca escolar como medio lector, como generadora y aleccionadora de hábitos lectores. Pretende responder a la cuestión de si las directrices que rigen las actuaciones en torno a la lectura de las bibliotecas escolares de Bizkaia, en el País Vasco, son convenientes y fructíferas. Con este objetivo, primero se ha realizado un análisis detallado de los hábitos lectores y las percepciones sobre la importancia de la lectura que tienen los escolares y sobre quién los induce. Posteriormente hemos elaborado un estudio diagnóstico de las bibliotecas de centros de Educación Primaria, analizando su trabajo como agente lector y su integración e implicación con la comunidad educativa. Y finalmente se ha establecido la relación de los dos análisis anteriores para ver hasta qué punto la existencia de una biblioteca escolar favorece o no los hábitos lectores, concluyendo, por una parte, que la actitud y el estímulo familiar son elementos básicos para favorecer los hábitos lectores y, por otra, que la mera presencia de una biblioteca escolar en el centro no es suficiente para mejorar hábitos o valoración de la lectura, sino que la clave está en el tipo de biblioteca que trabaja con los escolares.

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## Introduction

Reading has always been one of the key issues in the educational field due to its essential role in the individual's school performance -being linked to the results in all the academic scope- and, additionally, due to its impact on the individual's development. That said, the importance of reading has been approached from different points of view that can be grouped into two major categories: functional-school and personal-enjoyment. The importance of the achievements that make reading possible is highlighted in the former, as well as its importance to learn, understand and become a citizen in the new information society with all the skills inherent thereto; the latter sees reading as a source of joy for the reader. In general terms, they are not opposing positions and there often exists consensus when considering these two functions -the functional and the enjoyment one-as benefits which complement each other. It is also believed that both objectives complement each other to produce good readers. As stated by Fiz, Olea, Goicoechea & Ibiricu (2000) and Clark & Foster (2005), the impact of reading skills on the learning outcomes is such that it will not only condition success or failure in school but it will also condition the individual's life as a grown-up and his/her opportunities to find quality employment. Some authors also refer to the importance of reading by emphasising the fact that the youth's reading levels are in line with the economic situation in their countries (Colomer, 2009). Other authors such as Chadwick (2011) refer to the benefits to society derived from the investment made on promoting reading in its country; one element of such investment which for many people plays an essential role in this task, are the school libraries that, according to Miret & Baró (2016, p.133), are already seen as "... models to measure the social return of investment". Cerrillo & Yubero (2007, p.280) assure that "we are not readers by birth or otherwise: we become readers or non-readers over time", that is to say, in the words of Lockwood (2011), "we are not born as readers, we become so".

According to this idea, the habit of reading is not innate and it can thus be awakened, developed and moderated from an early age and it can also be acquired through learning. Hence, there is a need to foster and promote reading, as well as to control the impact and practices of reading in childhood. In this sense, what is to be read should be selected carefully and how reading is performed should be analysed, as well as how the reading habit is or can be promoted.

In order to gain the reading habit, reading must be seen as an important activity, there has to be a wish to read and doing it has to be voluntary. Nevertheless, it has been shown that the reading habit fluctuates over time in terms of intensity, wish and the reasons that foster it. In this context, it is important to plan different didactic strategies to promote the reading habit and work on reading, either by focusing on developing the reading skill through academic motivation, thus fostering the reading habit, or by stimulating pleasure in reading through personal enjoyment.

Promoting the reading habit is not easy at all. In order to do it correctly, it is essential not to generate contradictory didactic practices that hinder effectiveness of the reading projects conducted; besides, there has to be a unified methodology in place when teaching to read and write. It is also essential to avoid those promotion strategies and activities that are not included in a comprehensive approach, *id est*, those of a ludic nature that are eye-catching, dispersed, disjointed and isolated. On the contrary, those good teaching and reading promotion practices approved should be taken used as a guide both in the classroom and in the Teacher Training centres, as proposed by Coronas-Cabrero (2015). Likewise, the tools, advisory services and other didactic resources should be adapted to their public target. Also, given that we can access reading using many different ways, García-Rodríguez & Gómez-Díaz (2017) encourage to circumvent prejudices and incorporate reading activities with all kinds of new means, including those digital reading strategies that are in place in the

schools' reading plans, which can be allies from an early age by taking advantage of the children's fascination with screens in a proper way. Additionally, suitable guidelines should be taken into account when selecting the readings and a greater involvement of the teaching staff in the promotion of reading should also be achieved.

Nevertheless, according to the proposal that gathers more consensus among those well versed in the subject, the more relevant situation or strategy to promote reading models arises when the little boys and girls see their grown-ups - family and teacher- read, due to their inborn tendency to imitate behaviours. The social context, the value attached to reading within the framework of the reading activities performed on a daily basis, and the fact that reading becomes part of their lifestyle to a lesser or greater extent (Cerrillo, Larrañaga & Yubero, 2002; Yubero, 2009) shall have an impact on each individual's reading habit.

Simultaneously with society, the family and the school -primary socialising agents- are best recognised in the construction and development of the reading habit. On the one hand, the last study conducted in the US by Scholastic (2017), entitled *Kids & Family Reading Report*, which ratifies the results obtained in many prior research, evidenced the connection between reading boys and girls and family environments and attitudes that are propitious for reading. Therefore, deepening in the knowledge of the variables related to the family environment will enable to plan reading promotion programmes with greater chances of success. On the other hand, the determining role played by the school (and the school library, which are totally inseparable, according to Jiménez-Fernández & Cremades-García, 2013, p. 19) with regard to reading is emphasised. As a matter of fact, the school is the institution in charge of the basic education of all citizens, "because it has the great advantage to have and be all who are therein", in the words of Jiménez-Fernández & Cremades-García (2013, p.19). Therefore, the school, through compulsory schooling,

reaches groups that are very different from a sociocultural point of view and that have very different needs and expectations, but all those who attend school have a similar need to have a good command of reading, and the teachers and methods used shall have an impact on the schoolchildren's attitude vis-a-vis reading and on their reading process, and may have an educational, stimulating effect or, on the contrary, a deterrent effect on them.

School libraries have traditionally been linked to reading and reading promotion, but also to a place where individuals study, do their homework and classroom assignments, etc. Nowadays, although school libraries still have a lot to do with reading promotion, as a consequence of the pedagogic innovation movement initiated in the 80s in the educational institutions of the Spanish State, its functions have progressively been extended and adapted to the changes and the new demands that should be faced by the educational system in the 21<sup>st</sup> century. From this point of view, a proposal that combines the traditional functions and those derived from these new needs are presented. Likewise, such functions are extended, and the -new- school libraries are seen as learning resource centres in knowledge society. In other words, school libraries are seen as an educational service, a key driver of schools and a cornerstone of reading training and reading habit (Coronas-Cabrero, 2000). School libraries, Media libraries-CRAs-CREAs-BECRE-As-CRAIEs, although under different labels and denominations which, in turn, reflect the need for transformation of school libraries (Jiménez-Fernández & Cremades-García, 2013), become infrastructures that are necessary for the new educational model. They are spaces to acquire training, information and have fun (Cremades-García & Jiménez-Fernández, 2015), a comprehensive service integrated in each school's project (Marzal, Cuevas & Colmenero, 2005), which brings together and provides materials for the curriculum. School libraries are a service approached from a curricular point of view and are thus related to learning con-

ducted at school and (López-Fernández, 1997) and use the latest technologies. Therefore, they are “interdisciplinary agents” that help and make learning, research and teaching easier through programmed actions (Durbán-Roca, 2010, p.50).

In a prior work, Serna (2015), referred to the research conducted by Williams, Waven & Morrison (2013) that includes, *inter alia*, resources and studies by Krashen (2004, 2012); Lance, Rodeney & Haminton-Pennell (2005); Todd & Kuhlthau (2005a, 2005b); ShahyFarooq (2009). These studies evidence the impact of school libraries on the academic performance (better performance in different subjects), on the learning outcomes (work projects, understanding and use of information, competence and reading development) and on the improvement of attitudes vis-à-vis learning (motivations, working attitude and reading habit). For example, the results obtained in the research by Krashen (2004, 2012) show that, as a matter of fact, school libraries are almost as important as belonging to a high economic status family when fostering reading performance, and that they can even mitigate the extent of the family’s ISEC (Socio Economic and Cultural Status, as per its Spanish acronym). Therefore, it has been demonstrated that a good library service has an impact on the way things are taught and learnt. If school libraries are integrated in the students’ learning, it improves the way they learn, because they are active learning agents (ShahyFarooq, 2009; Lance, Rodeney & Haminton-Pennell, 2005; Todd & Kuhlthau, 2006, 2005, 2004). Additionally, thanks to school libraries, students improve their academic performance (Haycock, 2003, 2011; Burgin, Bracy & Brown, 2003), their reading outcomes as they improve their attitude vis-à-vis reading (Huymans, et al. 2013) and their motivation to educate themselves and develop their personal, social and labour skills (Fondaley Bates, 2011; Ofsted Report, 2006, 2011). Nevertheless, Williams, Waven & Morrison (2013) also find that this positive impact of school libraries is subject

to the provision of adequate resources and to certain working conditions, such as: implementing reading promotion programmes at early ages; supporting those children within customised programmes; participating actively at school (New York Comprehensive Center, 2011); offering flexible access thereto and an adequate level of staffing (Achterman, 2008); having long opening hours; offering electronic access to information (Burgin, Bracy & Brown, 2003); and having a selection of quality resources (Eye, 2003). Therefore, research into the value of school libraries within the education system and their positive impact on learning are resound when emphasising their beneficial influence, but only when they work under a minimum number of right conditions and meet certain requirements.

Miret & Baró (2016) refer to the data obtained in their research into school libraries in Spain between 2005 and 2011, and assure that such requirements do not exist in our libraries and suspect, rightly with regard to school libraries in Biscay (Serna, 2015), that they have not undergone any improvement in the last five years.

As far as the figure of the librarian is concerned, some studies highlighted the importance of the role they play and their training as essential aspects for the proper functioning of school libraries and in order to promote reading properly. In other words, that the impact of libraries is that hoped for. Therefore, the studies conducted by (2006; Small, Snyder & Parker (2009); Lance, Rodeney & Schwaz (2010) and Huysmans, Kleinjen, Broekhof & Dalen (2013), confirm that the qualification of librarians is a determining factor for the reading, language and motivation outcomes to be positive.

Nevertheless, the reality of school libraries in Spain does not do justice in most cases to the basic suitability requirements recommended by different authors and institutions, because school libraries is one of the educational services which has been developed to a lesser extent and suffers a situation of stagnation and

stalemate that has become more apparent in the last decades (Jiménez-Fernández & Cremades-García, 2013).

Several laws, manifestos and international, national and regional guidelines make it compulsory for all educational centres to have a library and propel the need to use libraries as a pedagogic instrument and a driver that promotes reading. But the reality is that, according to Gómez-Hernández (2013), school libraries still are an outstanding issue of the educational and library system of the Spanish State, where measures in this regard have been welcomed in varying degrees and have had different consequences, not only in the educational centres but also in the autonomous communities.

But why, despite their legislative recognition and plenty of evidence of their positive impact, is the importance of school libraries as essential spaces to educational centres not fully recognised yet?

The development problems of such libraries and their current constraints are varied and are linked to different agents such as the Public Administrations, the educational system and the attitude of teachers and librarians. Cremades-García & Jiménez-Fernández (2015) collect the reasons outlined by different authors concerning the question on stagnation and lack of recognition: Coronas-Cabrero (2000) lay responsibility for the current situation of school libraries on the little contribution of public authorities and on the lack of staff dedicated to their operation and galvanisation; Durbán-Roca (2009) believes that the consolidation of school libraries shall depend on whether teachers find them useful as a practical service; on his part, García-Guerrero (2005) believes that the reason why teachers do not see school libraries as a resource is that they did not initially receive any training in school libraries; likewise, Castán (2006) mentions the lack of commitment by the teachers as a reason; in last place, Miret & Baró (2016) claim that public policy has ignored the key findings evidenced

in certain research regarding the proper functioning of school libraries, such as the financial envelope required and the professional profile of those people who are to be in charge of the libraries.

Our research work aims to collect perceptions and opinions on the importance of reading (value attached to reading) among schoolchildren from Biscay. In first place, their reading habits and the importance they attach thereto is described, by identifying the link between reading habits and value, and then to variables such as gender, school year, family and reading's place in their hobbies and free time.

The overall picture of school libraries in Biscay was subsequently analysed and the way school librarians perform their functions are detailed by linking them to their professional training as librarians.

To sum up, the results and the connection between the different models of school libraries and the reading habits of schoolchildren in each one of them are presented. On the basis of such results, we then explain to which extent such libraries have an impact on the schoolchildren's reading habits.

The assumption that has driven the last objective of this research work is based on the fact that the schoolchildren's reading habits and opinions on reading would be more conditioned by the existence of a dynamic, galvanising library at their educational establishment, with qualified staff in charge, than by the mere existence of such school library in their educational establishment.

## Method

### *Participants*

Two surveys were conducted to carry out this study: the first one to know the student's reading habits and value and the second one to know the conditions in which school librarians work).

In order to measure and analyse the students' reading habits and values, an anonymous

survey was conducted in 37 Primary Schools in Biscay, 29 of which were State schools and 8 were State-subsidised schools. 1,528 schoolchildren participated in this survey -48.4% were girls and 51.6% were boys- aged 8 to 12 years old. 855 of them attended schools with a library and 673 attended schools without one.

Likewise, 19 school libraries out of 22, representative of the different educational and linguistic models and of different Biscayan municipalities, gave their consent to participate in this study. 14 of them participate in the ACEX programme (a programme of extra-curricular activities implemented in 1995 by the Basque Government that also covers school libraries). Most school librarians are women (18 female and 2 male) and two thirds of the informants were above 54 (between 54 and 61 years old).

### **Instruments**

A survey for the students was prepared as part of this study (addendum 1). The 10 questions of the survey made by Yubero & Larrañaga (2010) with schoolchildren of Castile-La Mancha were used, taking into account 5 dimensions to analyse the link between a) the reading profile and the reading habits, b) the value attached to reading, c) the socialisation of reading, d) the reasons for reading and e) the lifestyle. Eleven questions were added to this survey to evaluate, *inter alia*, the factors that made them read. The multiple choices at the disposal of the schoolchildren participating thereat made up a Licker scale of four points, while others accepted dichotomous responses.

On the other hand, in order to deepen into the working conditions and the potential of the current material and human resources available at school libraries, another survey (addendum 2) was designed and the school librarians from those educational establishments where the survey to the students was conducted were invited to complete it. This questionnaire was divided into three different sections (open-response content, closed responses and valuation

tables): a) identification of the work centre and personal details; b) functioning and dynamics of the school library; c) professional qualification of the school librarian, in order to identify the level of professional qualification and interests of that group. The survey was complemented with a personal interview to each librarian informant.

## **Analysis of the results**

### ***Reading habits and value attached to reading among Biscayan schoolchildren***

At this stage of research, the time students devote to reading willingly outside the classroom was analysed on the one hand, obtaining information on their representations about reading. On the other hand, certain variables were analysed. Such variables explain why some students devote more or less out-of-school time to reading than their schoolmates. The reasons that make schoolchildren read and the place reading has in their hobbies were then analysed.

The results obtained in our qualitative study on the reading habits and the value attached to reading match those obtained in prior similar studies. Taken together, such data show that the reading habit is spread among Biscayan schoolchildren, because they read when they are on vacation and they assure they read on a daily or weekly basis to a lesser or greater extent. The reading rates of these schoolchildren show that more than half of them are “readers”, that is to say, readers who read frequently and willingly and who also read when they are on vacation (table 1). Additionally, those “non-readers” or those categories of readers who read less frequently, such as “readers during the school year” and “obliged readers” account for less than 20% of the sample, although the category “obliged readers” -students who are obliged to read- is clearly the largest group of the three categories of readers who read less frequently and non-readers that are included in our typology.

Table 1. *Reading profiles of the Schoolchildren*

	<b>Non-reader<sup>1</sup></b>	<b>Reader during the school year<sup>2</sup></b>	<b>Obliged reader<sup>3</sup></b>	<b>Casual reader<sup>4</sup></b>	<b>Reader<sup>5</sup></b>
Frequency	71	59	185	262	951
%	4.6%	3.9%	12.1%	17.1%	62.2%

<sup>1</sup> They do not read when they are on vacation and they never read willingly

<sup>2</sup> They do not read when they are on vacation but they read willingly once a month or a quarter.

<sup>3</sup> They occasionally read when they are on vacation but they never read willingly

<sup>4</sup> In addition to reading occasionally when they are on vacation, they read willingly once a month or a quarter.

<sup>5</sup> They read when they are on vacation and they read willingly once a week or everyday.

Source: Prepared by the authors.

According to the value they attach to reading, this activity is highly appreciated by the students analysed in the sample as a whole. Reading is highly appreciated because just a few of them rejected those statements whereby the importance and value attached to reading are recognised.

Nevertheless, the importance our schoolchildren attach to reading is more linked to the concept of materials (“taking care of books”) and means to attain academic achievements (“reading to learn”) than to the value attached to reading as a pleasant activity (“enjoying part of my free time reading a book”) and the socialisation of reading or the possibility to share reading (“talking about books with friends”). Similarly, the results obtained show that, as a matter of fact, the greater reading habit is among schoolchildren, the greater the value they attach to reading is.

As we will see hereinafter, some variables such as gender and family revealed their scope in certain categories of readers, whether when defined separately or when cross-matched to analyse more precisely their impact on each of the categories of readers and the participants of this study.

The results of the reading habits and the value attached to reading are higher among the girls than among the boys. In all the categories

of those readers who read more frequently –“readers”, “frequent readers” and “readers during the school year”– the girls outperform the boys: female “readers” (who read when they are on vacation and also willingly once a week or everyday”) account for 53.3% of the sample analysed while those boys qualified as “readers” account for 45.6%. A detailed breakdown of the differences

between those boys and girls who participated in this study is shown in the table 2:

In order to note the variations depending on age (table 3), if the reader’s profile and the value attached to reading are taken into consideration combined with the school year, we find that there are no significant differences in the reading habit and the value they attach to reading among those schoolchildren aged 8 to 12. In other words, the reading for pleasure frequency does not decrease as the boys and the girls aged 8 to 12 get older, although most of the boys and the girls aged 8 and 9 assure they enjoy reading very much or a lot and that reading is good. The table below shows the detailed reader’s profiles in each school year and how the Pearson Chi-square test reveals

Table 2. *Reading habits according to gender*

Reading profile	Gender		Chi-square	g.l.	p
	Girls Frequency (%)	Boys Frequency (%)			
<b>Non-reader</b>	18 (26.4%)	50 (73.5%)	41,923	4	.000
<b>Reader during the school year</b>	19 (32.7%)	39 (67.2%)			
<b>Obliged reader</b>	72 (40%)	108 (60%)			
Casual reader	108 (41%)	151 (58.3%)			
<b>Reader</b>	509 (54.3%)	427 (45.6%)			

Source: Prepared by the authors.

Table 3. Reading profile according to year

Reading profile	Year			Chi-square	g.l.	P
	Year 4 Frequency (%)	Year 5 Frequency (%)	Year 6 Frequency (%)			
Does not read	8 (11.3%)	31 (43.7%)	32 (45.1%)	13,417	8	.098
Reader during the school year	19 (32.2%)	19 (32.2%)	21 (35.6%)			
Obligated reader	60 (32.4%)	56 (30.3%)	69 (37.3%)			
Casual reader	74 (28.2%)	81 (30.9%)	107 (40.8%)			
Reader	260 (27.3%)	304 (32%)	387 (40.7%)			

Source: Prepared by the authors.

that there are no significant differences in the reading profiles between school years ( $p > .05$ ).

As we have seen, there are variations in reading frequency and the value schoolchildren attach to reading according to gender, age, etc. Additionally, our study shows that the reading frequency and the perceptions and opinions about reading are coherent attitudes among those students who read more frequently. As we can see in table 4, the reader's profile of the schoolchildren clearly matches their families' reading level (the reader's profile of the schoolchildren, determined according to their reading habit, increases in parallel with their families' reading level and, for example, it is clear in the case of the two profiles at the ends of the range, where the "non-readers" group belongs to families having a lower reading level -M = 6-38- and the "readers" group belongs to families having the highest reading level -M = 9.31-).

These data reveal two additional differences with regard to the close link between the parents' reading habits and those of their children:

1. Those students who read more frequently are the same who see their parents read more often and those whom were read aloud when they were little children (67.7 % of the "readers" where read aloud very often, compared to 32.9 % of the "non-readers"). Additionally, the mothers do it personally

more often with their own children, as it can be seen in the table below.

2. The family's positive attitude vis-à-vis reading, combined with the family's motivation, are the major axes of the correlation. 3 out of 4 schoolchildren (76%) assured that their parents, and also their siblings and grandparents (4.6 % and 3 %, respectively) encouraged them to read. Nevertheless, the school and the teacher's motivation, the two other external incentives to develop reading habits, take the second place: where it is stated that "My teachers encourage me to read the most", 30.7% say "yes" and 68.3% say "no". In other words, only one third, 463 schoolchildren, assure that their teachers encourage them to read.

As we stated previously, we also wanted to find to what extent boys and girls have an active attitude vis-à-vis reading in their free time, because it is a way to know how much importance they attach thereto.

Table 4. Family's Reading Habits according to the reading profile of the Schoolchildren

Reading profile	Family's reading level		F	g.l.	P
	Average	Standard deviation			
Non-reader (n=67)	6.32	3.12	46,337	4.1470	.000
Reader during the school year (n=56)	7.19	3.33			
Obligated reader (n=176)	8.34	3.40			
Casual reader (n=252)	9.31	3.00			
Reader (n=924)	10.14	2.78			

Source: Prepared by the authors.

Table 5. *Parents' Reading Habits of those Schoolchildren who Enjoy Reading*

	Father	Mother
<b>He/she enjoys reading</b>	366 (58%)	504 (78%)
<b>He/she often is seen reading</b>	255 (40%)	351 (54%)
<b>He/she does not like reading at all</b>	15 (2.3%)	3 (0.4%)
<b>He/she is never seen reading</b>	69 (10.8%)	31 (4.8%)

Source: Prepared by the authors.

The survey on the favourite leisure activities of schoolchildren have a loud and clear result: reading is not one of the favourite leisure activities performed by the children from our sample. Our results also confirm the results obtained in other studies that evidenced, on the one hand, that reading is not of central importance at any reading level as far as the hobbies of schoolchildren are concerned and, on the other, that they tend to have similar hobbies regardless of their higher or lower reading levels. Our results can be seen in table 6.

Table 6. *The Ten Leisure Options more often Selected by Schoolchildren*

	Hobbies (ranking)	Combination of hobbies among those selected Frequency (%)*
Activities performed with friends	<b>1. Going out with friends</b>	854 (56.4%)
	<b>2. Playing sports</b>	842 (55.6%)
	<b>3. Play Station. GameBoy</b>	604 (39.9%)
	<b>4. Being with their family</b>	506 (33.4%)
<b>5. Surf the Internet</b> 453 (29.9%)		
Cultural activities	<b>6. Going to the cinema</b>	418 (27.6%)
	<b>7. Watching TV</b>	410 (27.1%)
	<b>8. Listening to music</b>	409 (27%)
	<b>9. Reading</b>	337 (22.2%)
	<b>10. Doing nothing</b>	22 (1.5%)

Source: Prepared by the authors.

Note: \* % are independent between them.

According to table 6, the proportion of schoolchildren who answered that reading is one of their favourite leisure activities was a small minority (22.2 % of the sample). Therefore, reading ranks ninth in the list of ten leisure activities chosen. No significant differences were found in this response among the different groups of readers, although it is found that reading is selected as a leisure activity to a greater extent among those categories who read more often (reading ranks fifth for the “readers”, while is ninth for the “non-readers”).

If we take the place taken by reading as a leisure activity, attention should be paid to the paradox implied in the following data:

- A large number of schoolchildren assure that they like reading very much and that they read very often (“They like reading very much”: 641 schoolchildren, 42.5%); many of them assure that reading is very important to them (“Reading is very important to me”: 858, 56.2 %) and, in contrast with these statements, the proportion of students who assure that reading is one of their favourite hobbies in their free time is not even one fourth of the sample (Leisure activity = reading: 337 schoolchildren, 22.2%).

### *Contribution of school libraries in Biscay to the promotion of reading*

The information obtained in the quantitative and qualitative studies conducted with school librarians in Biscay is organised in five different dimensions: (a) models of school library, (b) types of activities organised in the school libraries, (c) integration and participation of the school library in the establishment’s life, (d) type of qualification of the school librarians and (e) levels of galvanisation of the school library. The results of the analyses are the following:

#### *a. Models of school libraries in Biscay*

Many establishments do not have any library and, in many cases, although they may have one, it does not work or is not

Table 7. *Functioning of School Libraries of Educational Establishments*

	<b>Educational</b>	<b>Establishments without any libraries (without any functioning as such)</b>	<b>Establishments with libraries (that worked as such)</b>	<b>School libraries participating herein</b>
<b>Frequency</b>	37	15	22	19
<b>%</b>	100%	40.54%	59.45%	86.1 %

Source: Prepared by the authors

managed as such (15 establishments, 40.54% of our sample of educational establishments). The following table includes the breakdown of the type of educational establishments that finally participated in this research depending to the type of library and the functioning thereof.

The data of the school libraries analysed show that most of our sample work or are mainly used as “a work place or area”, both to do the homework or academic works, or to consult or read books, and where book loan services are provided (16 libraries, in 15 of them this is the main function). The second largest group is categorised as “service centre” (book loans, workshops, Internet...) both for students and teachers and also families (12 libraries, 10 of which are also a place to work where services are provided, that is to say, they have the same functions). Finally, only 3 school libraries are categorised as “centre of services and educational resources” whose functions support the curriculum and the reading skills, where reading promotion activities are performed, which participate in the establishment’s educational dynamics and are integrated into the educational community. Additionally, two of them are also work places and service centres and one of them is specially remarkable because it has all three functions or all three levels and usefulness of school libraries: that of “work place or area”, that of “service centre” and that of “centre of services and resources”. With regard to these results, it is worth stressing that the three libraries classified as “centre of services and educational services” belong to

establishments that follow the *Amara Berri*<sup>1</sup> pedagogic model, which includes the intensive use of the library school and promote the students’ independence when accessing and using information among their programmatic objectives.

These results show that the most widespread model of school libraries in Biscay is far off the model prescribed by the international standards: only three school libraries of our sample are close to such standards, and most school libraries work as “work place or area”.

*b. Features of the reading promotion activities conducted in school libraries*

Within the framework of the reading activities offered at and from the school library, a standard practice stands out and prevails: the activities conducted are normally the same in all the libraries where any activity is scheduled and they are generally of an instrumental (reading and preparing cards) or a ludic (story-telling, drawing and painting after listening to a story, activities in which the reading or the books often disappears, etc.) nature. Nevertheless, such activities are satisfactory for the librarians.

We found that there is not any link between the activities and the planning of the students’ reading -curricular- development, and that the activities are conducted and aimed at entertaining (especially the small children).

The line of work followed by librarians to promote reading can -generally- be defined as traditional and routine. There are multiple references to the libraries of the ACEX group, to their mutual support and to the fact that all of them conduct the same activities using the same materials scheduled by the group.

*c. Interventions and actions conducted by school libraries depending on their integration and participation in the life of the educational establishment*

At this point, our study aims at obtaining information about the integration (presence and importance of libraries in the school's context), the participation of the school library within the framework of the educational establishment-community and about the work performed by teachers and librarians jointly.

It was found that the integration and involvement of librarians in the educational establishment and the educational process is practically zero: only two librarians and two teachers (who are in charge of the library and part of the governing board) attend the meetings held by the school's teaching staff. On the other hand, the librarians constantly complain about the overall lack of involvement of the other teachers in the school library.

In most cases, the school library does not provide either the students nor the teaching staff with materials that supplement teaching or reading in the classroom, partly due to the shortage of funds of this type of materials in the school libraries and also due to the dynamics and the way the work of the librarians in charge is organised.

*d. On the librarian's qualification and the school library*

According to the guidelines proposed by the IFLA and the UNESCO in their *School Library Manifesto* (1999) regarding the qualification of the school librarian: "The school librarian is a professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staff as possible, working together with all the members of the school community, and liaising with the public library and others". Although they do not state what to do when the specific qualification of "school librarian" does not exist, those experts in the field and the school librarians interviewed in our research believe

that if any university degree is to be required, it should have a mixed nature in Pedagogy and Library Science.

The school librarians in charge of these libraries are X female teachers and one male teacher. They are general teachers with a very similar initial qualification (BA in Teaching or BA in Pedagogy), who hardly received any training on reading promotion or any training on school libraries at all.

In our sample, those in charge of the school library volunteered thereto, without any qualification requirements whatsoever; in order words, the staff performing this work was not selected. They have occasionally received a *posteriori* training and always as a result of their own interests.

Theory counsels a follow-up or advice based on seminars and workshops of a short duration for school librarians. We did not obtain any information on how librarians are advised on the most efficient methods and the most suitable learning and reading promotion materials in each case for them to identify the students' reading difficulties and design actions that allow schoolchildren to overcome any gaps resulting from their social or family environment. The educational establishments that participate in the ACEX programme (1995) normally hold area meetings on a weekly basis, where the school librarians obtain advice and share experiences.

The results obtained in the analysis of the librarians' qualification show that there are not any specialized librarians in our school libraries and that their qualification is based on courses occasionally taken -generally organized and funded by the Administration- and also that a great proportion of them are self-taught. Nevertheless, we could not find any negative link between this type of qualification and the way school libraries work. In other words, regardless of librarians' qualification, it is not the cause of the isolation suffered by some school libraries of our sample. The librarians' attitude and convictions regarding the model

of school library, how reading should be promoted and the library's visibility, its functioning and the role it plays within the school's framework seem to be more relevant.

*e. Summary of the two empirical studies: reading habits and the school library*

In order to analyse the correlations between reading habits and the value attached to reading for the schoolchildren with the existence or non-existence of a school library and, if so, with the way it functions, the results obtained in the questionnaire for the schoolchildren were linked with the data related to the school libraries. Such correlations, both in the sample of schoolchildren "with a school library" and "without any school library" reveal that the existence of a school library does not *per se* have any positive impact on the reading activity of the schoolchildren and their attitudes vis-à-vis reading. The next table shows a breakdown of the reading profiles of those schoolchildren "without any school library" and "with a school library".

As can be seen from the table above, those children who attend a school with a library do not have significant differences in terms of reading habits and the value attached to reading compared to those who attend schools lacking it ( $p > .05$ ). Although our results show positive differences in the categories who read more often of those students having a school library and a decrease among the "non-readers- attending those schools (the "readers" "with a school library" are 56.4% and without it are 43.6%; the "non-readers" "with a school library" are 49.3%, and without it are 50.7%), the differences in the categories who read more often, between those who have a school library and those who do not, are not significant.

The value attached to reading is not different either among the schoolchildren, although some differences favourable to those schoolchildren who have a library at the school they

Table 8. Reading profile of those Schoolchildren who attend a Establishment with and without a School Library

Reading profile	School library		Chi-square	g.l.	p
	Without school library Frequency (%)	With a school library Frequency (%)			
Does not read	36 (50.7%)	35 (49.3%)	2,239	4	.692
Reader during the school year	24 (40.7%)	35 (59.3%)			
Obliged reader	86 (46.5%)	99 (53.5%)			
Casual reader	112 (42.7%)	150 (57.3%)			
Reader	415 (43.6%)	536 (56.4%)			

Source: Prepared by the authors.

attend are found. Additionally, in the comparative analysis of the two establishments with a larger number of readers and a higher value attached to reading, one "with a school library" and another "without any school library", we find that the proportion of "readers" among those schoolchildren "with a school library" amounts to 80% and to 81% among those "without any school library", while the other reading profiles are very similar or identical in both establishments.

Our study shows that those children who have a school library with the highest level of galvanisation (the school library that schedules, organises and coordinates reading activities and visits thereto for all the educational stages and students, in a systematic way on a regular basis throughout the entire school year, during school hours and otherwise) also have higher values in the study on the reading habit and the value attached to reading. We are referring to the school that, in addition to conducting reading promotion activities, has a library categorised as "service and educational resources centre", as a "workplace or area" and as a "service centre"; in other words, a library that features all the services and activities aimed at meeting the needs of the educational community. The

last datum that legitimates its work is that ICTs are commonly used at that school library, both to perform activities related to reading and its promotion (where schoolchildren play an active role) and to develop information and curricular development competences.

Therefore, the data obtained in this study show that the dimension of the school library is not enough to support better results in the reading habits of schoolchildren and the value they attach to reading. But these data do show a link between their reading habits and the value these schoolchildren “with a school library” attach to reading and between how the library works and a high level of galvanisation in terms of reading promotion.

In fact, the key to support the best habits and the appreciation of reading is the type of school library that works with the schoolchildren, because the profile of those readers who read more frequently of our sample related to those schoolchildren “with a school library” was found in the two school libraries that are closer to the standards prescribed by the IFLA and the UNESCO, libraries that belong to educational establishments where they are seen as a key education factor.

## Conclusions

With regard to the first part of our research, where we carried out a study on the reading habits, perceptions and opinions about reading (value attached to reading) among schoolchildren in Biscay, our study confirms many aspects previously identified in other research:

- The personal characteristics of the school children, family-gender, are determining factors of their relationship with reading.
- Girls read more frequently: they read more books when they are on vacation, they do it willingly and, in general terms, they appreciate reading to a greater extent and see reading as a hobby. For this reason, if we take the link between reading competence and school success or failure, particular atten-

tion should be paid to working on reading with boys.

- Nevertheless, reading for pleasure does not decrease significantly as they get older among those boys and girls aged 8 to 12 (although it subsequently does, as shown in other studies).
- The family’s interest in reading and reading habits has a clear impact on their children. The range between “readers” and “non-readers” is clear and significant at this point.
- Additionally, the family encourages and inspire schoolchildren to read to a greater extent than the school.
- Therefore, under the slogan “If you read, they read”<sup>2</sup>, which matches our results very well, we believe that it would be necessary to promote reading models offered both by teachers and parents, so that these models are transmitted culturally. Similarly, the differences derived from the family environment and their socio-economic status and their impact on reading have become clear. Therefore, we believe that several projects should be promoted at all the schools through the school libraries, involving families more directly, in order to promote and support reading at home and so that they make up for the task performed at a socio-educational level.

The leisure options do not vary among Biscayan schoolchildren depending on their reading profile and most of them do not see reading as a leisure option.

- The schoolchildren see reading as an activity they like very much that is very significant and important; nevertheless, such good attitude is not consistent with their own behaviours. Hence, attracting, effective promotions programmes that awaken their interest in and really get them hooked on reading should be designed. These programmes should transform into an everyday practice and need for all schoolchildren.
- “Reading to learn” is the main reason why all schoolchildren read, and the interest

in reading is the reason most frequently referred to by those schoolchildren who read more often and the reason least frequently given by those who read less.

All the conclusions we have referred to (except those that refer to the motivational change depending on age) are similar to the data and results obtained, *inter alia*, in the research conducted by Yubero & Larrañaga (2010) with schoolchildren from Castile-La Mancha and by Vieira-de-Castro & Dionisio-de-Sousa (1996) with Portuguese students. With regard to age, the results obtained in prior research show that there is an inverse correlation between reading for pleasure and the reading habit and age, because they decrease as students grow up (Fiz et al, 2000; Bertelsmann Foundation 2002, 2003). Nevertheless, this comparison was basically made between students of Year 4 of Primary Education (8 years) and students of Year 4 of Compulsory Secondary Education (15 years). Therefore, this broader age bracket may be more efficient to demonstrate such changes than our study conducted with boys and girls aged 8 and 9 (Year 4 of Primary Education) and 11 and 12 (Year 6 of Primary Education).

“Social desirability”, or the mismatch between self-perception as readers and their reading habits and reality, is also important. With regard to this aspect, our results match those obtained in other research that confirm the existence of another reading category identified by Larrañaga & Yubero (2005) as “fake readers”, referring to those who do not read books or who do not read books frequently and assure they like reading, although they actually do not spend any time doing so.

In order to sum up this aspect, there is one observation and an unquestionable datum we want to comment on: leisure options do not depend on social or cultural circumstances or on the reading category, and schoolchildren do not deem reading to be a leisure option or an activity they want for their free time.

The second part of this study was conducted with the school librarians and on the basis of an analysis of the school libraries of the same educational establishments attended by those schoolchildren interviewed. After analysing the data and circumstances, the most significant conclusions can be summarised in the following ideas:

- The fact that there is a library in a school does not guarantee the correct use thereof.
- School libraries are of very limited importance in the school community, because schools, as an educational system, function outside school libraries. The school library is mainly a leisure element, a service that provides services of secondary importance for the school.
- In general terms, school libraries are spaces that bear no relation with modernity because they only offer books, they do not have Internet access or do not have any online resources at all.
- The teaching staff are not interested in the school library. This lack of recognition of its importance may be derived from the absence of basic training in the university curriculum of future teachers. Therefore, the school library is marginalised from the school's life, also like a space, and is not used as a methodological resource to foster active pedagogy.
- School libraries in Biscay have functioned and still function without any qualified staff. Without such specialised training and without the view of libraries as an axis of the educational study and the promotion of reading, it is difficult for the librarians to establish objectives to be attained by school libraries whereby their management, organisation and activities are planned. In the absence of planning, school libraries make no sense from an educational point of view.
- Therefore, in terms of education, the Public Administrations should maintain a firm and continued policy in favour of creating and promoting school libraries and of preventing

all kinds of budget constraints. Although the Public Administrations have taken significant steps in favour of school libraries, their commitments have not always been regular or consolidated behind a veil of difficult economic circumstances of the time and the difficulties to manage the schools' staff.

- In spite of the difficulty to compare the parameters and of the fact that our data sometimes are not significant enough, our study has replicated the diagnosis offered by other similar studies conducted more than 10 years ago. For example, in 2004 Mañá conducted a diachronic analysis of the process followed by school libraries in Catalonia from the very beginning, but such study also analysed their situation that year. Our research ratifies the analysis conducted by Mañá, not only in general terms, but also in very specific aspects. We also performed the interesting activity of comparing the data obtained from the diagnostic report of Fundación Germán Sánchez López (FGSR, as per its Spanish acronym) and IDEA (Marchesi & Miret, 2005) and from the specific analysis based on such report conducted by Jiménez, Lukas & Santiago (2006) about school libraries in the Autonomous Community of the Basque Country and Navarre, with our field research in school libraries in Biscay conducted in the academic year 2012-2013: the data obtained in this comparative analysis are very significant because they show similar conclusions in said study and ours, in spite of the 7-8 year lapse between both. In short, the field of school libraries is stagnated and still has the same deficiencies and defaults.
- Nevertheless, there still are more data confirming the stagnation and lethargy of school libraries: in similar research works, the conclusions highlighting the weaknesses that should be addressed are very similar in the reports prepared by ANABAD, FESABID and the Spanish Ministry of Culture in 1996, another one that prepared in the Basque Country in 2005, and another conducted in Biscay between 2012 and 2013.

### ***On the impact of school libraries in the schoolchildren's reading habits and the value they attach to reading***

- We cannot assure that the reading habits, perceptions and opinions of Biscayan schoolchildren are conditioned by the existence of a school library at the educational establishment they attend.
- Nevertheless, our data do show a link between their reading habits and the value they attach to reading with the fact that school libraries play an important educational role and have a high level of galvanisation when it comes to promoting reading. According to professor Igarza (2016), those school libraries have a future.
- Therefore, this fact confirms our assumption that the mere presence of a school library is not enough to obtain better results regarding the reading habits of the schoolchildren and the value they attach to reading. Contrarily, the key for them to have better habits and attach a greater value to reading -in addition to socio-personal factors- is the type of library that works with them.
- Compared to stagnated libraries, we have found the following keys of efficient libraries: a) those school libraries that work as "centres of services and educational resources", b) those that implement reading plans and c) those that are an attractive renewed place where technological tools are issued to promote the schoolchildren's comprehensive education.

By means of this research, we have been able to find what type of library and what type of interaction between the school children and their school result in better outcomes in terms of reading habits and the value attached to reading: by implementing actions that bring the school library and the schoolchildren together (membership cards, preparation of materials-memories of the school library, digital newsletters on the library published on the school's website, *inter alia*); by routine actions that guarantee the school library is a space devoted to learning and reading, a

centre of resources both for the students and the teaching staff, either during class hours or at the end of the classes in the morning and in the afternoon (opening every day, offering book loans, developing group reading activities at least once a week, promoting reading in different formats -on paper and using electronic devices, exchanging reading and other types of experience); and by cultural actions where the entire school community is involved (creating spaces where the projects developed at the school library are presented, maintaining a record where publications are kept, drafting dossiers on authors, books that can be later consulted by the entire community, conducting storytelling sessions, communicating with the authors and illustrators via the Internet, discussing with them on their books, and many others). Better results are also expected when reading is approached in a multidisciplinary way, working on writing after reading, imagination and creation, as well as when actions that promote research and fiction reading are implemented and the results thereof are kept in the school library, so that the entire school community can consult, read and enjoy them.

### **Challenges in the future**

If we take the results obtained in this research into account, we would like to emphasise that the most important finding thereof has been identifying that very different educational environments share the same gaps, problems and difficulties. The gaps detected when analysing the schoolchildren's reading habits and the way school libraries work have important implications in the way reading and school libraries are expected to evolve in the coming decades. Even more if we believe that school libraries should play a far more important role to attain certain school habits that do not exist nowadays. Unfortunately, such need bears no relation to reality: while the Autonomous Community of Castilla y León obtained the best results of the entire Spanish State in the PISA report 2015 (Ministry of Education, Culture and Sport; MECD, 2016) and while the education

authorities of this autonomous community recognise that the key importance of the so-called "*método Castilla y León*" lies in advocating for reading and school libraries, the Department of Education of the Basque Government is abolishing positions of teachers working as school librarians, whereby school libraries as we believe they should be are doomed to disappear. Parallel to that, the results obtained by the Basque Country in that same PISA report (MECD, 2016) are worse than before; likewise, the data on reading rates obtained in the September 2016 barometer conducted by the Spanish Sociological Research Centre (CIS, as per its Spanish acronym) (2016) show that the population who reads quite or very often only amounts to 17.1%. These facts should call the education authorities for serious reflection on "...the importance or non-importance of reading in the educational system", according to Millán (2017, p. 10) and on the methods that should be used to promote reading and to support the role played by school libraries particularly. Contrarily to the current policy of cut-backs to school libraries, they should be provided with budget lines on a regular and consolidated basis, with specialised staff, with stable and necessary equipment, with reference and research materials to promote a new methodological framework and other type of learning (Coronas-Cabreiro, 2015). The new model of school library demanded -well organised, updated, more dynamic and open- can thus have an impact on the academic outcomes and shall be adapted to the new needs of their users and to the educational community in their capacity as factors that promote reading, among other challenges.

As far as the schoolchildren's reading diagnosis is concerned, we highlighted the inconsistent attitude of most of the sample vis-à-vis reading. It is hard to assess the importance of this behaviour in the students of our sample properly and it may seem that we are playing down the value of their responses. More than that, we believe that the questions made in this quantitative study should probably been

compared to others obtained in a qualitative study to clarify doubts regarding the truthfulness of the schoolchildren's testimonies, investigating more thoroughly the truthfulness of their statements about how often they read and how much they like it. Undoubtedly, this study would be more complete if it included interviews allowing students to express their reasons freely and allowing us, researchers, to approach such attitudes (that may not be "politically correct" because they are different to social beliefs or slogans coming from adults) and get to know the reasons of the children's behaviours much better.

We should like to close by saying that it would be interesting to conduct other exploratory studies with other samples, in other provinces and with other segments of population in order to obtain comparative data enabling public authorities and educational establishments to address their action plans properly.

## Notes

**1** *Amara Berrri* is a pedagogic programme that is aimed at promoting the development of each student and his/her competences through everyday situations and games. For more info about the *Amara Berrri* system, visit: [http://www.amaraberrisarea.hezkuntza.net/web/guest/aurkezpena\\_abs](http://www.amaraberrisarea.hezkuntza.net/web/guest/aurkezpena_abs)

**2** In the campaign undertaken through the Reading Promotion Plan of the Spanish Ministry of Education (2006), under the slogan "If you read, they read", several little boys and girls imitate their parents' behaviour, reading being also included among their actions.

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## Appendix 1. Student Questionnaire.

*When answering, please circle the option that applies to you*

- YOUR DATA**
1. **Year:**                    - Year 4                    - Year 5                    - Year 6
  2. **Age:**                    - 8                    - 9                    - 10                    - 11                    - 12
  3.  Girl                     Boy
  4. **What language do you speak with...**  
     - your mother?  
      Spanish     Basque     Other  
     - your father?  
      Spanish     Basque     Other
  5. **Can you speak Basque?**     Yes                     No
  6. **What level of Basque do you and your parents have?**

- You:	- Tu madre:	- Tu padre:
<input type="checkbox"/> You understand and speak Basque	<input type="checkbox"/> She understands and speaks Basque	<input type="checkbox"/> He understands and speaks Basque
<input type="checkbox"/> You understand but do not	<input type="checkbox"/> She understands but does not speak Basque	<input type="checkbox"/> He understands but does not speak Basque
<input type="checkbox"/> You do not understand nor speak Basque	<input type="checkbox"/> She does not understand nor speak Basque	<input type="checkbox"/> He does not understand nor speak Basque

### 7. Your parents' education:

- My mother's:	- My father's:
<input type="checkbox"/> Primary Education	<input type="checkbox"/> Primary Education
<input type="checkbox"/> Vocational Training	<input type="checkbox"/> Vocational Training
<input type="checkbox"/> Secondary Education and GCE	<input type="checkbox"/> Secondary Education and GCE
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input type="checkbox"/> I do not know	<input type="checkbox"/> I do not know

**We will now be asking you some questions about reading and the use of Internet. It is very important that you really think what you say. I want you to know that I appreciate your opinion, and therefore I thank you very much for your help.**  
 Please remember that you have to answer all the questions.

### 1. Read these sentences. Do you agree with what they say?

Please circle the option you are in more agreement with.

#### 1.1. It is important to read for a while everyday

- Totally disagree     Slightly agree     Broadly agree     Totally agree

- 1.2. It is important to take care of the books**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.3. I care about reading**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.4. It is important to know and read many books**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.5. Reading is important to learn**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.6. It is important that I enjoy the time I spend reading**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.7. It is important to share what I am reading with my friends**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.8. Reading helps me do better in the future**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 1.9. It is important to have books at home**  
 Totally disagree     Slightly agree     Broadly agree     Totally agree
- 2. Do you like reading?**  
 Not at all     A little     Quite     Very mucho
- 3. How much do you think...**
- 3.1. your father likes reading?**  
 Not at all     A little     Quite     Very mucho
- 3.2. your mother**  
 Not at all     A little     Quite     Very mucho
- 3.3. your teacher?**  
 Not at all     A little     Quite     Very mucho
- 3.4. your friends?**  
 Not at all     A little     Quite     Very mucho
- 3.5. your brothers/sisters (if any, and they can read)?**  
 Not at all     A little     Quite     Very mucho
- 4. Do you see your parents reading in their free time?**
- 4.1. Your father**  
 Not at all     A little     Quite     Very mucho
- 4.2. Your mother**  
 Not at all     A little     Quite     Very mucho
- 5. Your mother and your father:**
- 5.1. Did they read stories to you when you were a child?**  
 Never     Hardly ever     Quite often     Very often
- 5.2. Do you read any book with your parents?**  
 Never     Hardly ever     Quite often     Very often

**5.3. Do they give you any book as a gift?**

- Never                       Hardly ever                       Quite often                       Very often

**5.4. Do they recommend you any book?**

- Never                       Hardly ever                       Quite often                       Very often

**5.5. Do you comment on reading books?**

- Never                       Hardly ever                       Quite often                       Very often

**6. How many books in total did you read the last school year? \_\_\_\_\_**

**6.1. How many of those books were compulsory at your school? \_\_\_\_\_**

**6.2. How many books did you read on your last holidays? \_\_\_\_\_**

**6.3. How many of those books were in...**

	0	1	2	3	4	5	6	7	8	9	10	+10
Spanish?												
Basque?												
Other language?												

**7. Apart from your study readings, how often do you read willingly in your free time?**

- Everyday or almost everyday                       Once a month                       Hardly ever  
 Once or twice a week                       Once a quarter                       Never

**7.1. In which language do you read willingly in your free time?**

- Only in Spanish                       Only in Basque                       Both in Basque and Spanish  
 Especially in Spanish                       Especially in Basque                       In other language

**8. Why do you read?** You can mark several options.

- Because I like it                       Not to get bored  
 To learn                       To complete class chores  
 Because I am obliged to                       Other reasons

**9. Who does encourage you to read to a greater extent?** You can mark several options.

- My teachers                       My father/mother                       My friends  
 My brothers/sisters                       Other \_\_\_\_\_

**10. Where do you get the books you read?** You can mark several options.

- At the school library                       At a public library  
 I borrow it from a friend or relative                       I buy them/My parents buy them

**11. I have read all the books of the world.**

- Yes                       No

**12. Do you usually go to the school library?**

- Yes                       No

**13. If so, what do you use it for?** You can mark several options.

- To search for information                       To do my homework                       To read

**14. How does the person in charge of the library help you?** You can mark several options.

- He/she helps me to search for information       He/she helps me to select books       He/she does not help me

**15. Do you have a computer at home**

- Yes       No

**16. Do you have Internet access at home?**

- Yes       No

**17. Where do you surf the Internet?** You can mark several options.

- At home       At the library  
 At school       Somewhere else

**18. How often do you surf the Internet?**

- Everyday or almost everyday       Once a month       Hardly ever  
 Once or twice a week       Once a quarter       Never

**19. Do you have any e-books (E-Reader/E-book)**

- Yes       No

**20. How often do you surf the Internet to...?**

	Never	Less than 1 time a week	At least once a week	Everyday or almost everyday
<b>Browse websites</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Search for information</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Download films, ...</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Chat, post tweets,...</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Play games</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Read books</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21. Of these activities, please circle THE 3 YOU LIKE DOING MOST in your free time.**

- |   |   |
|---|---|
| <input type="checkbox"/> Practicing some sport        | <input type="checkbox"/> Listening to music                   |
| <input type="checkbox"/> Going to the cinema          | <input type="checkbox"/> Reading                              |
| <input type="checkbox"/> Being at home with my family | <input type="checkbox"/> Doing nothing                        |
| <input type="checkbox"/> Going out with my friends    | <input type="checkbox"/> Surfing the Internet                 |
| <input type="checkbox"/> Watching TV                  | <input type="checkbox"/> Playing Playstation/GameBoy/Nintendo |

**Thank you so much!**

(Please make sure you answered all the questions)

## Appendix 2. Questionnaire for the person in charge of the school library.

1. When was this school library created? \_\_\_\_\_
2. Who organised the school library?

Function/Occupation	
Librarian	
Person in charge of the library	
Teacher	
Member of the clerical staff	
Father, mother	
Other (please specify)	

3. Are there other people or entities who participate in the school library's life besides you?
  - Yes (proceed to 3.1)
  - No (proceed to 4)

- 3.1. Please specify other members of the staff who work in the library, the time they devote thereto and their functions:

Function/Occupation	No. of persons	Hours per person	Function
Librarian			
Teacher			
Member of the clerical staff			
Mother, father			
Students			
Other (please specify)			

4. Has the school library ever been assessed?
  - Yes (proceed to 4.1)
  - No (proceed to 5)

- 4.1. Please specify the date of the last assessment: Year: 20\_\_

- 4.2. Could you please specify the results obtained?

Strengths	Weaknesses

- 4.3. Have the assessment outcomes been taken into account to set objectives and design reading interventions?
  - Yes
  - No

5. If your school library has undergone any difficulties from the list below in its functioning or activity between 2011 and 2012, please specify the factor and its impact thereon:

- 5.1. Economic factors:

- 5.1.1. Budgetary shortages  
 Material       Immaterial

**5.2. Internal factors:**

- 5.2.1. Organisational problems  
 Material       Immaterial
- 5.2.2. Lack of qualified staff  
 Material       Immaterial
- 5.2.3. Lack of new funding  
 Material       Immaterial
- 5.2.4. Lack of interest  
 Material       Immaterial

**5.3. Other factors:**

- 5.3.1. Lack of information on the library's potentials  
 Material       Immaterial

**6. In the library, what task do you spend more time on?**

On the students' activities	
On technical and organisational tasks	
On the book loan service	
On the teaching staff's demands	

**6.1. Can you please specify how many hours do you devote to each task every week?**

Hours	
To the students' activities	
To technical and organisational tasks	
To the book loan service	
To the teaching staff's demands	

**7. Do you think your labour dedication to the school library is appropriate?**

- Yes       No

**8. Would you like to extend the opening hours of the school library?**

- Yes       No

**9. In your opinion, how many hours a week should the person in charge of the library devote to perform all the necessary functions? \_\_\_\_\_**

**10. Does the school library have an appropriate bibliographic found for all the disciplines?**

- Yes       No

**10.1. What are the largest collections? Please specify which fields.**

- Literature       Natural Science       Art       History
- Technology       Philosophy       Music       Basque language
- Language       Visual arts       Geography       Foreign languages

Other

**11. Does the school library have an appropriate bibliographic found for all the literary genres?**

Yes  No

**11.1. What literary genre has the largest collection?**

Essay  Poetry  Drama  
 Novel  Tale  Other \_\_\_\_\_

**12. Does the school library have -enough- books for all the educational stages, ages and interests of the students**

Yes  No

**13. Does the school library have enough bibliographic funds in the different languages spoken and used in class in the educational establishment?**

Yes  No

**13.1. Which language has more materials?**

Basque  Spanish  French  English

**14. What are the criteria followed when selecting books and materials for the school library?**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**15. Does the school have a specific annual budget line for the acquisition of materials and documentary fund for the school library?**

Yes (proceed to 15.1)  No (proceed to 16)

**15.1 What annual amount?:** \_\_\_\_\_

**16. Who can make requests at the school library?**

The teaching staff  The students  The board  Anybody  Nobody

**17. Does the school promote its library, collection and services?**

Yes (proceed to 17.1)  No (proceed to 18)

**17.1. How?:**

Using posters  Using diptychs  Other

**18. Is the teaching staff informed about the documents/funds received?**

Yes  No

**19. Is the teaching staff consulted on a regular basis in order to update the funds**

Yes  No

**20. How do you value your library's resources to promote reading among schoolchildren? You believe the quality of the resources available for this objective is:**

Very poor  Poor  Fair  
 Good  Very good

**21. You believe that the library needs more:**

- Reading resources       Information resources       Digital resources

**22. Please specify the services offered by your library from the list below:**

Informative newsletters on reading and the library	
Reading guides	
Basic reading guidelines for different stages	
Batches of books, travel suitcases,... for families	
Internet access service	
Orientation courses on the library's resources and services	
Introduction to the use of information sources and to research	
Editing of thematic resources on the Internet (with Children and Youth Literature, related to the subjects, ...)	

**23. Do you inform about the library and the reading programme at teaching staff meetings, cycles...?**

- Always       Normally       Sometimes       Never

**24. Does the school library have a dedicated space in the website of the educational establishment?**

- Yes       No

**25. In which format do you read?**

- |         |                          |                          |                          |                              |
|---------|--------------------------|--------------------------|--------------------------|------------------------------|
|         | Never                    | Sometimes a month        | Sometimes a week         | Everyday or almost every day |
| Digital | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     |
| Printed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     |

**26. Do you have an E-Reader/E-book?**

- Yes       No

**27. What type of digital devices do you normally use**

- Computer       Mobile phone, electronic calendar       E-Reader/ E-book

**28. Do you have a computer at home?**

- Yes       No

**29. Do you have Internet access at home?**

- Yes       No

**30. Where do you surf the Internet? You can mark more than one answer**

- At home
- At school:       Library       Computer room       Classroom
- In public spaces:       Bar       Call shops/ Internet cafés       Outdoors

**31. How often do you use the Internet for each of these activities?**

	Never	Sometimes a month	Sometimes a week	Everyday or almost every days
Surf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downloads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**32. Do you like reading?**

- Yes, very much     Yes, quite     Not really     Not at all

**33. How often do you read in your free time?**

- Everyday or almost every day     Once a month     Hardly ever  
 Once or twice a week     Once a quarter     Never

**34. What literary genre do you like best?**

- Essay     Poetry     Drama  
 Novel     Tale     Other \_\_\_\_\_

**35. What do you usually read?**

- Press     Magazines     Books

**36. How often do you read the press?**

- Everyday or almost every day     Once a month     Hardly ever  
 Once or twice a week     Once a quarter     Never

**36.1. What type of newspapers do you read?**

- Nationwide newspapers     ports papers     Local newspapers

**37. Why do you read?**

- I enjoy it     I find it relaxing     I learn  
 I like it     I get informed     I am up-to-date  
 Other \_\_\_\_\_

**38. How many (reading) books did you read in the last year?**

- None     between 3 and 5     between 11 and 15     between 21 and 50  
 1 or 2     between 6 and 10     dbetween 16 and 20     more than 50

**39. Please specify if you have any knowledge of the issues below:**

Library Science	Children and Youth Literature	Reading promotion	Information competences
<input type="checkbox"/> Yes, I have some training	<input type="checkbox"/> Yes, I have some training	<input type="checkbox"/> Yes, I have some training	<input type="checkbox"/> Yes, I have some training
<input type="checkbox"/> Yes, I am self-taught	<input type="checkbox"/> Yes, I am self-taught	<input type="checkbox"/> Yes, I am self-taught	<input type="checkbox"/> Yes, I am self-taught
<input type="checkbox"/> No, hardly	<input type="checkbox"/> No, hardly	<input type="checkbox"/> No, hardly	<input type="checkbox"/> No, hardly

**40. How do you believe your knowledge of the following issues is?**

Library Science	Children and Youth Literature	Reading promotion	Information competences
<input type="checkbox"/> Thorough <input type="checkbox"/> Sufficient <input type="checkbox"/> Insufficient	<input type="checkbox"/> Thorough <input type="checkbox"/> Sufficient <input type="checkbox"/> Insufficient	<input type="checkbox"/> Thorough <input type="checkbox"/> Sufficient <input type="checkbox"/> Insufficient	<input type="checkbox"/> Thorough <input type="checkbox"/> Sufficient <input type="checkbox"/> Insufficient

**41. Please specify WHERE or HOW did you acquire knowledge of...**

Library Science	Children and Youth Literature	Reading promotion	Information competences
<input type="checkbox"/> At University <input type="checkbox"/> At specific courses <input type="checkbox"/> Preparing a competitive examination <input type="checkbox"/> Other	<input type="checkbox"/> At University <input type="checkbox"/> At specific courses <input type="checkbox"/> Preparing a competitive examination <input type="checkbox"/> Other	<input type="checkbox"/> At University <input type="checkbox"/> At specific courses <input type="checkbox"/> Preparing a competitive examination <input type="checkbox"/> Other	<input type="checkbox"/> At University <input type="checkbox"/> At specific courses <input type="checkbox"/> Preparing a competitive examination <input type="checkbox"/> Other

**42. Please specify the specific training modules you received or you are currently receiving:**

	Training received	Current training
Organisation and automation of the collection (Abies)		
Education in information (basic user training)		
Classroom-library projects and documentary projects		
Children and youth literature and editing		
Didactic and use and exploration of documentary sections of the classroom		
Criteria to select books and other materials		
Reading comprehension strategies		
Writing didactics		
Use of educational electronic materials, educational resources on the Internet for their use in the classroom and the library		
Reading promotion and preparation of reading plans		

**42.1. Is this training useful to perform your work's duties?**

Very useful     Quite useful     Barely useful     Not useful at all

**42.2. Have you attended any other non-formal courses in order to improve your professional qualification that have not been mentioned previously?**

Yes(answer the following)     No

- Course's denomination: \_\_\_\_\_

- Was this training useful to perform your work's duties?

Very useful     Quite useful     Barely useful     Not useful at all

**43. If you are receiving training currently, please answer the following questions. If not, please proceed to question 44.**

**43.1. You believe the number of training hours are:**

- Sufficient  I Insufficient

**43.2. Is this training useful to perform your work's duties?**

- Very useful  Quite useful  Barely useful  Not useful at all

**43.3. I am taking these courses:**

- it is a personal choice  it is a requirement of the post

**43.4. Would you like to be proposed or provided with further update courses**

- it is a personal choice  No (proceed to 43.5)

**43.4.1. In which field?:** \_\_\_\_\_

**43.5. Do you have any suggestions to improve such training:**

- Yes  No (proceed to 44)

- Please specify: \_\_\_\_\_

**44. Do you receive any type of counselling or follow-up at your work?**

- Yes (proceed to 44.1)  No (proceed to 45)

**44.1. Please specify the fields and the type of counselling or follow-up you are receiving:**

	Ideas	Theory	Practice
Library Science			
Children and Youth Literature			
Reading promotion			
Competences in reading			

**44.2. How do you value this supervision or counselling?**

- Very useful  Quite useful  Barely useful  Not useful at all

**45. I believe that it is important to mention some ideas that are not included in the previous questions but that may clarify some aspects of my work. These aspects are the following.**

- 1.
- 2.
- 3.

**(The data are completely anonymous and have a classificatory nature only)**

**CENTRE**

1. Centre's name:
2. Type of centre
  - State  Private, secular  Private *ikastola* (primary and secondary education school in the Basque Country/ Navarre/French Basque Country where students are taught entirely or predominantly in the Basque language)
  - Private, religious  Public *Ikastola*  Other type of centre
3. Educational Stages at the Centre:
  - Childhood Education  Compulsory Secondary Education
  - Primary Education  GCE
4. Linguistic models:
  - A  B  D  Multilingual
5. Number of male and female students: \_\_\_\_\_

**PERSON IN CHARGE OF THE LIBRARY**

1. DOB: Year: 19\_\_
2. Gender
  - Female  Male
3. Languages:
  - 3.1. Mother tongue:
    - Basque  Spanish  Both: Basque and Spanish  Other
  - 3.2. Level of Basque
    - 3.2.1. Reading level
      - Good  Simple texts  Single words  I cannot read it
    - 3.2.2. Writing level
      - Good  Simple texts  Single words  I cannot read it
    - 3.2.3. Level of understanding
      - Good  Simple texts  Single words  I cannot read it
    - 3.2.4. Speaking level
      - Good  Simple dialogues  Single words  I cannot speak it
  - 3.3. Knowledge of other languages
    - English  French  Other EU language
    - Other language  No other language
4. Education:
  - BA in Teaching:
    - Infant Education  Music Education  Special Education

- Primary Education       Physical Education       Foreign Language
- Degree (specify study area): \_\_\_\_\_
- Other degree (Specify): \_\_\_\_\_
5. How long have you worked in education?: Years: \_\_\_\_\_
- 5.1. What is your employment situation?
- Permanent or open-ended       Civil servant or Interim with a position
- Interim without any position       Substitute
6. How long have you worked in this centre?: Years: \_\_\_\_\_
7. How long have you been in charge of the school library?: Years: \_\_\_\_\_
8. Where did you work before you became responsible for this library?
- At other school library       As a teacher (level) ...       In another job
9. How many hours do you devote to the school library?: Hours a week: \_\_\_\_\_
- Full-time       Part-time
10. Did you apply for this position?
- Yes       No

WE ARE DONE HERE

**THANK YOU SO MUCH!**