

Seeking the missing link: reading habits and Children's Literature among future teachers and practising teachers

Tras un eslabón perdido: hábitos de lectura y literatura infantil en estudiantes de magisterio y en maestros

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Abstract

We present a study about the differences regarding reading habits and attitudes towards children's literature between undergraduates of the Degree in Early Childhood Education, and Early Childhood teachers. Through a survey to 214 undergraduates and 318 teachers, we found considerable inequalities in the results, in favour of the teachers in service. Teachers assert to read more, go more to libraries and bookstores, be better informed through the Internet about children's literature, and participate more in voluntary training on the subject. This data, in relation to previous research on the literary training of future teachers, raises fundamental questions about the university track, which must be resolved in the light of what professional practice at the Early Years can provide us.

Resumen

Se presenta un estudio acerca de las diferencias entre los estudiantes del grado de Maestro de Educación Infantil y los maestros de Educación Infantil en lo relativo a hábitos lectores y actitud hacia la literatura infantil. Mediante un cuestionario a 214 estudiantes y a 318 maestros, se apreciaron notables desigualdades en los resultados, a favor de los maestros en ejercicio. Los maestros afirmaron leer más, acudir más a bibliotecas y librerías, estar mejor informados a través de internet sobre la literatura infantil, y participar más en formación voluntaria sobre el tema. Poniendo estos datos en relación con las investigaciones previas sobre la formación literaria de los futuros maestros, se plantean interrogantes fundamentales acerca de su itinerario universitario, que deben ser resueltas a la luz de lo que nos pueda aportar la práctica profesional en la etapa de Educación Infantil.

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Introduction. A spotlight on the literary training of teachers

Do teachers read enough children's literature? What about those who are being educated to become teachers? Does their perspective on reading and literature change from the time they leave university to the time they work in schools? What happens at this crucial stage, from the end of their education to their first years of experience as teachers?

These questions lead us to the following research objective: to discover, describe and interpret the differences between future teachers and practising teachers in their appreciation of children's literature. Therefore, in this article, we are presenting the result of measuring, comparing and interpreting the relationship that university students of Early Childhood Education and teachers (mostly female teachers) of the Early Childhood Education cycle have with children's literature. We have basically specified this relationship in two dimensions: reading habits and consultation habits of children's literature, and training in children's literature.

We are assuming the intrinsic value of literature for children's development, as well as the correlation between the reading activity of teachers and their capacity to stimulate reading in their students, aspects that have been dealt with in plenty of specific literature at the international level.

There is also plenty of theoretical framework on the studies conducted in Spain on reading training and the vision of Children's and Young Adult Literature by the students of the BA Degrees in both Early Childhood Education and Primary Education. It should be noted that academic research often stresses that the results reveal the students' shortcomings and (self) criticism is not usually directed towards the inability of literature teachers to convey everything that is considered so fundamental (Mata's essay, 2008, would be an interesting exception).

Therefore, we will begin with a brief explanation of the state of the question within the Spanish context, since the limitations of the university, training and publishing system are modelled within the state scope.

Studies on reading habits among future teachers

The reading habits of future teachers in the Childhood and Primary Education stages have been the object of study as it is confirmed that "being a good reader" is a characteristic that improves teachers' abilities to promote reading among their students; see a complete summary in Felipe-Morales (2016), Granado and Puig (2014), Juárez-Calvillo (2019), Larrañaga and Yubero (2019), and consider the conclusions of Munita's case studies (2013) and its literature review (2018) to be fundamental.

The quantitative analyses carried out in the Spanish context so far began in 2008 (Larrañaga, Yubero & Cerrillo, 2008), and show discouraging data. They are discouraging at least from the perspective of those literature teachers conducting such research, although a certain bias should not be disregarded in this perspective, as specialists in one field often tend to be more demanding with what is standard for "normal" or "desirable" in prototypical teacher training (in this regard, see the "very ambitious" programme, in their own words, in Díaz-Plaja & Prats, 2013, p. 25).

Nevertheless, the figures for the relationship with reading among students of the BA Degree in Early Childhood Education and Primary Education are low, having regard to the importance that reading will have in the course of their work. Thus, in the study by Felipe-Morales (2016), out of a sample of almost 1,500 students of the BA Degree in Teaching in Malaga, 67.8% fall within the values "I don't like reading" or "I read sporadically". Data obtained from the study conducted by Larrañaga *et al.* (2008), with 1,277 students, show that 45.4% of students are not

in the habit of reading (non-readers and fake readers).

However, there seems to be a slight tendency for these figures on reading enjoyment and attitude towards literature to improve throughout their university studies (Juarez-Calvillo, 2019; Larrañaga et al., 2008; Larrañaga & Yubero, 2019).

As a positive factor, in these students we find a certain awareness of the importance of literature and reading, or at least of its social recognition, which impels them to declare a self-perception as readers greater than that inherent to their actual reading practices (Larrañaga et al., 2008).

When they read, they mainly read fiction and literature for personal use, although the works chosen are usually very commercial and may well fall within the best-sellers category, an aspect on which the studies of Colomer and Munita, (2013), Dueñas, Taberner, Calvo and Consejo (2014), and Granado and Puig (2014) coincide. It is not appropriate to presume "basic literary education" in these students, at least as far as academic aspects and the capacity for analysis and interpretation of literature are concerned (Colomer & Munita, 2013).

Literature and Children's Literature subjects in the BA Degrees in Early Childhood Education and Primary Education in Spain

Scarce training in Children's and Young Adult Literature during the university studies has been pointed out previously in other studies and publications, as Palomares (2015) states, who also indicates that it varies among universities in Spain.

Therefore, we will be analysing the 65 Early Childhood Education degree curricula included in the Register of Universities, Centres and Degrees (RUCT) (Ministerio de Universidades, s. f.). Practically all Early Childhood Education degrees (or similar degrees) include Literature

subjects, although under different names, which nuance or constrain training in the field received by students: Children's literature, Reading and writing didactics, Children's literature in English... are some examples.

On the other hand, not all Literature subjects include "children", meaning that it is literary education that could sometimes repeat contents from the Secondary Education stage, if the relevant university makes no effort to include Children's and Young Adult Literature contents in the teaching guide.

Thus, Children's Literature subjects *sensu stricto*, with those words in their title, amount to a total of 37 out of the 65 degrees in Spain today (33 of which are core subjects).

Finally, it should be added that, in most cases (38 of the 65 Early Childhood Education' degrees currently included in the RUCT), there is more than one subject devoted to Literature (in general or for children) or to its teaching, although in these cases only one is usually core and the rest are elective.

Studies on the relationship of future Early Childhood Education teachers with children's literature

The conclusions of studies on the knowledge of children's literature by future teachers often lead to an exhortation to increase specific training in Children's and Young Adult Literature at university, which we have already found to vary dramatically.

In a study by Fuster and Molina (2016), although some limitations are methodologically recognised, it is concluded that the vision that the students of the BA Degree in Early Childhood Education normally have about children's literature is that of a mainly didactic literature of relative quality; and this does not change significantly on completion of the various degree's subjects. Other studies such as that of Martín-

Macho and Neira-Piñeiro (2017), although their sample is very small, confirm the tendency of future teachers to instrumentalise literature and direct it towards explaining other curricular contents. The outlook presented by López-Valero, Hernández-Delgado and Encabo (2017) seems less doom and gloom, since the students in the sample (in the last year of the BA Degree in Early Childhood Education) oozes a certain basic appre of children's literature; however, it should be noted that their questions were aimed at a characterisation of literature, and avoided more conflicting aspects such as the quality of it or its didactic use.

Other research has shown the inability of students to understand the fiction deal, to make a literary and not "literal" reading (Morón-Olivares & Martínez-Aguilar, 2014, although his study is based on a work, *Alfanhuí*, which is not a simple one). In her study of three cases, Silva-Díaz (2001) also describes how future teachers are unable to capture the textual irony when a book poses, at the literal level, conflicting or politically incorrect values; which obviously generates some distortions about literature's function.

Studies on the relationship between Early Childhood Education teachers and reading and children's literature

When Ana Maria Machado (2002) evoked that anecdote of a novel presentation in Montevideo, when a teacher could only come up with the question "how many characters does the book have?" she was evidencing a serious shortcoming that could affect teachers in general.

Although the reading habits of future teachers are being studied with increasing determination, we do not yet have much data on the literary reading habits of practising teachers in Spain.

We have spoken about the "Peter Effect" (Applegate & Applegate, 2004, quote Munita, 2018, p. 4), in the sense that teachers cannot

give what they do not have. For this reason, academic reflection insists on the need (obvious, but not simple) for ongoing training in children's literature, in the conviction that it will improve teachers' personal reading practices and this will have a beneficial influence on their didactic conception of reading and literature (Munita, 2019).

Although, again restricting ourselves to Spain, the question remains: What is the reality of reading literature among Early Childhood Education teachers?

Method

In recent years, quantitative research on reading habits, used in the early days of this field, has been complemented by very interesting qualitative approaches to the analysis of life stories or reading biographies of university students: Álvarez-Álvarez (2018), Colomer and Munita (2013), Granado and Puig (2015), Munita (2013). In line with Munita's proposal (2018), our research will try, nevertheless, to offer quantitative data again in the aspect we are dealing with as it is easier to fulfil the comparative purposes that drive us, since, as we have just seen, there is little data on the reading habit and the link with children's literature of practising teachers.

A questionnaire was developed using Google Forms (Appendix 1)¹. Participants were asked their age, their sex, the approximate number of books read per year, how often they go to the children's section of libraries or bookshops, how often they consult blogs, websites, social networks or other publications related to Children's and Young Adult Literature, and whether they had received any kind of specific training in the field of children's literature, such as courses, seminars or workshops, not including subjects inherent to their university education. In addition, university students were asked which academic year they are in and teachers were asked to state how often they read or tell stories to their students.

Once the questionnaires were prepared, they were distributed by e-mail and through social networks (Facebook and Twitter). In the case of the students, the data collection instrument was disseminated among students of the BA Degree in Early Childhood Education at the Universidad Camilo José Cela, in the face-to-face and blended modalities. In addition, the collaboration of teachers from Universidad Autónoma de Madrid, Universidad de Cádiz, Universidad Complutense de Madrid, Universidade da Coruña, Universidad de Santiago, Universitat de València and Universidade de Vigo was also requested.

For Early Childhood Education teachers, a directory of educational and training centres was used (Educateca, s.f.), which included, among other data, the educational offer of the centres as well as the contact e-mail address².

Participants

532 individuals participated in this research, of which 318 were Early Childhood Education teachers and 214 were students of the BA Degree in Early Childhood Education. Participants voluntarily agreed to answer the questionnaire, which was received in accordance with the above guidelines for submission and dissemination. In the case of teachers, of the total of 318, 292 were women (91.8%) and 26 were men (8.2%). The average age was 41.5 years, the minimum age being 24 and the maximum 59.

In the case of university students, of the total of 214, 203 were women (94.9%) and 11 were men (5.1%). The average age of this group was 22.9 years, with a minimum of 17 and a maximum of 42. Most participants were students from year 4 (36%), with a large representation of students from year 2 (28%) and year 1 (23.4%), while students of year 3 were least well represented (12.6%).

Results

The results are organised in four sections: first, the answers given to each of the questions of the questionnaire by the teachers, on the one hand, and the university students, on the other, are presented; then both groups are compared; and, finally, the relationship between the training received in the field of Children's and Young Adult Literature and each participant's habits as mediators and as readers is studied.

It should be noted that no statistically significant differences were found in relation to the sex of the individuals.

Teachers

In terms of books read per year, the average was 9.8, with a minimum of 0 and a maximum of 100. Figure 1 shows that most responses (75.79%) are between 0 and 10, with 6 participants stating they read 0 books per year and 23 participants stating above 24 books per year.

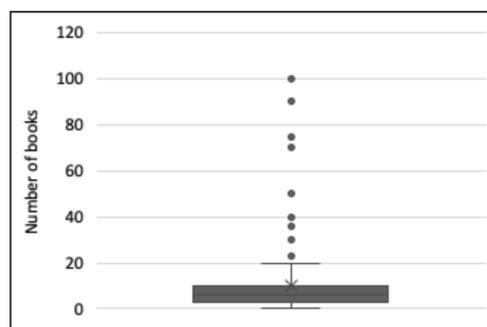


Figure 1. Distribution of data on books read by teachers per year

Therefore, Figure 2 shows in greater detail the values included up to 24 books per year -which means 2 books per month approximately-. It is noteworthy that 6 individuals stated that they do not read any book, 13 stated that they read one a year, 35 stated that they read two, 29 stated that they read three and 34 stated that they read four;

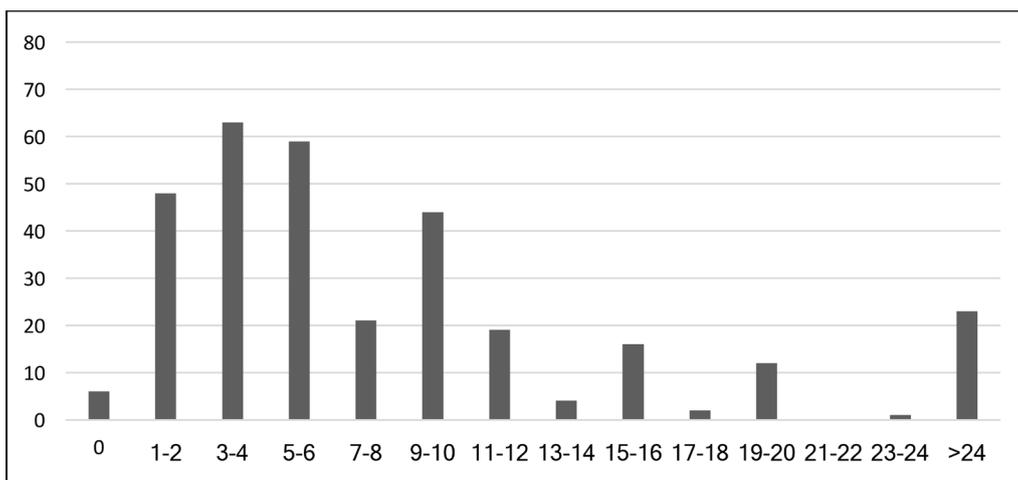


Figure 2. Books read by teachers each year

adding these participants to 36.8% of the sample. On the other hand, 58 individuals (18.2%) stated that they read more than 12 books per year, i.e. more than one book per month.

As for the rest of the questions raised, Table 1 shows the results of each one of them. In relation to how often they visit the children's section of libraries or bookstores, most of them claimed to go once a month at least (55.3%) and a large number every two or three months at least (30.5%); only 6 individuals stated that they never or practically never go thereto (1.9%).

Regarding how often they consult sources related to Children's and Young Adult Literature, through social networks, blogs, web pages or other means, most of them stated that they are usually interested in and look for information (48.1%), with a large group stating they do so occasionally. Again, only 5 individuals claimed never doing so (1.6%) and 20.1% had a subscription so they receive information periodically.

With regard to reading stories in the classroom, a large majority does it all or almost every day (60.7%) or once or twice a week (32.4%). Only 3 individuals claimed to do so only once or twice a month.

Finally, almost two thirds of the participants had received some kind of specific training on

Table 1
 Answers about teachers' habits

	Percentage of total	n
	100%	318
Visit to libraries and/or bookstores		
Never or hardly ever	1.9%	6
2-3 times a year	12.3%	39
Every 2-3 months	30.5%	97
Once a month at least	55.3%	176
Children's and Young Adult Literature Consultations		
Never or hardly ever	1.6%	5
Occasionally	30.2%	96
I am interested in and I usually look for it	48.1%	153
I have a subscription	20.1%	64
Reading stories in the classroom		
Once or twice a month	0.9%	3
3 or 4 times a month	6.0%	19
Once or twice a week	32.4%	103
Everyday or almost everyday	60.7%	193
Voluntary specific training on Children's and Young Adult Literature		
No	35.5%	113
Yes	64.5%	205

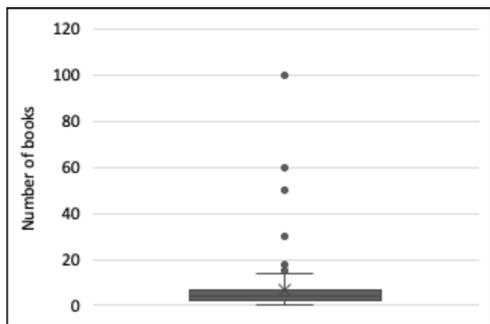


Figure 3. Distribution of data on books read by students per year

children's literature, in addition to that received at university (60.7%).

Students of the BA Degree in Early Childhood Education

The average number of books read was 6.79, with a minimum of 0 and a maximum of 100. In this case, Figure 3 shows most answers (75.7%) are between 0 and 6, with 6 participants stating they read 0 books per year and 10 participants stating above 24 books per year.

Therefore, Figure 4 shows the values included up to 24 books per year in greater detail. In this case too, it is noteworthy that 6 individuals stated that they do not read any book, 25 stated that they read one a year, 41 stated that they read

two, 32 stated that they read three and 18 stated that they read four; adding these participants to 54.2% of the sample. On the other hand, 21 individuals (9.8%) stated that they read more than 12 books per year, i.e. more than one book per month.

As for the rest of the questions raised, Table 2 shows the results of each one of them. With regard to how often they visit the children's section of libraries or bookstores, most of them claimed to go between two and three times a year (35.5%); the number of participants who never or hardly ever goes was considerably higher than the group of teachers, in this case 55 (25.7%) and, in contrast, only 34 (15.9%) claimed to go once a month at least.

Regarding how often they consult sources related to Children's and Young Adult Literature, through social networks, blogs, web pages or other means, most of them claimed to do so occasionally. 10.3% of the individuals claimed to do so and only 6.5% had a subscription so they received information periodically.

Finally, almost 75% of the participants did not have any kind of specific training on children's literature, in addition to that received at university (73.8%).

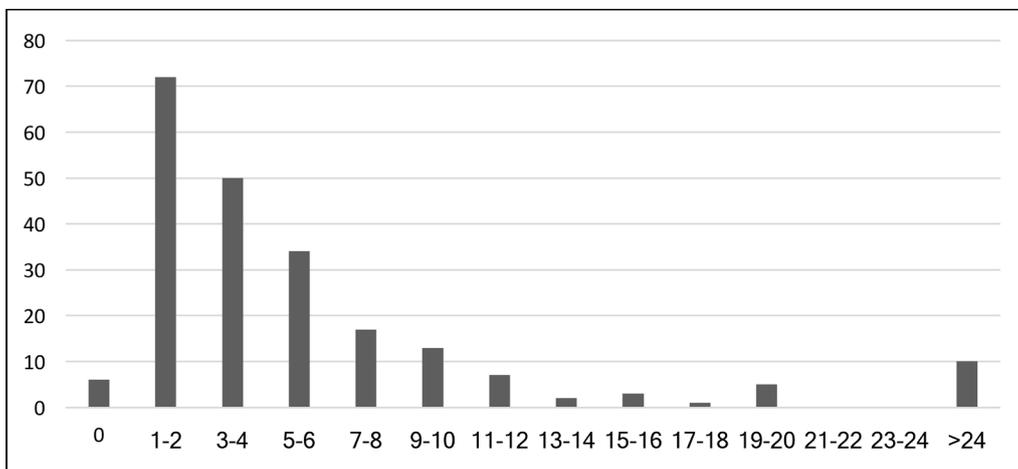


Figure 4. Books read by students each year

Table 2
 Answers about students' habits

	Percentage of total	N
	100%	214
Visit to libraries and/or bookstores		
Never or hardly ever	25.7%	55
2-3 times a year	35.5%	76
Every 2-3 months	22.9%	49
Once a month at least	15.9%	34
Children's and Young Adult Literature Consultations		
Never or hardly ever	10.3%	22
Occasionally	56.1%	120
I am interested in and I usually look for it	27.1%	58
I have a subscription	6.5%	14
Voluntary specific training on Children's and Young Adult Literature		
No	73.8%	158
Yes	26.2%	56

Comparison between teachers and students

In order to study the differences in habits between practising teachers and future teachers, Chi Square tests were carried out and significant differences were found in how often they visit the children's section of libraries and bookstores ($p = .000$), in how often they seek information regarding Children's and Young Adult Literature

($p = .000$) and in the specific training received ($p = .000$).

In the Chi Square test, in order to state that the differences between the observed counts - the number of responses obtained from the participants for each category- and the expected counts -those that could have been expected according to statistical probability-, the standardised residuals must be calculated³ and it is established that their value should be lower than -1.96 or higher than 1.96 (within a 95% confidence interval).

Thus, on studying the standardised residuals, it was observed that, with regard to how often they visit the children's section of bookstores and libraries, the options *Never or hardly ever* and *2 or 3 times a year* (indicating a lower frequency) were chosen far more frequently by the students than by the teachers; the latter, however, chose significantly the option *Once a month at least* (being the one that indicated a higher frequency) more frequently. Figure 5 shows the distribution of responses from both groups.

With regard to how often participants seek information about Children's and Young Adult Literature through social networks, blogs, web pages or other media, a similar trend to the previous one is repeated. The two answers indicating less frequency (*Never or hardly ever* and

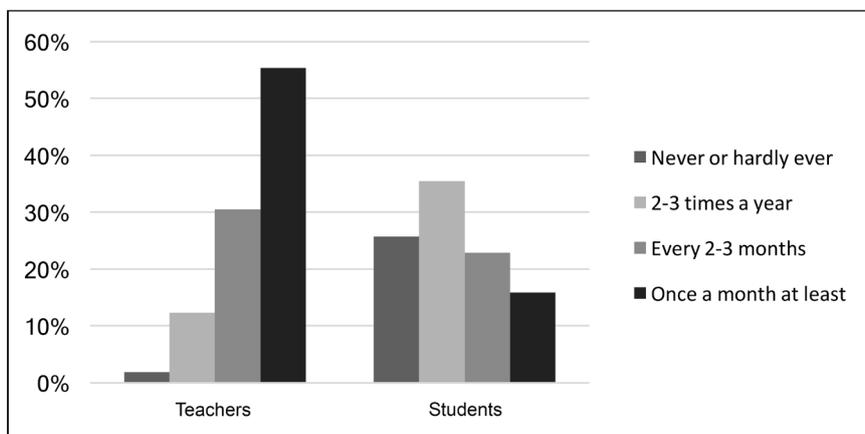


Figure 5. Frequency of attendance at the children's section of bookstores and libraries

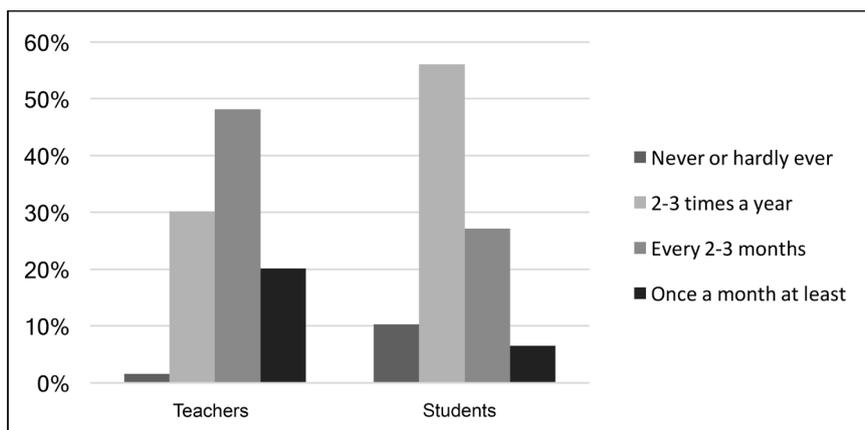


Figure 6. Frequency of search for information about Children's and Young Adult Literature

Occasionally, when information of interest appears/I find it interesting information) were chosen by the students far more frequently than expected, just the opposite of the teachers; on the other hand, the answers indicating greater frequency (*I am interested in and usually look for this type of information and I have a subscription to some of them and/or I consult them frequently*) were chosen by the teachers far more frequently than expected, just the opposite of the students. Figure 6 shows the distribution of responses from both groups.

Finally, with regard to the specific training on Children's and Young Adult Literature received, apart from that received as part of the univer-

sity studies of the BA Degree in Early Childhood Education, the same tendency is repeated where students answered negatively far more frequently than expected; just the opposite of the teachers, who answered affirmatively far more than expected. Figure 7 shows the distribution of responses from both groups.

Link between training and habits of mediators

In preliminary analyses, it was found that there could be a link between the specific training on Children's and Young Adult Literature received and the individuals' habits. Therefore, it was decided to study this possibility through

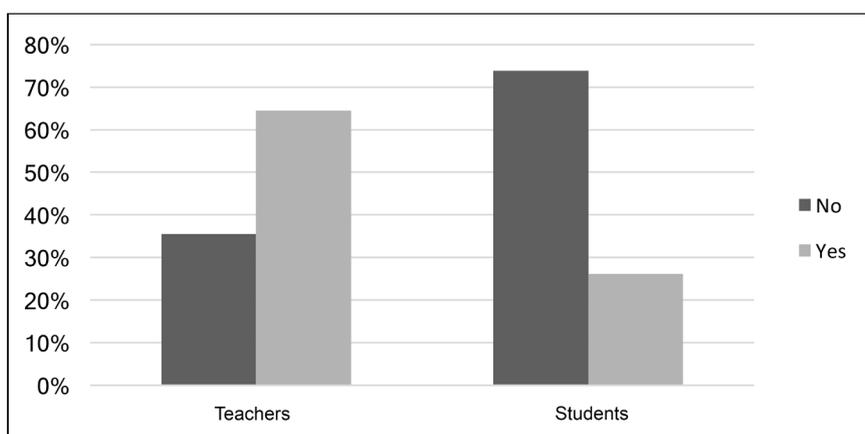


Figure 7. Specific training on Children's and Young Adult Literature

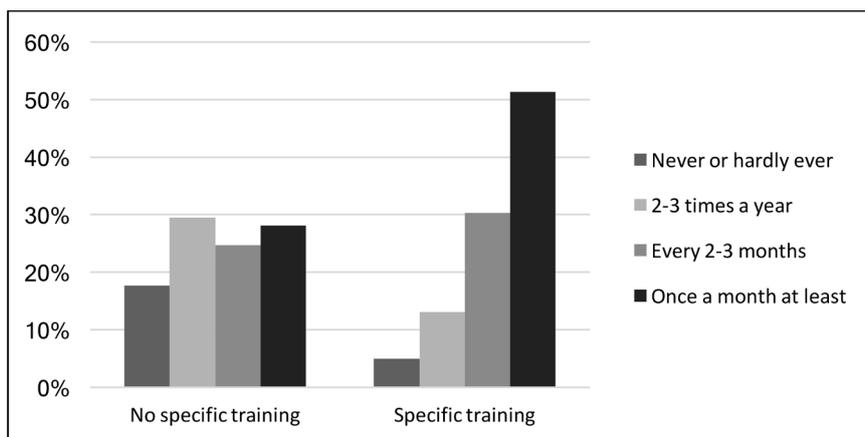


Figure 8. Frequency of attendance at the children's section of bookstores and libraries, according to training

Chi Square tests and significant differences were found in how often they visit the children's section of libraries and bookstores ($p = .000$) and how often they look for Children's and Young Adult Literature-related information ($p = .000$).

The standardised residuals were studied and it was found that those individuals who had not received any training apart from that included in their university studies chose the options *Never or hardly ever* and *2 or 3 times a year* (lower frequency) in terms of visiting libraries and bookstores; however, those who had taken some course, workshop, seminar, etc., chose the

option *Once a month at least* more than expected (higher frequency). Figure 8 shows the distribution of responses from both groups.

With regard to how often the individuals sought Children's and Young Adult Literature-related information, the previous trend is repeated -less frequency for those who have not received any further training and more frequency for those who have-, but in this case, the differences are less marked, with standardised residuals closer to 1.96 and -1.96. Figure 9 shows the distribution of responses from both groups.

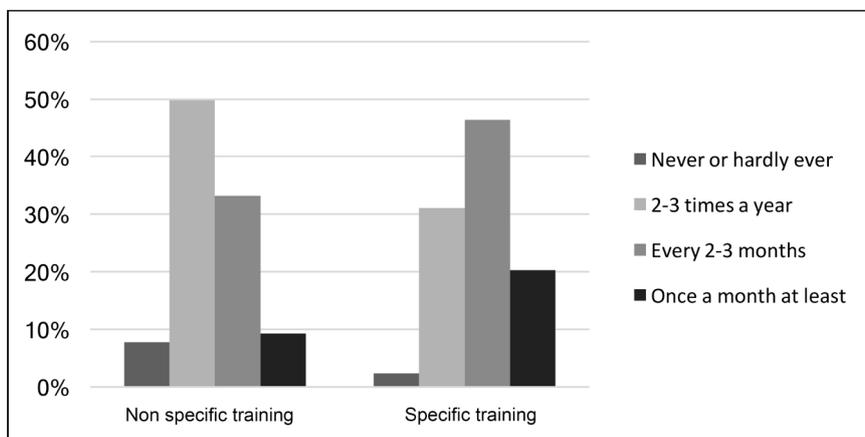


Figure 9. Frequency of search for information on Children's and Young Adult Literature according to training

Mediators' reading habits

We studied the link between the reading habit of mediators -measured in the number of books read per year- and characteristics such as their current role, student or teacher, the fact of having received or not training on Children's and Young Adult Literature apart from that included in their university studies, age and sex. In the case of the first three variables, significant differences were found, which were not, however, related to the individuals' sex.

After performing Student *T* tests, it was found that teachers read more books per year than students ($p = .005$); similarly, those who had received specific training on Children's and Young Adult Literature outside university also read significantly more than those who had not received such additional training ($p < .001$).

In order to study the link between age and reading habit, a Pearson correlation was carried out, where the results indicated that, the older the individual, the more books per year he/she reads ($p < .001$).

Discussion and conclusions

The results meet the objectives of the research, and they seem clear to us in some aspects, although the interpretation of certain data will lead us to enter new fields of research and to raise new questions. Early childhood teachers read more, go to libraries and bookstores more often, consult more information about Children's and Young Adult Literature and do more voluntary training in this field than students who are not yet teachers.

We have been struck by the high participation of teachers in these Children's and Young Adult Literature training courses (60.7%, almost 2 out of 3), and the fact that, the older they are, the more books they read. Does additional training in literature lead to improved personal reading practices, as advocated by Munita (2018)? Or is

it the other way around: is a growing interest in reading, throughout life, what makes this additional training more attractive? So, do teachers do this training to score points in their professional career, out of personal interest or because they think it as a necessity? Undoubtedly, these aspects would need to be studied in greater detail, since the collection of information through a questionnaire with closed questions avoids a more open conversation with the participants and limits the study of reasons, perceptions and other nuances.

Why do teachers seem to be more interested than students are in approaching Children's and Young Adult Literature? The answer to this question takes the form of hypothesis: somehow, it seems that teaching in the Early Childhood Education classroom will lead them to realise that literature will be in their everyday and they will need to know more about it. The interaction with and the reaction (response) to literature by children in the classroom might be what impels teachers to become aware of its importance. Under a careful reading, the positive, surprising, revealing experiences collected by teachers both nationally (Díez-Navarro, 2007) and internationally (Applebee, 1978; Lehr, 1991; Paley, 1997; Wells, 1986) seem to endorse it: it is in the encounter of children with books that the importance of literature as a framework and educational tool is revealed.

That an essayist like Santiago Alba (2015) dedicates his work *Leer con niños* "To my children Juan and Lucía, who also taught me to read" already suggests that intimate connection between childhood and literature, as a trigger of the capacity of admiration and revelation in adults, parents or teachers. A very experienced teacher writes:

Children themselves have taught me that they want to learn to read in their own way. [...] I have been taught that stories are not scary because 'they always work out in the end' and that they need to learn to read in order to read their favourite stories (Díez-Navarro, 2007, p. 180).

What adults understand by watching children read is that reading is not (just) a hobby, but that what they read can be intimately meaningful to them:

In the course of a morning [after reading *Frederick*, by Leo Lionni], the children have taken up such matters as the artist's role in society, the conditions necessary for thinking, and the influence of music and art on the emotions. From Reeny's simple assertion 'That brown mouse seem to be just like me' has come a preview of the introspective life (Paley, 1997, p. 8).

It is found that young children can give divergent (and consistent) readings of those of adults: "Kindergarten children most often gave responses that differed from adult choices but were congruent with the text, suggesting that the child's perspective of meaning differs from that of the adult" (Lehr, 1988, p. 337). To take another example, Morag Styles, in his personal preamble to *Children Reading Pictures* acknowledges:

"For years I have been learning about picture books from children. [...] Every time I read a visual text with a child [...] they saw things I didn't. Although I was actively looking for meaning in every image, the 5-year-old by my side would invariably point excitedly to a detail I had missed, sometimes engendering a new reading of a familiar text. Where picture books are concerned, in some significant respects young children are more ahead of the game than experienced readers" (Arizpe & Styles, 2004, p. 11).

On the other side of the coin, the fact that future teachers are not aware of this may concern university authorities. A first thing that would come to our minds would be demanding more Children's and Young Adult Literature subjects in the BA Degree in Early Childhood ;but, as we have seen before, the improvement of these subjects in the students' habits is not clear (Juarez-Calvillo, 2019; Larrañaga et al., 2008; Larrañaga & Yubero, 2019).

If it is confirmed that teachers discover a greater professional relevance of literature in their teaching practice at the Early Childhood stage, would there be any way to improve

students' awareness of its need? Would it be necessary to change the format of literature subjects and bring them into literary practice in the Early Childhood classroom? We propose to create greater spaces of encounter and interaction between university students and children, which would foster the development not only of literary competence, but also of other skills in which the child's gaze as a source of teaching is not being properly leveraged. It is worth reflecting on the multidirectional teaching-learning processes that take place in the encounter between children, adults and literary works.

Finally, we think it is important to return to a point we made in the first part of this article. It is not about blaming groups, and therefore, we do not see fit to burden the deficiencies of university students nor the inadequate academic career of Literature Didactics teachers. However, if the existence of models of readers to generate new readers is so decisive (Colomer, 2005; Munita, 2018; etc.), it is evident that the University is not managing to train teachers enthusiastic of Children's and Young Adult Literature, because perhaps the reading models it offers are not adequate either. But somehow it seems that those who are succeeding in training teachers interested in Children's and Young Adult Literature are the children from Early Childhood Education themselves, a possibility that will continue to merit future research.

Notes

1. The instrument began by explaining that the collection of information was completely voluntary and anonymous and that the results would be coded in such a way that the identity of any participant would not be reflected in the final form of the study. Participants were also reported that any information provided would be used only for statistical and research purposes; recalling that the survey could be abandoned at any time.

2. Contact information for the centres was collected between March and May 2018, when e-mail addresses of the schools were included on the Educateca website. This information is no longer available.

3. The standardised residual is the difference between the observed counts and the expected counts, divided by the square root of the expected counts.

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Appendix 1. Questionnaire to participants

Teachers

How many books do you read a year for pleasure?

How old are you?

What is your gender?

- Man
- Woman
- Other

How often do you go to the children's section of a library or bookstore?

- Never or hardly ever.
- 2 or 3 times a year.
- Every 2 or 3 months.
- Once a month at least.

How often do you consult blogs, websites, social networks or other publications related to children's literature?

- Never or hardly ever.
- Occasionally, when information of interest appears/I find it.
- I am interested in and I usually look for this kind of information.
- I have a subscription to one of them and/or consult them frequently.

Have you received any specific training in children's literature, such as courses, seminars or workshops? (Not including subjects inherent to their university education)

- No
- Yes

How often do you read or tell stories to your students?

- 1-2 times a month.
- 3-4 times a month-
- 1-2 times a week.
- Everyday or almost everyday

Students of the BA Degree in Teaching

How many books do you read a year for pleasure? (Not including compulsory university readings)

How old are you?

What is your gender?

- Man
- Woman
- Other

What year are you studying?

- Year 1
- Year 2
- Year 3
- Year 4

How often do you go to the children's section of a library or bookstore?

- Never or hardly ever.
- 2 or 3 times a year.
- Every 2 or 3 months.
- Once a month at least.

How often do you consult blogs, websites, social networks or other publications related to children's literature?

- Never or hardly ever.
- Occasionally, when information of interest appears/I find it.
- I am interested in and I usually look for this kind of information.
- I have a subscription to one of them and/or consult them frequently.

Have you received any specific training in children's literature, such as courses, seminars or workshops? (Not including that inherent to his/her Degree)

- No
- Yes