READING HABITS IN ARMENIA

Results of a survey on readership carried out in December 2012

THE GENERAL PICTURE OF READING DYNAMICS IN ARMENIA

by Ruzan Tonoyan

Armenians have always respected books. They have regarded the book an object of worship. Their love of writing and books has been sustained across generations, which is witnessed by Armenian handwritten manuscripts and the 500-year-long history of Armenian printing. In critical times, Armenians have relied on books and have safeguarded them against dangers.

In the Soviet era, Armenia ranked as one of the fifteen republics with the highest rate of readership; reading was encouraged by the state and welcomed by society; being keen on books, purchasing books and reading were more common than in the post-Soviet decades. (For the sake of fairness, I must mention that the ability to purchase books on a regular basis in the Soviet era was determined by several significant factors - books were published by the state, and circulation was high, thanks to which books were affordable; a concomitant factor was the public's sustainable capacity to pay). Due to the economic and energy crisis in the 1990s, reading was somewhat neglected when residents of Armenia were faced with the hardships of trying to make ends meet. A certain disrespectful attitude towards books arose in the years when Armenian society was aspiring towards a free market. The emigration of a considerable number of intellectuals also precipitated the decline in reading. However, today, the public attitude towards books is gradually changing. People read because they consider reading an interesting and useful leisure time activity.

The important reading-related cultural events that took place in Armenia in 2012 were dedicated to the 500th anniversary of Armenian printing, to promoting Yerevan as the capital of writing, and to the sincere willingness to revive interest in books. These events helped clarify one common objective for various social institutions involved in the book industry - to stimulate reading in Armenia.

If we look at the reading patterns across the world, we will notice that a global problem has emerged: on the one hand, the amount of information is increasing and societies have quick access to information; on the other hand, many people are unable to digest this large amount of information.

The 21st century has already seen an increased need for literacy. The formation of a new information-based society imposes new demands on humans. At any rate, reading has remained the core demand. Measures to involve populations in reading are being taken in many countries around the world; the purpose is to find a continuous system allowing for the acquisition and development of mental faculties and skills for self-education and studying. The problem of reading, which is conventionally called "the crisis of reading", has been investigated in many countries over four decades. A strategy for reading is being developed, which outlines steps to be taken for the preservation of reading, implementing reading therapy and fostering reading. Obviously, such large-scale projects must focus on developing the reading skills of schoolchildren, broadening the readership by stimulating interest in reading, organizing collaboration among publishing houses, libraries, and schools, which would be beneficial for establishing the habit of reading and its development.

Consequently, based on the peculiarities of Armenia's national readership and the study of international experience, we deem the following to be greatly significant:

- The collaboration among public, non-governmental and private organizations involved in the book industry, which has established a successful precedent in recent years (library-publisher-author-translator reciprocity)
- The founding and operation of a center for coordinating the fostering of reading; collaboration among pedagogues, teachers, librarians, publishers, the press, electronic media and other institutions.

For closer collaboration, a database (including 70 countries) of organizations involved in the book industry was started. The main purposes of such organizations are to promote the art of reading, translation and publishing, as well as to design ways for securing a commensurate book market and industry and to foster interdependence between the two in Armenia.

The "Book Platform Project" funded by the European Union helped draw a picture of reading dynamics in Armenia. Within the framework of the project, the company Sensei Marketing Academy carried out a social research study entitled "The Reading Level of Residents in the Republic of Armenia" (01.10-25.12.2012). The research focused on subjects representative of Armenia and included qualitative and quantitative dimensions; the research reveals the attitudes of various social classes and age groups towards reading and allows for reference to statistics in the process of promoting reading projects. To have a real picture of reading, it is necessary to rely not only on emotions and national and international experience, but also - and especially - on statistics. Special attention must be paid to studying the reading sector, while the issues in the sector should give us hints about how to find productive methods for improving the situation.

The research activities were carried out in the capital, in all the provincial centers and in two villages in each province. A total of 1067 people took part in the survey, while the margin of error was three percent.

We believe that the geographical basis of the research has reflected the controversy in a multilayered society about books, reading, and ways to foster reading.

The qualitative research was carried out through discussions in two focus groups (05.12.2012), whose participants were selected according to sex and age: Group I consisted of 18 to 34-year-olds (conditionally considered young); while Group II included 35 to 53-year-olds (conditionally considered middle-aged).

The objectives of the qualitative research were to find out the following:

- The specifics of how Armenian residents' attitudes toward reading are formed
- Armenian residents' preferences for electronic and printed books, language for reading, and choices of sources of information about books
- The value of books for Armenian residents
- The ways of fostering reading in Armenia
- Armenian residents' perceptions about literary characters
- Armenian residents' expectations with respect to libraries and bookshops and their awareness of publishers

Indeed, it is impossible to project the results from a small discussion group onto the whole population; however, it is necessary to draw conclusions based on the results. It turns out that both the young and the middle-aged <u>formed an attitude</u> towards reading as schoolchildren (they also acquired their reading skills in their early teens); some were inspired by family members, while others were forced to read at school. Consequently, the roles of the family, school, teachers, as well as the influence of society and environment (especially on youth) prove to be significant.

The middle-aged explain that their failure to engage in reading is due to the absence of consistency in regard to reading patterns at schools (primary and secondary schools, universities and other educational institutions); the middle-aged think that today students are not required to read as much as they were in the past. The research also shows that the reading model has changed, too; the middle-aged believe that youth do not have the same reading habits – the goals and motivations for, as well as the status and length of reading have radically changed, which has led to changes in preferences for and ways of working with texts. Another difference is that books are regarded not as "textbooks on life," but as a source of information. In summary, reading is a kind of art, which has its prehistory that accounts for how a reader has formed a certain attitude towards reading and how this attitude reflects on their actual reading.

The social research makes it possible to assume that electronic culture can also affect the quality of reading:

- The perception of printed text and information might change, becoming episodic and quick, and as a result it will be difficult to focus on bulky descriptive novels
- Readers' preferences can also change (screen culture, which includes TV, video watching, and computer, plays a significant role)

It is possible to conclude that the transition from traditional ways of reading to contemporary ones is one of the reasons why the number of readers is steadily decreasing. According to the young, social networks play a double role – on the one hand, they hinder people from reading, while on the other hand, they help the exchange of opinions and information about books, works, authors and articles.

The qualitative research results indicate that the importance of books is perceived variously. The middle-aged prioritize the development of mental faculties and communication skills in the process of reading, while the young stress the role of exchanging experience, which includes not only ethnic experience, but also skills needed to act self-sufficiently in various real-life situations.

Another intriguing observation is that the young do not approve of the demonstrative aspect of promoting the art of reading; in other words, they do not aspire to follow the fashion of reading, considering it ostentatious behavior. The middle-aged do not mind such behavior. During the discussion, the young talked about themselves as individual cases, not about everybody as a common whole. This means that they do not regard themselves as part of the whole, since the whole community of readers is an abstract concept. This is not a problem for the middle-aged: they proudly reminisce about how their generation used to take a delight in publications of new books.

Conclusion: for the middle-aged there used to be a real readership, which they saw their parents and relatives taking part in; they felt they were part of that whole and wanted to see future generations as part of that whole. As school children, they borrowed books from acquaintances and libraries and almost never checked books out from school libraries, since, as it is mentioned, there were not any reading rooms, there was a scarcity of books, and the librarians were unfriendly. *They have less free time than the young, and they associate reading a book with leisure and vacation.*

Considering the attitude towards electronic and printed books, we have arrived at the conventional viewpoint that for the young, electronic materials are functionally preferable to their printed versions. It turns out that the young consider printed books (especially professional books) largely inferior to electronic books for several reasons:

- The Internet allows readers to find the necessary book fast and read it immediately
- The Internet allows readers to simultaneously read and visit social networks
- Reading on the computer allows one to take notes while reading
- The printed book costs money, while it is possible to find an electronic version of the same book online for free
- Printed books are inconvenient to carry around, while electronic versions of books are widely accessible

The middle-aged prefer reading printed books. One of the reasons is reading from a computer screen makes their eyes sore.

It should be noted that the reading language depends on the reader's basic education – in both age groups, reading in Armenian or Russian is preferred. Interestingly, the young are not content with Armenian translations of foreign authors; those who prefer the original nevertheless say that "they prefer a good translation to the original."

Conclusion: founding a high quality translation school is imperative to allow Armenian readers in Armenia to be able to connect to world culture and to be able to present Armenian values across the world.

According to the social research, the young are quite unfamiliar with contemporary Armenian authors. Both age groups believe that the reason why contemporary Armenian authors' works are not read in Armenia lies in the lack of advertisement. (This argument should not necessarily be taken for granted, since it is contradictory **– there are various information sources about books**, for example, the Internet, friends, family, and TV, particularly the Russian "Culture" TV channel).

It is noteworthy that the respondents highlighted the PR events that are aimed at books and reading; moreover, they evaluated the work done in this direction in recent years positively, since, in their opinion, even *the appearance of new posters in the streets can serve as a reading stimulus.*

Let us look at the very divergent opinions of the young and the middle-aged. The two groups have different opinions about the influence of large-scale events (for example, the project "Yerevan – the World Book Capital"). The young consider the changes to be positive, if they have resulted in even minimal success; the middle-aged value the significance of the event and regard it as productive.

It is curious that the <u>different age groups have the same expectations from present-day libraries and bookshops.</u>

In answering the question "What should libraries look like to make you want to spend your time there reading?" **the young** underscored the following standards:

- Both school and public libraries must have all the necessary facilities for readers to feel comfortable (this means that the young visit the library not only for borrowing books, but also for reading)
- Availability of a friendly staff welcoming any questions from visitors
- Books must be thematically shelved, if possible, in separate rooms, in which the interior matches the books thematically
- Availability of ID cards - *cards must be provided quickly, without unnecessary paperwork, and books must be equipped with magnetic strips*
- Availability of electronic reservation of books and access to electronic books for saving time

The middle-aged add televised library events.

Indeed, such conditions are partially available in the big libraries in Armenia; however, there are many problems that still need to be corrected.

The observations about bookshops are the same, but with one difference - different bookshops offer either perfect or poor service. *Consequently, it is possible to assume that in the private sector, individual entities work differently.*

Publishing houses are regarded somewhat negatively by both age groups: the respondents think that in Armenia, publishing houses are viewed more as printing factories: "a publishing house must secure the sale of a book… and everything else connected with it… an author must only write," they say. On the other hand, both age groups were familiar with some publishing houses, including: Arevik, Zangak, Print Info, Antares, Tigran Mets, Asoghik, and Hakob Meghapart, among others.

The role of the state and its involvement with reading-related sub-sectors within the process of raising the level of reading in Armenia is deemed significant by both age groups. (They believe that the government must invest in the development of libraries and publishing houses, as well as in opening bookshops).

The analysis of the results of the quantitative research shows the actual level and dynamics of reading in the Republic of Armenia. Similar to the results of the qualitative research, the quantitative study reveals, this time through statistical data, the same problem, which lies in the fact that all the respondents began reading regularly at school (39 percent at primary school, 44 percent at middle and high schools, six percent found it difficult to remember when they began reading on regular basis, and only dive percent said they had never

read). *According to these data and to the survey on the reading habits of children and teenagers, it is possible to assume that minors are to be considered a risk group; based on this assumption, stimulus for fostering reading among children and teenagers must be considered important.*

When looking at the social research data about the attitude towards reading, we notice that in comparison to the last five years, now almost 37 percent of the respondents do not read at all, 43 percent read relatively little, and only 20 percent entertain a positive attitude towards reading, six percent of whom have not changed their reading dynamics; only 14 percent have been reading relatively more frequently in the last few years.

This is an attempt to describe the infrequent readers: 48 percent - the highest among those who never read - has been recorded in the villages over the last five years. The number of frequent readers is growing in Yerevan (19 percent of all the readers across Armenia). The reading frequency for male and female readers is equal – 76 percent and 74 percent respectively. Thirty percent of the infrequent readers do not have a profession, 25 percent are science majors, and another 25 percent are majors in the humanities and social sciences. Non-readers are craftsmen, artists, and people who do not have a profession - 91 percent, 84 percent and 83 percent respectively. In addition, this group includes people who work in the service (68 percent), government (64 percent) and public (60 percent) sectors. The married complete the group with 70 percent.

The level of reading has declined in all the provinces. Particularly Shirak with 84 percent ranks the lowest. Aragatsotn ranks first with 59 percent.

The percentage of infrequent readers in each province:
Shirak – 84.3 percent
Kotayk – 83.6 percent
Ararat – 80 percent
Syunik – 79.4 percent
Tavush – 76.9 percent
Lori – 75.6 percent
Yerevan – 73.8 percent
Vayots Dzor – 72.1 percent
Armavir – 70 percent
Gegharkunik – 63.6 percent
Aragatsotn – 58.5 percent

It should be noted that reasons cited for the decline of reading included health problems, TV, computer, the Internet (games, music, videos, films, and social networks), going out with friends, but also the lack of exciting books. According to the results of the social research, the most common reason is lack of time (63 percent); moreover, this reason is more serious for the 25-44 age group (25-26 percent) and less of an impediment in the age group above 55 (8 percent). The study of the reasons for the decline in reading in Yerevan, provincial centers and villages reveals that lack of time is more evident in the villages (Vayots Dzor 74.2 percent, Lori 72 percent, Tavush 55 percent, Armavir 52.4 percent) (Social Research, Chapter 21). It is discouraging that 59 percent of people who do not read will never take up or resume reading, and that 41 percent considered reading likely if time would permit.

Let us characterize the readers based on the same principles: the frequent readers over the last five years who constitute 14 percent of the sample thought this change was due to the growing necessity of reading at school and workplace (39 percent), to the reasonable prices of books that match their interests (33 percent), and to more leisure time (29 percent).

Looking into the reading dynamics based on sex, it is noticeable that women constitute 64 percent of this group (See Figure 26). 50.7 percent of men and 49.3 percent of women do not read at all. It is intriguing to see that the age index indicates that the young read more: representatives from the 18-24 age group are at the top (38 percent), the 25-34 age group constitutes 23 percent, the 35-44 age group – 14 percent, the 45-54 age group – 9 percent and the age group above 55 – 16 percent (see Graph 27). In fact, the decrease in the reading index parallels the decrease in the number of young people, and the growth in reading dynamics parallels the increase in the number of graduates from secondary schools (a bachelor's degree was the lowest degree for secondary school graduates in the social research). The growth in reading dynamics runs parallel to the increase in the number of specialists in the humanities and social sciences (from 19 percent to 51 percent); and conversely, as the reading dynamics subside, the number of the people without a profession increases (from 9 percent to 39 percent). The number of the unmarried increases as the reading dynamics grow (from 16 percent to 55 percent).

Fifty-two percent of the readers read for pleasure, 44 percent for self-education, and 21 percent for acquiring expertise.

The data examined also indicate that reading for spiritual growth and pleasure constitutes a large percentage among readers – 56 percent read fiction, 42 percent read printed newspapers and magazines, while around 34 percent prefer professional books. The most frequently read electronic materials are newspapers and magazines (around 14 percent) and professional books (around 9 percent).

In the case of fiction, 77 percent of the respondents read classics, 78 percent of them prefer Armenian authors, and 86 percent of the latter prefer reading prose. Looking at the genre indexes, it is remarkable that the novel is preferred by the 40 percent of the respondents, while novellas and short stories – by 38 percent, and poetry - by around 14 percent.

Preferred Genres (Figure 34)
Novel – 40.2 percent
Novella and short story – 38.1 percent
Epic – 4.4 percent
Poetry – 14.2 percent
Other – 0.5 percent
I don't know – 2.6 percent

The following novel genres are preferred: adventure (around 39 percent), romance (35 percent), detective (29 percent), and drama (28 percent); less popular genres are science fiction (7 percent) and historical (6 percent). Looking at the monthly average reading volume, it is remarkable to see that around 32 percent of fiction readers read up to 50 pages; 21 percent read up to 50-150 pages; 20 percent - 150-300 pages; 9 percent - 300-500 pages; and around 5 percent - 500 pages and more; while 14 percent found it difficult to say how many pages they read in a month.

The primary language of reading for 90 percent of Armenian residents is Armenian. For 39 percent, reading in Armenian is a matter of ethnic identity, for 28 percent, reading in Armenian is easier. *For the future translation market, it is necessary to mention that 38 percent of the respondents have claimed two reading languages; about 8 percent of the respondents mentioned a third reading language (for 7.2 percent of whom it is English).*

The sources where printed books and press can be acquired are private libraries, public and community libraries, bookshops and kiosks. Fifty-one percent of the respondents purchase newspapers and magazines from kiosks; 44 percent of the respondents said they obtain professional books from public libraries; 38 percent mentioned their relatives, 37 percent - their own libraries, and 14 percent - bookshops.

The main source for obtaining electronic materials is the Internet.

In regard to the type of book, 94 percent of the respondents prefer the printed version. Only 10 percent of the respondents prefer the electronic version. Audio and other types of books are seldom used (Figure 35).

According to the quantitative research, the attitude towards printed reading is as follows: 33 percent of the respondents and 56 percent of those who answered the question read belles-lettres. Around 25 percent of the respondents and 42 percent of those who answered the question read newspapers and magazines, namely one-fourth of Armenian residents. (Eighty percent of the latter mentioned that they read up to 50 pages of printed newspapers and magazines in a month; the rest found it difficult to answer). Around 20 percent of all readers and 34 percent of those who answered the question read professional books. Only three percent of the respondents read printed encyclopedias and two percent read printed dictionaries.

A negligible portion of the respondents (two percent) read electronic books - four percent of those who answered the question.

Eight percent of all the respondents and 14 percent of those who answered the question read electronic newspapers and magazines. Fifty-two percent of the respondents read up to 15 pages monthly, 15 percent - 50-150, and more than 27 percent found it difficult to answer the question.

Five percent of the respondents and nine percent of those who answered the question prefer electronic professional books. Thirty-eight percent of the respondents read up to 50 pages; as the number of pages increases, so does the number of readers.

The sources where reading material is obtained: in the case of printed belles-lettres, 58 percent of the respondents mentioned private libraries of printed books, 41 percent - their relatives, and 27 percent – libraries. The majority of the respondents, 51 percent, obtain printed newspapers and magazines from kiosks, 27 percent - from friends and relatives, 19 percent - from shops, and eight percent from libraries.

Forty-four percent of printed professional books are borrowed from libraries, 38 percent - from relatives, 37 percent use their private libraries, and 14 percent purchase them. According to the quantitative analysis, 67 percent of the respondents use their own printed encyclopedias, 47 percent borrow from their relatives, 11 percent - from libraries. There is an 11 percent increase in the index of purchasing printed dictionaries when compared to purchasing encyclopedias.

The Internet is the main source for obtaining electronic reading materials - 83 percent in the case of belles-lettres, 78 percent in the case of newspapers and magazines, and 80 percent in the case of professional books. A very small number of Armenian residents use their own electronic resources or those offered in public libraries.

Examining the purchase of reading materials, we notice that 88 percent of printed belles-lettres readers and 74 percent of professional book readers do not purchase printed books, while 78 percent of the readers of printed newspapers and magazines purchase the reading materials.

The respondents obtain electronic newspapers and magazines for free (only nine percent purchase them). Electronic professional books are also infrequently purchased. Ninety-five percent of respondents do not purchase electronic professional books. The respondents do not purchase electronic fiction books, encyclopedias and dictionaries at all.

The preferred place for reading for residents of Armenia is their home – almost all the respondents (around 96 percent) prefer reading any type of material at home. The picture is different with respect to electronic materials, for example; 16 percent of the respondents prefer to read professional books and articles at their workplace.

Comparing the evaluations of translated belles-lettres and professional books, we come to the conclusion that while translated works of fiction – both in Armenian and in translation – are evaluated positively, the readers are not satisfied with Armenian translations of professional books; for the readers, it is imperative that these books help in the acquisition of expertise.

It must be noted that the most popular bookshops in Yerevan are Noyan Tapan (63 percent), Bookinist (Book World) (26 percent), Zangak, and Edit Print, etc. However, **the indexes of familiarity** with the bookshops and the frequency of using them are not consistent: for example, 36 percent of those who are familiar with Bookinist visit it, while only seven percent of those who are familiar with Bureaucrat visit the latter.

In examining the indexes of familiarity with the libraries and indexes of the frequency of using them, we see ambiguous figures: 68 percent of the readers said they do not use libraries, 18 percent use libraries two or three times a month, 2.5 percent of readers use a library every day, 4 percent - two or three times a week, 1.3 percent once or twice a month. The most popular library with the respondents is Khnko Apor National Children's Library (43 percent of the respondents). Around 35 percent of the respondents are familiar with Avetik Isahakyan Library and 11 percent know the Armenian National Library. Some libraries in the provinces, in provincial cities and villages are also recognized (the libraries in Pokr Vedi, Gavar, Artashat, and Dvin, among others) In the provinces, there is also an inconsistency between **familiarity and frequency of use**: 60 percent of those who are familiar with the libraries in provincial cities use them, and 38 percent of those who are familiar with the school libraries do so.

If we are to sum up our research and look at the problem *from the point of view of the goal-oriented and productive organization of reading, we need to be guided by the following considerations:*

- The organization of reading for children and teenagers and the instillation of the art of reading in them should be the main component of state policy for the art of reading.
- Reading occupies a significant place in contemporary humans' life, even though it is not the first priority in their leisure time.
- The contemporary reading model is characterized as practical, individual, where recreational reading is dominant.
- Books are not neglected; they function as a source of information, though readers (especially the young) more often use the Internet.
- The consistent and continuous operation of a center which is guided by the objectives of developing the infrastructure of reading and securing the collaboration among its sub-sectors must be based on an analysis of the actual statistics.
- The interests, preferences and needs of readers must be studied; they should not be supplied with what has traditionally been considered right.
- It is necessary to pay attention to involving non-readers with reading.

Based on the above-mentioned considerations, we propose certain steps, which will foster the formation and development of the art of reading:

- Development of a project for supporting sustainable national reading
- Joint efforts on the part of libraries and educational institutions aimed at *establishing and developing* informational literacy and *the art of reading* for youth
- Fostering projects for libraries and authors with the goal of involving a large number of readers through promoting the art of reading
- Establishment of a system of reciprocated information
- Development of social collaboration among organizations dealing with issues related to books and reading; involvement of state institutions and urban business in the process of resolving the issues of reading.

THE READERSHIP STUDY RESULTS by SENSEI COMPANY

Between October 1, 2012, and December 25, 2012, Sensei Academy of Marketing LLC commissioned by the National Publishers Association NGO within the framework of the European Union funded "Book Platform Project" carried out the sociological survey "Reading Levels of the Population in the Republic of Armenia," which included qualitative and quantitative components.

The qualitative part consisted of two focus group discussions; the participants were selected by gender and age characteristics. The focus groups were held on December 5, 2012. The quantitative survey fieldwork was carried out between November 27, 2012 and December 7, 2012.

METHODOLOGY

Purpose
Describe the reading level / dynamics in the RA.

The tasks for the quantitative part of the survey were to:
- Describe the reading level of the population of the RA.
- Describe the change in the level of reading among readers over the last five years. Find out the reasons for such changes.
- Find out the reasons for not reading.
- Find out the motivation for reading.
- Describe the population's preferences in the choice of reading materials, with respect to:
- The literary period (classical, modern, etc.)
- Language of the literature (Armenian literature, foreign literature translated into Armenian, Russian literature, Russian translation of foreign literature, etc.)
- Format of works (prose, poetry, etc.)
- Type of works (novel, novella, story, epos, poem, quatrain, etc.)
- Book type (printed, electronic, audio)
- Book size
- Literary genre
- Preferred language of reading
- Identify the ways of acquiring reading materials:
- Basic methods of acquisition
- Buying reading materials, average value
- Private library availability for:
- Printed books
- E-books
- Sources of information about books.
- Preferred places for reading.
- Attitude towards professional books:
- by Armenian authors
- translated into Armenian
- in Russian or in other foreign languages
- Attitude towards fiction books:

- by Armenian authors
- translated into Armenian
- in Russian or in other foreign language
- Awareness of and visits to bookstores.
- Awareness of and visits to libraries.
- Most/least favorite works/authors.

The tasks for the qualitative part of the survey were to:

- Find out the specifics about how attitudes towards reading are formed
- Participants' preferences:
- Specifics of using electronic and printed books
- Choice of reading language
- Sources of information about books
- Book significance for the participants
- Expectations about modern libraries and bookstores
- Participants' perceptions of modern role models
- The impact of the Internet on reading
- Ways of raising the reading level in Armenia
- Awareness of publishing houses
- The difference between the concepts "read" and "entertsel" («ընթերցել»)

Methods for Collecting Information

- For the qualitative part of the survey, the focus group discussion method was used. The first focus group participants belonged to the 18-34 age group (youth), participants in the second focus-group were 35-54 (adults). The gender balance within the groups was preserved as far as was possible (the "youth" group consisted of four women and four men; while the "adults" group was five women and three men, since 35-54-year-old men as a rule are difficult to access).
- For the quantitative part of the survey, the interviewing method was implemented, which consisted of face-to-face interviews with the respondents based on semi-standardized questionnaires.

Survey Sample

A representative sample for the RA was formed. Interviews were conducted in Yerevan, all regional centers and two villages in each *marz* (region). The margin of error was three percent, and the sample volume was n=1067.

FOCUS GROUP DISCUSSIONS STUDY

Prior to talking about the results of focus group discussions, we find it necessary to mention that we are not going to extend the results of this analysis to all groups of youths and adults: these results are above all characteristic of the two focus groups' participants.

Specifics of How Attitudes towards Reading Are Formed

The majority of youth began to read at school age. Some had their interest piqued by family members; others were made to read at school. Once school age, they mostly used the literature which they had at home or in the libraries of their friends. They almost never accessed school libraries because, as the respondents said, there were no reading rooms, few books, and the librarians were "strict" (i.e. not very friendly).

The adults also started to read at school age. They strongly emphasized not only the role of family but also

the school's and teachers' role in shaping children's desire to read. In their opinion, today school children are not required to read as much as they were.

They attached a great deal of importance to the general public and environmental impact on young people: they don't think political figures serve as an example for reading:

"...popular leaders do not read... some MPs have a 4th grade education... young people want to be like them..." - a representative of the "adults" group.

Adult participants have less free time than the younger ones; reading a book for them is associated with rest and vacation. Although they engage in various activities, for some respondents, reading is still the main way they relax. Over time, some participants' reading preferences changed: *"today when I read the books that I read in my youth, I don't understand – how could I have liked and admired them...now they are not mine."*

Speaking of rereading books, adults indicated that not all books can be reread. Young people mostly reread to recall forgotten material or to grasp previously read material in a new way. During the discussion such an idea was expressed:

"Lines [from a text] should not be memorized ... if you memorize them you don't have an impression of getting something new... you should get something more from a book than memorable lines..." - a representative of the "youth" group.

The youth group discussed the topic of demonstrative reading. In their opinion, for example, many people read Paulo Coelho's works in order to show that they have read this book. Young people do not support the **demonstrative side of things; they do not strive to be the followers of reading trends. During the discussion,** everyone was talking about him/herself. They do not feel that they are part of any whole when it comes to reading, as the concept of a "whole community" of readers is uncertain for them.

This problem seems to be absent among adults: they proudly talked about young people's excitement when new books came out when they were young. They mentioned that they wait for new books with the same enthusiasm even now. During the discussion, participants recalled earlier and modern authors, and it was precisely there that they found the "whole reading community": they had seen their parents as part of that community, felt themselves to be a part of this "whole", and wished to see future generations also taking part.

Particularities of Using Electronic and Printed Books

For young people, printed books, especially professional books, are considered greatly inferior to e-books for a number of reasons:

• The Internet makes it possible to search faster and to find and start reading book

• It is possible to simultaneously read and visit social networks

• Computer reading allows readers to make parallel notes

• A printed book costs money, while the electronic version of the book can be found on the Internet for free

• A printed book is not easily transported, while the electronic version is available everywhere.

We note that in terms of functionality, e-materials are more preferable among youth than printed ones. This attitude is held very strongly among some young people, thus printed books have begun taking on a symbolic / artifact-like character.

"I read the e-book, enjoyed it, then bought [the print book] just to have it," - a "youth" representative.

The middle-aged group used other criteria in comparing electronic and printed materials. All participants agreed that one's eyes get tired after extended reading from the screen. Besides, unlike the youth, who prefer e-versions for making notes, adults immediately connect notes with printed materials. This may be due to the fact that the middle-aged readers are guided by habit or do not possess the skills for working with electronic materials as well as young people do.

Thus, printed literature was preferred by middle-aged readers for two main reasons:

• One's eyes do not get as tired as while reading from the screen.

• Printed materials are more suitable for making notes.

Choice of Reading Language

Depending on the language they were educated in, participants in both groups prefer to read either in Armenian or Russian. It is remarkable that young people are not very satisfied with Armenian translations of foreign authors and would rather read the original in Russian, for example, than the Armenian translation. At

the same time, everyone agreed that "a good translation would be preferable to a good original" and even appreciated, because "there are very few translations for us."

In order to raise the reading level in Armenia, young people suggested translating books written in different languages into Armenian, as well as better advertising of the works of Armenian authors.

Regarding the awareness of modern Armenian authors, only a couple of people could mention a few names at most: Razmik Davoyan, Alvard Petrosyan, Ruben Ishkhanyan (who writes in Russian, as mentioned), Violet Grigoryan; the others kept silent, and one of them said: *"they say there are very good writers in Armenia as well."*

We can conclude that among the youth, awareness of modern Armenian authors is almost absent. Participants in both groups attributed the problem of low visibility of works by modern Armenian authors to the lack of advertising.

Sources of Information about Books

Young people mentioned the Internet as a source of information about books, as well as their friends, relatives, television (in particular, the "Culture" [Культура] TV channel). It was recalled that within the Yerevan - World Book Capital Program, television provided a *"little airtime during which an author was presented... a couple of interesting facts... a couple of interesting points... book advertising."* The participants emphasized the fact that PR measures for books and reading should be carried out in society. The young people assessed the work that has already been done in that regard positively, as one of the focus group participants noted: *"when posters appeared on the streets my friends began to look for new books and to read."*

Very few adults visit libraries. Unlike young people, they are more inclined to buy books. They learn about books from the Internet as well. It is interesting to note that if the book is for themselves, they buy it from subways, but if it is a present for someone else, then they buy it from a bookstore, with a nice cover. Young people are more inclined to find free online versions of books than to buy them.

Adults also remembered the Yerevan World Book Capital Program, but had quite a different opinion about the impact. Young people perceive any attempt at change more positively, even if it wasn't extremely successful, while adults evaluate the work done in terms of content and do not see results.

Books' Significance for the Participants

Young people attached importance to a book's role in transferring experience, and not only national experience, but also as a way of orienting oneself independently in different situations: "You are already ready for what you have not felt yourself."

They also get knowledge and information from books, which allows for better communication with people. Adults primarily emphasized the book's potential for developing ideas and shaping words:

"All people of our generation are good at forming their thoughts. We can talk and give a toast...but the youth cannot..." - adult representative.

Expectations from Modern Libraries and Bookstores

During the discussions it became clear that respondents in both groups almost never visited the school library while they were in school because, as they said, there were few books, there were no reading rooms, and the librarians were not so friendly. In the memory of some adults, a librarian remains: *"a woman with a strange old haircut, with a smell of antiquity... dusty"* or as *"a doll-like grandmother with heavy makeup, who did not understand a thing."* These characters have remained in people's memories up until today and do not allow for a new view of Armenian libraries.

While accessing school libraries was not needed, since students could find the books they needed in their own or their relatives' libraries, the situation in higher education is quite different.

Lecturers, libraries and the Internet have become the main sources for free acquisition of professional books. The youth believe that the greatest problem with libraries is their working hours: they are closed early and students are not able to use them. The attitude of young people towards the libraries of the Soviet period is also very interesting. According to them, a modern library should be:

"..not Soviet one - with bad chairs, strict administration and a slip of paper in a book... you may lose the book, but never the slip of paper," - representative of the young generation

Many adults have not visited a library in the last twenty years and do not know what the libraries' present conditions are. Only one participant visited libraries in connection with teaching duties at a school and greatly appreciated the assistance of the staff at the Khnko Aper Children's Library and the Isahakyans Library to find necessary literature for students.

In their answer to the question "What should a library do that would make you want to visit and read?" **young participants** emphasized the following criteria:

- Both university and public libraries should have all the conditions necessary for a reader to feel free (toilets, comfortable furnishing, etc.).
- Friendly staff who are always ready to discuss any issue with the visitors of the reading rooms.
- The books should be shelved thematically, if possible in separate rooms, and the interior of each room should match its thematic orientation.
- Providing silence and light which is more suitable for reading conditions: from this we can conclude that young people visit libraries not only for taking out books, but also for reading them there.
- East access to library cards: "a quick system for getting library cards, not requiring much paperwork, and books with magnetic strips."
- Possibility for electronically ordering books to save time.
- Electronic versions of books available in libraries, as well as computers for readers to use if needed.
- Implementing activities and presentations of different books.

The participants also referred to the physical condition of books: some participants thought that books should be new, attractive, with beautiful covers; others pointed out that a book's worn-out look symbolizes antiquity: *"old books have a certain quality about them,"* referring to the times when books were published to educate and develop people, and *"now that sphere has turned into a business."*

Adults recommended that the library:
- Be a happy place, with good light, full of students.
- Be a space where students will be able to prepare for exams.
- Have many computers.
- Have a café or place to drink coffee.
- Have young and active librarians (*"Such as the staff of the library in the city of Bologna,"* adult respondent).
- Librarians should be able to provide brief information on each book, *"[now, it's] as if you are entering an equipment shop and asking what a product is for and they answer: 'Buy it and see.'"*

Organize events and broadcast them on TV; think about ways of attracting children, as the Isahakyan Library does; organize various interest groups.

Bookstores

Turning to the topic of bookstores, the participants noted that they have received a warm welcome and quick service in some bookstores of Yerevan, while the staff of some other bookstores was qualified as *"grubby;" "you ask whether they have the book and they tell you to go and look for it somewhere..."*

When asked how modern bookstores should be, the young people stated:

- **"Books at the bookstores should be classified by theme, in a narrow professional focus, then according to their style and historical periods."**
- They should have small reading rooms where the buyers/readers would be able to learn about the book and make their choice.
- As in the case of libraries, the participants believe that the interior of bookstores should have an appropriate style, for example: *"There should be room with potted plants and flowers - books and flowers are associated with each other ... "* Books and bookstores should be advertised on the web and TV.

Participants of the older generation were more aware of bookstores than of libraries. They were familiar with Bureaucrat and Noyan Tapan bookstores. They positively assessed the activities carried out by the bookstores. This group also referred to café-bookstores, where they find it very convenient to sit and read when they have to wait.

Perceptions of Modern Role Models/Heroes

Young people were unable to mention modern role models or heroes. They said that "*in the 21st century, it is difficult to create an image [of a hero]...*" They raised the question of what the definition of a "hero" is.

"Before, it was a nation's rescuer, but now how can one become a hero?"; "a hero is a person who is richer"; "Now life is unclear" - representatives of the youth group.

Participants think that today heroes have been replaced by modern singers, whose lyrics become passwords, as well as soap opera characters, such as Styopik (a popular Armenian TV character, who is a slacker known for his stupid jokes and living off his father's money) and football players.

It is noteworthy that when talking about the Battle of Karabakh, young people noted with regret that very little fiction has been written on this subject, and even recently information about the mass protests on March 1, 2008, against alleged fraud in the Armenian presidential elections has been included in textbooks instead: "*it would be better to refer to Karabakh's heroes*".

Adults also found it difficult to identify modern heroes or role models. If before, heroes included the Count of Monte Cristo and Jane Eyre, then today's heroes are Harry Potter and the Lord of the Rings, who are real for children and young people, while there are no modern heroes for adults.

The Impact of the Internet on Reading

Initially, before starting the survey, we proposed a hypothesis that the appearance of computers and the Internet contributed to the decline of the reading level in Armenia. Respondents in both groups noted that types of web entertainment such as visiting social networks, watching films, and playing games may prevent people from reading, but both youth and adults strongly emphasized the role of the Internet in searching for and finding literature.

Young people attached a dual role to social networks: on the one hand, they hinder reading books – "*if we didn't have [the social networks], then maybe we would read*" – but on the other hand, they provide an opportunity to share opinions and information about works, books, authors, and articles. Participants indicated that just by clicking a couple of buttons on Facebook, they are able to constantly see lines from the works of their favorite authors, information about other authors' works, newspaper articles, etc. on their screens. This social network makes it possible to create thematic groups, as well as to download and spread electronic versions of books.

Adults believe that even if there were no Internet and social networks, "*if a person tends not to read, then he or she will find another occupation,*" while the Internet allows readers to easily search for and find the necessary books.

In the adults' opinion, no matter how developed technology may become, the book will never lose its role and importance in people's lives:

"The age of the encyclopedia has passed, but we are still in the age of fiction," - an adult representative.

Ways of Raising the Reading Level in Armenia

During the discussions, we also touched upon issues of what the state can do to increase the level of reading in Armenia and what the participants can do themselves.

The primary responsibility for raising the level of reading, according to the adults, lies with the state, which today, unfortunately, does not pay sufficient attention and does not provide enough resources for libraries, books and for raising public awareness about reading.

"During those cold and dark years, people entered libraries just to warm up: they were comfortable, there were carpets on the floor, lamps were on. It was dark everywhere, but when you entered the library during the day, the lights were always on," a representative of the adult group.

Representatives of the older generation recall such a caring attitude towards libraries, while now they have witnessed how "The Isahakyan Library has been removed from its historical building."

When asked what the government should do to raise the level of reading in Armenia, the following suggestions were made:

Youth:
- The government, according to participants, should remove the 20 percent value added tax for bookstores or offer special privileges;

- Organize various PR campaigns to promote reading;
- Translate books written in different languages into Armenian.
- Enrich army libraries where soldiers have a lot of free time. The libraries of many military units are poorly stocked: *"my brother recently returned from the army… we sent him books, it would be better if there were books there."*
- Encourage the younger generation - *"organize school events, from a younger age… read and you'll get an iPod, the end justifies the means... school children should be made to read several books initially, after that they will do so on their own."*

Adults also touched on the problem of providing army libraries with new literature, as well as indicating some other suggestions:

- **The state must make financial investments in order to make the appearance of libraries more attractive.**
- Schools should require that parents help children to read.
- The state should be consistent in all issues.

Participants see their own role in the process of increasing the reading level in Armenia as telling people about the books they read.

Publishing Houses

Young people expressed their opinion about publishing houses as follows:

"We do not have publishing houses, we only have printing houses. I am an author, I have written or printed a book… I want you to publish it…a publishing house should ensure sales… Everything else… and the author should write the book."

However, a number of publishing houses were mentioned: Arevik, Zangak, Antares, Tigran Mets, Asoghik, and Hakob Meghapart.

Adults knew a number of publishing houses or, as they called them, **"book publishing companies"**: Tigran Mets, Print Info, Antares, and the printing house on Tpagrichneri Street.

Difference between the concepts of "read" and "entertsel" («ընթերցել»)

"Entertsel" («ընթերցել») is a semantic phenomenon that cannot be translated exactly into English or Russian. This concept has formed mostly among the older generation which indicated with "expert severity" that not all reading constitutes "to entertsel" («ընթերցել»). They differentiated between these two concepts, saying that reading newspapers and professional books means "to read," while reading fiction is "to entertsel."

"Entertseling is dictated by my heart, and reading - by my head," - adult respondent.

However, for young people "reading" and "entertseling" are synonymous. They did not sense any essential **semantic differences.** Young people perceive "entertsel" mostly like reading a magazine or superficial listing, while *"you read a fiction book, but don't 'entertsel' it."*

Thus, the concept of "entertsel" is some kind of reading culture (**культура чтения**), which implies cultural features associated with reading among the older generation that are absent among today's youth.

CONCLUSION ON THE FOCUS GROUP STUDY

As mentioned above, **"entertsel"** is some kind of reading culture (**культура чтения**), which implies cultural features associated with reading among the older generation, which are absent among today's youth.

In saying "cultural features associated with reading," in this case we mean the background of reading, i.e. how a certain attitude towards reading appears and how this attitude affects the act of reading.

Overall, it became clear from the adults' discussions that a whole community of readers really existed for them: they had seen their parents as part of that community, felt themselves to be a part of that "whole," and wished to see future generations there.

This point was not discussed by the youth. Young people actively spoke about what they like to read,

expressed opinions on various issues, but everyone was talking about him/herself. They did not feel the "presence" or existence of a "whole community of readers."

Young people consider following literary trends as a demonstrative behavior, which they do not want to be part of. Adults have a more positive attitude towards such behavior.

Adults think that young people do not read like they did in their youth. They see the reason for this in the lack of consistency at the institutional level.

Adults primary emphasized the book's potential for developing ideas and shaping speech; young people attached importance to the book's role in transferring experience, and not only national experience, but also the ability to orient oneself independently in different situations.

In terms of functionality, the youth preferred e-materials to printed ones. Some young people feel very strongly about this, thus printed books have begun to bear symbolic/ artifact-like status. Adults prefer printed books.

Participants see it primarily as the state's responsibility to raise the reading level in Armenia. The state, in their opinion, should invest in the development of libraries and bookstores.

RESULTS OF THE QUANTITATIVE SURVEY

Survey results showed that respondents started to read regularly at school age: about 39 percent at elementary school age, 44 percent at primary and high school age. Six percent found it difficult to remember when they started to read regularly, while five percent said that they have never read (see Figure 1).
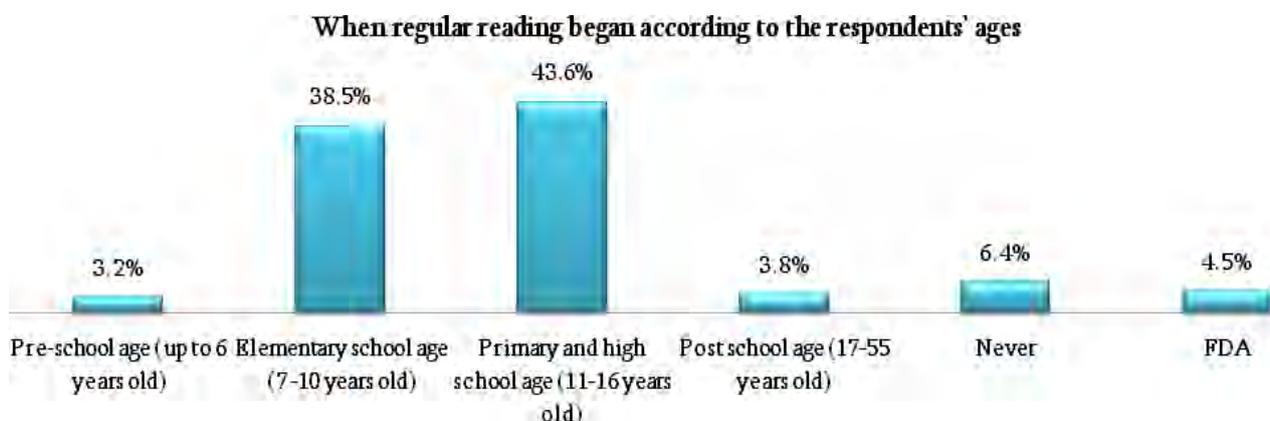
When regular reading began according to the respondents' ages

Pre-school age (up to 6 years old)	Elementary school age (7-10 years old)	Primary and high school age (11-16 years old)	Post school age (17-55 years old)	Never	FDA
3.2%	38.5%	43.6%	3.8%	6.4%	4.5%

Figure 1

Changes in Reading in Comparison to the Last Five Years

Figure 2 shows that compared to the last five years, about 37 percent of respondents now do not read at all; 43 percent (the combined results of the two answers 'you read somewhat less' and 'you read significantly less') read comparatively less; 6 percent read as they read before; and only 14 percent mentioned (the combined results of the two answers 'you read somewhat more' and 'you read significantly more') that as compared to the last five years, they read more.

If we take into consideration that one-third of the respondents stopped reading completely, while another two-fifth reads somewhat or significantly less, then we can say that, according to the respondents' answers, over the last five years the reading level in Armenia has declined.

Figure 2

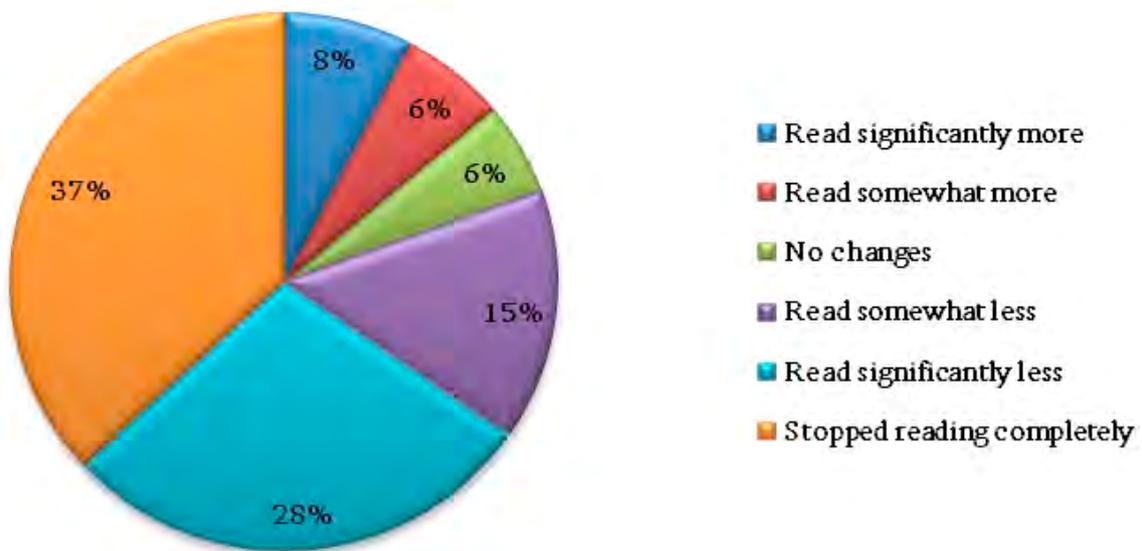Let us study the dynamics of reading according to the respondents' gender, age, education, professional orientation, and marital status, as well as the results according to place of residence.

Figure 3 shows that the number of male and female respondents is almost equal in the "less reading" groups, but the number of male representatives sharply decreases in the "more reading" groups (34-39 percent).
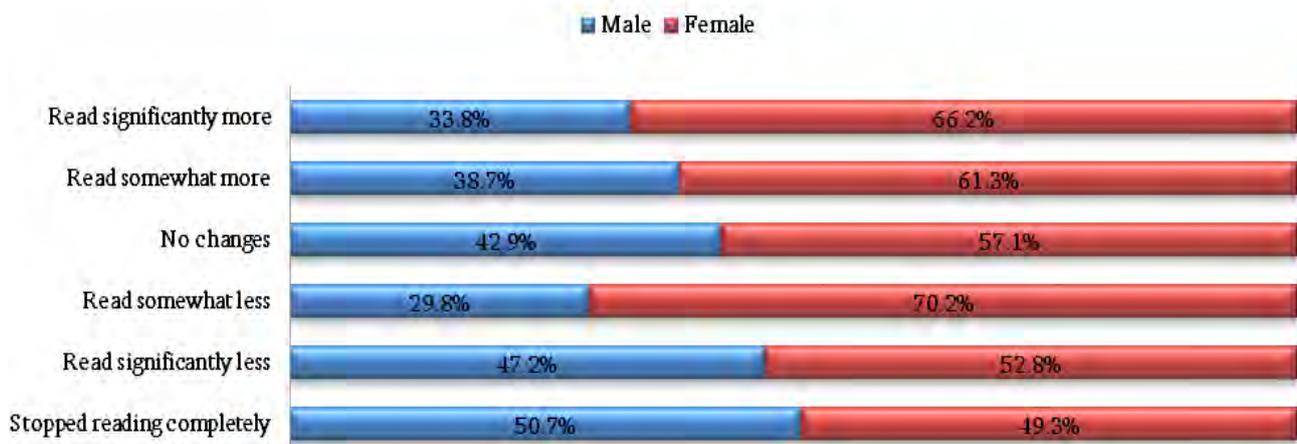

Figure 3

Figure 4 demonstrates that in the "significantly" or "somewhat more" groups of readers, representatives of the younger generation predominate. In this category, 52-61 percent fall into the 18-34 age group. It is also noteworthy that the more the level of reading declines, the smaller the number of young people in the group becomes.
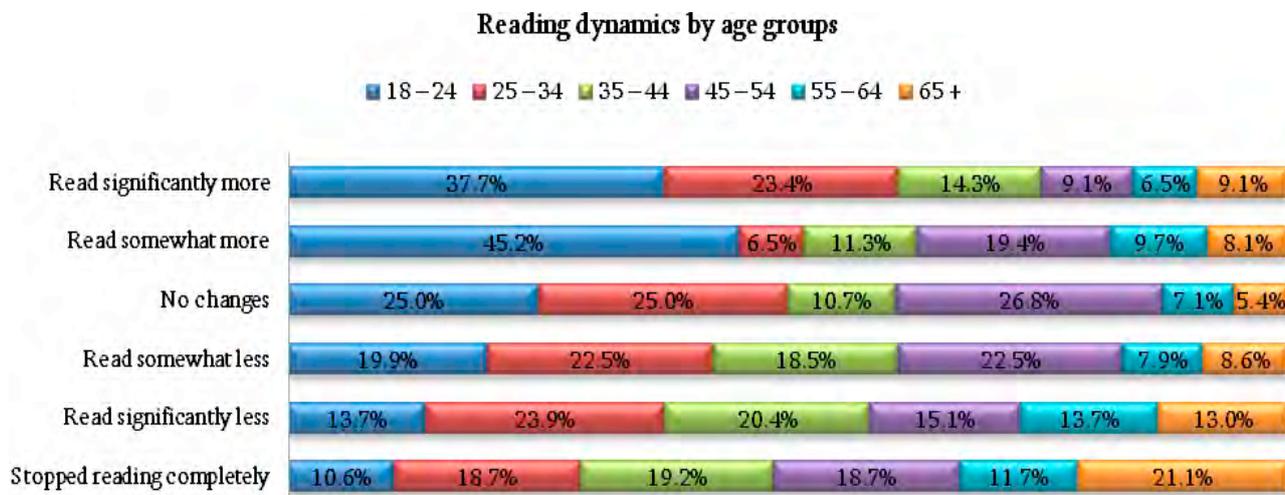
Reading dynamics by age groups

■ 18−24 ■ 25−34 ■ 35−44 ■ 45−54 ■ 55−64 ■ 65+

	18−24	25−34	35−44	45−54	55−64	65+
Read significantly more	37.7%	23.4%	14.3%	9.1%	6.5%	9.1%
Read somewhat more	45.2%	6.5%	11.3%	19.4%	9.7%	8.1%
No changes	25.0%	25.0%	10.7%	26.8%	7.1%	5.4%
Read somewhat less	19.9%	22.5%	18.5%	22.5%	7.9%	8.6%
Read significantly less	13.7%	23.9%	20.4%	15.1%	13.7%	13.0%
Stopped reading completely	10.6%	18.7%	19.2%	18.7%	11.7%	21.1%

Figure 4

Let us examine the respondents' educational characteristics. In "more reading" groups, people with a higher education predominate - 48 percent ("you read somewhat more") and 53 percent ("you read significantly more"). Generally, we see that as the reading level decreases, the number of people with a higher education decreases, while the number of people with a secondary education increases (see Figure 5).
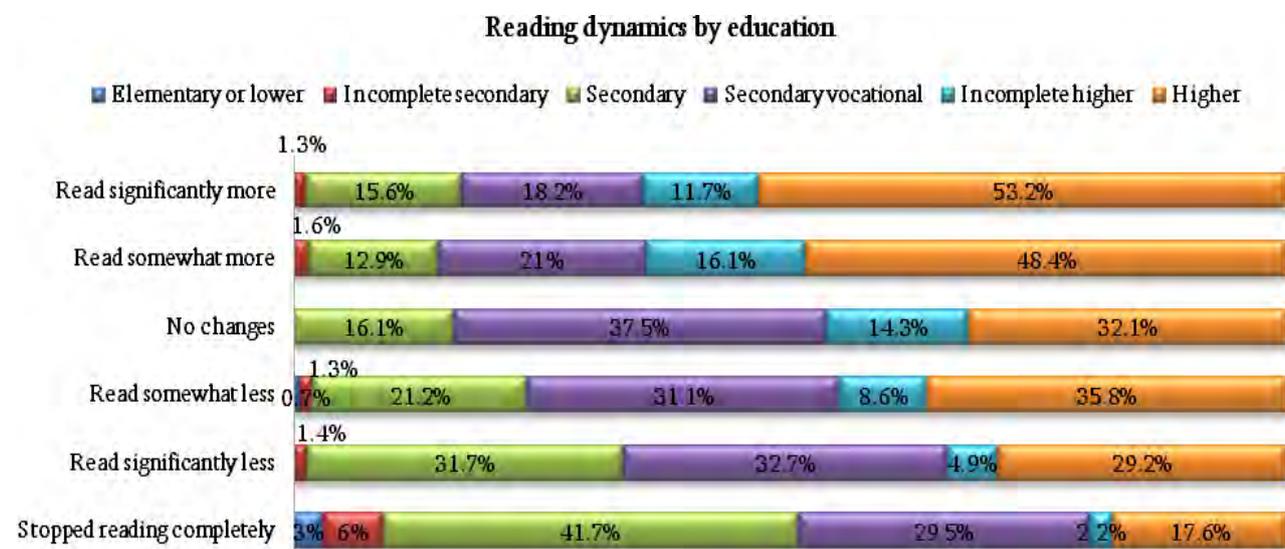
Reading dynamics by education

■ Elementary or lower ■ Incomplete secondary ■ Secondary ■ Secondary vocational ■ Incomplete higher ■ Higher

	Elementary or lower	Incomplete secondary	Secondary	Secondary vocational	Incomplete higher	Higher
Read significantly more		1.3%	15.6%	18.2%	11.7%	53.2%
Read somewhat more		1.6%	12.9%	21%	16.1%	48.4%
No changes			16.1%	37.5%	14.3%	32.1%
Read somewhat less	0.7%	1.3%	21.2%	31.1%	8.6%	35.8%
Read significantly less		1.4%	31.7%	32.7%	4.9%	29.2%
Stopped reading completely	3%	6%	41.7%	29.5%	2.2%	17.6%

Figure 5

The percentage of people in humanitarian and socially oriented professions prevails in the "more reading" groups (47-51 percent), while the proportion of people with hard science-oriented professions in these groups is 26-29 percent. It is noteworthy that the lower the reading level is, the larger the number of non-educated respondents (Figure 6).
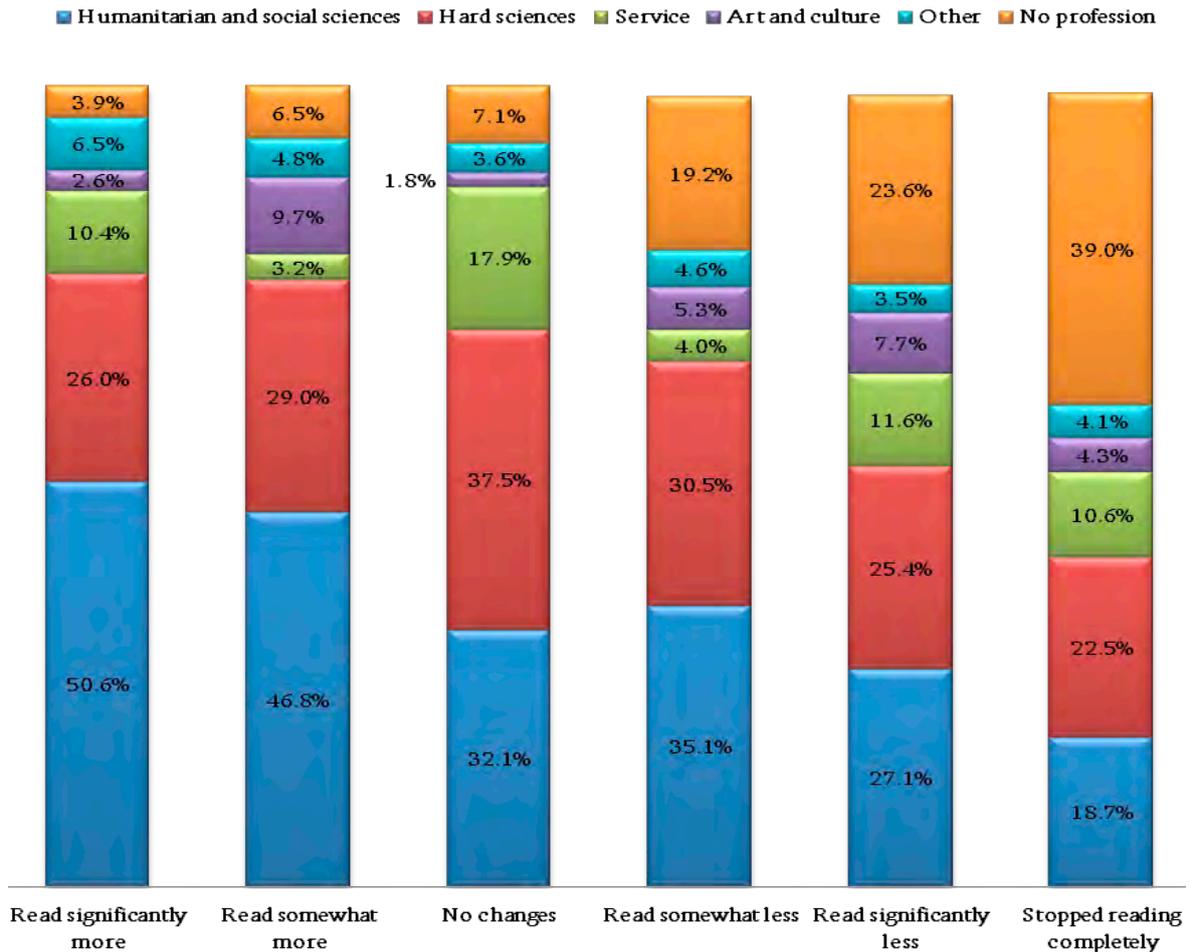
Reading dynamics by professional orientation

■ Humanitarian and social sciences ■ Hard sciences ■ Service ■ Art and culture ■ Other ■ No profession

Read significantly more	Read somewhat more	No changes	Read somewhat less	Read significantly less	Stopped reading completely
3.9%	6.5%	7.1%	19.2%	23.6%	39.0%
6.5%	4.8%	3.6%	4.6%	3.5%	4.1%
2.6%	9.7%	1.8%	5.3%	7.7%	4.3%
10.4%	3.2%	17.9%	4.0%	11.6%	10.6%
26.0%	29.0%	37.5%	30.5%	25.4%	22.5%
50.6%	46.8%	32.1%	35.1%	27.1%	18.7%

Figure 6

Figure 7 shows that in "less reading" groups, the percentage of married people predominates. Compared with the last five years, the number of married people in the group who did not change their reading habits is about 63 percent. In the group of people who began reading more, their share decreases to 39-40 percent, while the proportion of unmarried people increases sharply.

Reading dynamics by marital status

■ Married ■ Unmarried ■ Widow/widower ■ Divorced

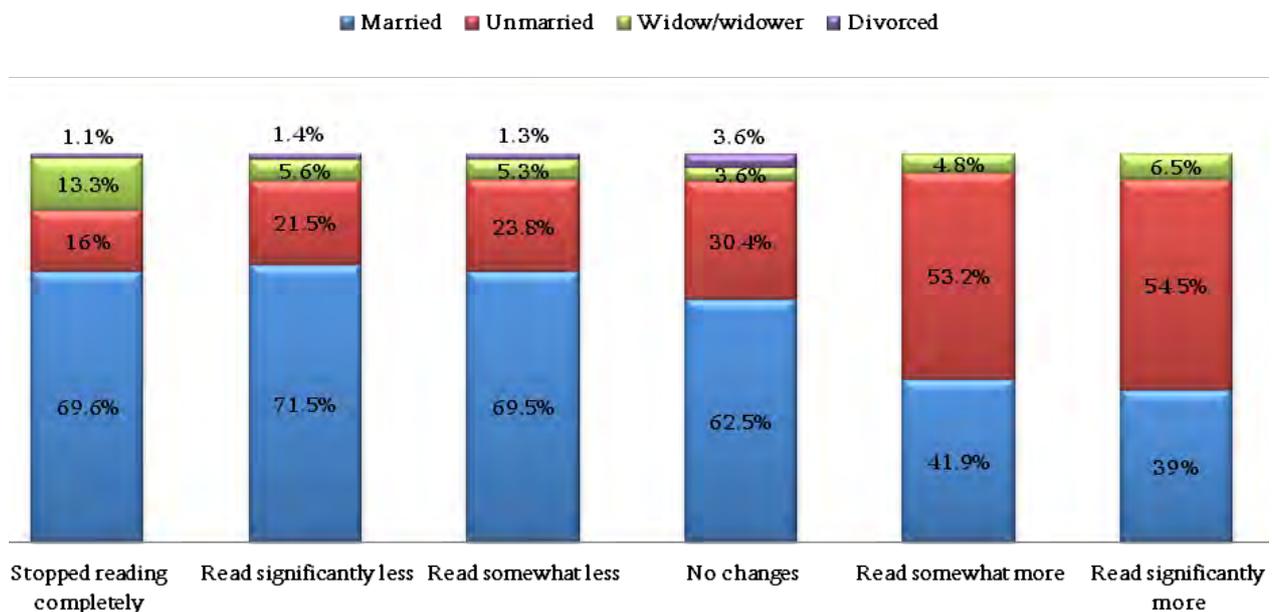| Stopped reading completely	Read significantly less	Read somewhat less	No changes	Read somewhat more	Read significantly more
1.1%	1.4%	1.3%	3.6%	4.8%	6.5%
13.3%	5.6%	5.3%	3.6%	53.2%	54.5%
16%	21.5%	23.8%	30.4%	41.9%	39%
69.6%	71.5%	69.5%	62.5%		

Figure 7

Figure 8 illustrates reading dynamics according to the type of community (Yerevan, regional centers and rural communities – separately for each community). Note that people who stopped reading completely were mostly in rural communities (approximately 48 percent of the respondents who live there). The group that began reading less is almost equal in Yerevan, regional centers and rural communities: ranging from 77 percent to 82 percent, but the number of readers who began reading more is quite a bit larger in Yerevan – about 19 percent, while their share in regional centers and rural communities is 10-13 percent.

Reading dynamics by the place of residence

■ Read significantly more ■ Read somewhat more ■ No changes
■ Read somewhat less ■ Read significantly less ■ Started to not read at all

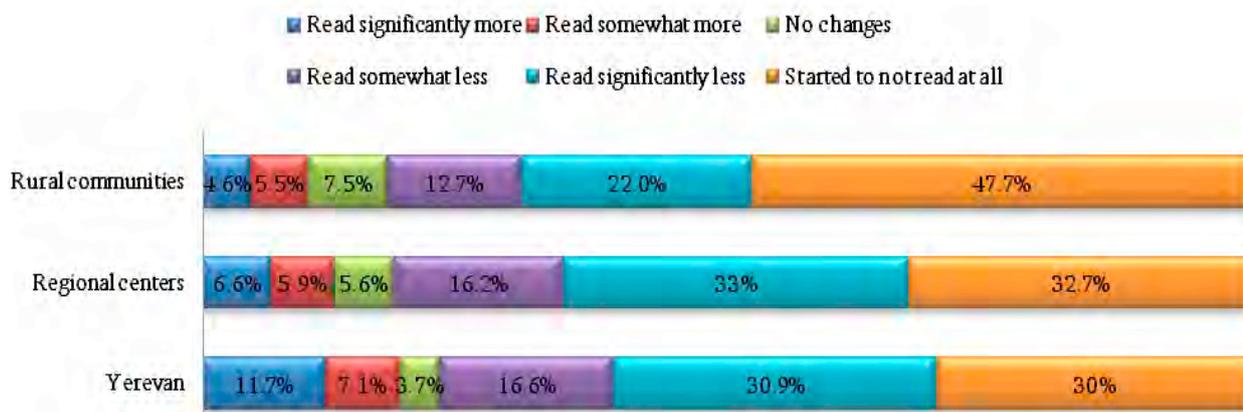|	Read significantly more	Read somewhat more	No changes	Read somewhat less	Read significantly less	Started to not read at all
Rural communities	4.6%	5.5%	7.5%	12.7%	22.0%	47.7%
Regional centers	6.6%	5.9%	5.6%	16.2%	33%	32.7%
Yerevan	11.7%	7.1%	3.7%	16.6%	30.9%	30%

Figure 8

Description of the Group That Began Reading Less

As noted above, 43 percent of respondents started to read less in comparison to the last five years, and about 37 percent stopped reading completely (Figure 2). In other words, among almost 80 percent of respondents, reading has declined to a greater or lesser extent. Let us call this group "less frequent readers" and describe it by gender, age, education, professional orientation and marital status.

Compared to the last five years, about 54 percent of "less frequent readers" are female and 46 percent are male (Figure 9).

Less frequent readers' gender
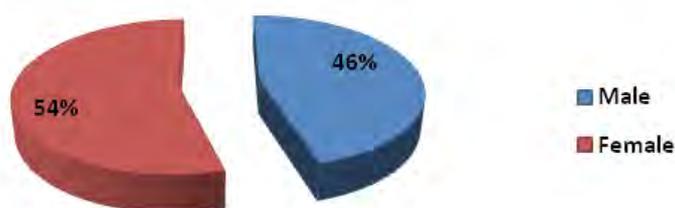
54% Female
46% Male

■ Male
■ Female

Figure 9

22

Figure 10 illustrates the percentage of those who stopped reading within each gender group. The result is almost the same: 74 percent stopped reading in the male group, and 76 in the female group.

Less frequent readers' share within each gender group
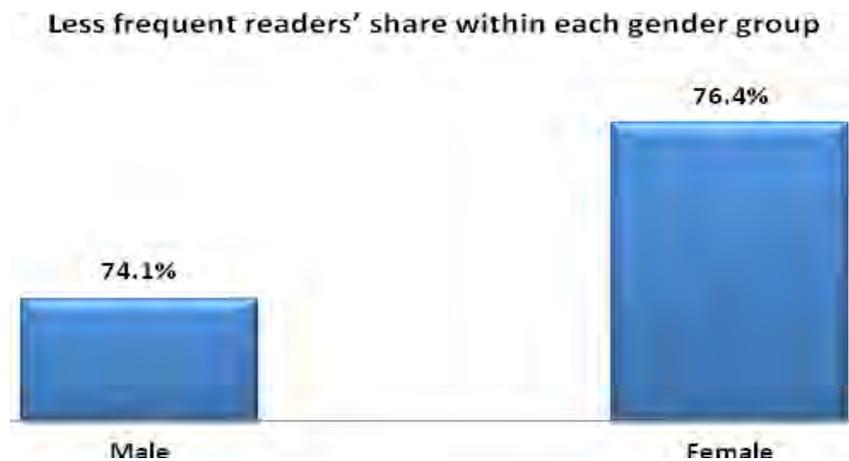
76.4%

74.1%

Male   Female

Figure 10

About 35 percent of the less frequent readers belong to the 18-34 age group, 38 percent to the 35-54 age group, and 28 percent to the 55+ age group (see Figure 11).
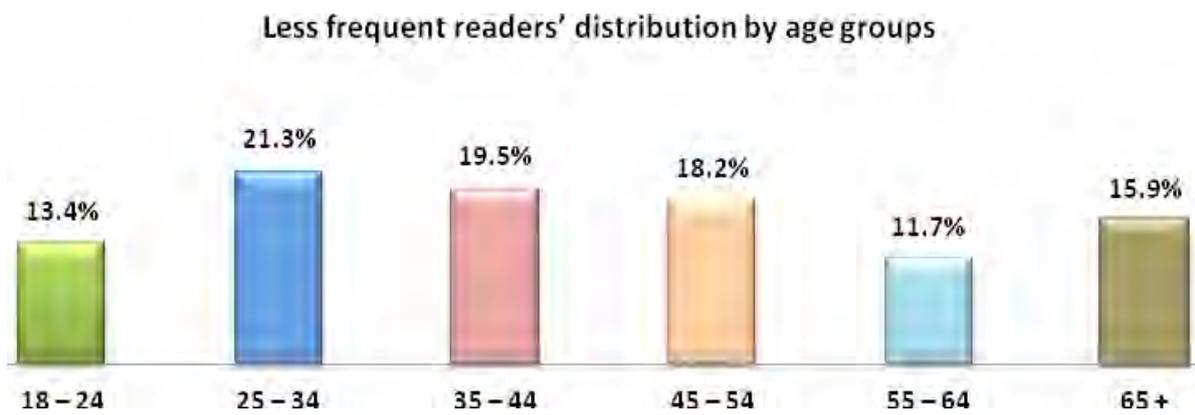
Less frequent readers' distribution by age groups

21.3%

19.5%

18.2%

15.9%

13.4%

11.7%

18 – 24   25 – 34   35 – 44   45 – 54   55 – 64   65 +

Figure 11

The next figure shows the percentage of respondents who stopped reading in the last five years within each age group. We can see that the level of those who stopped reading is the lowest in the 18-24 age group: 55 percent (see Figure 12). In all other groups, 78-81 percent of respondents stopped reading.

Less frequent readers' share within each group

77.4%

80.9%

78.9%

82.5%

81%

55.4%

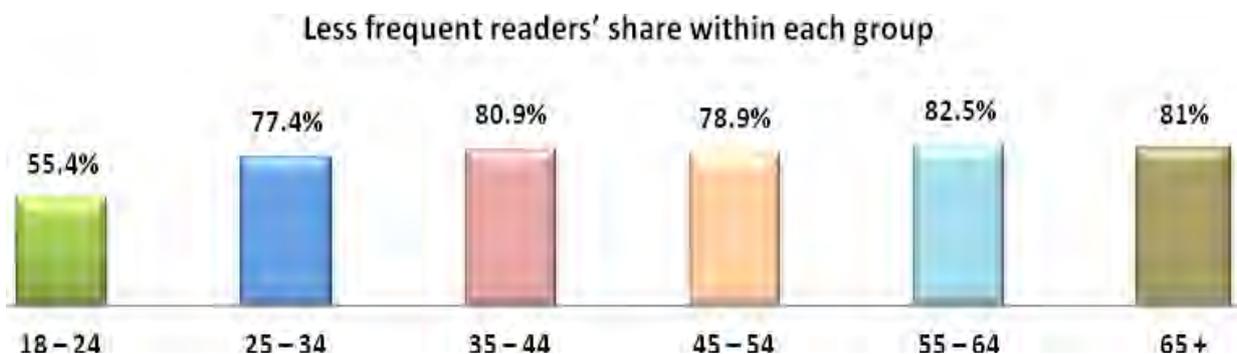18 – 24   25 – 34   35 – 44   45 – 54   55 – 64   65 +

Figure 12

In the less frequent readers' group, 25 percent have professions in the hard sciences, another 25 percent have professions with a humanitarian or social science orientation, while 30 percent said they have no profession (Figure 13).
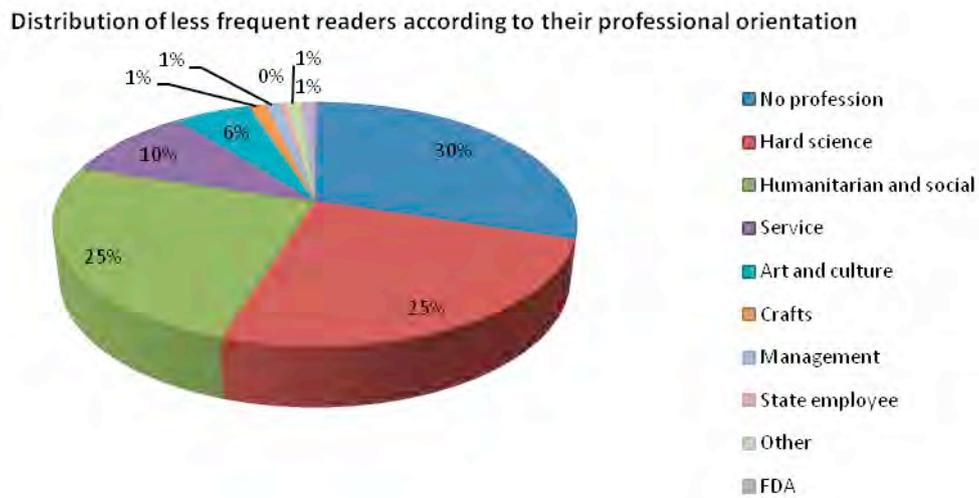

Figure 13

Figure 14 makes it clear that the highest decline in reading is among those who have a crafts profession: about 91 percent; culture and art specialists - about 84 percent; as well as people without any profession - 83 percent. The number of less frequent readers is rather large in other professional groups as well: professionals in the hard sciences (75 percent), humanitarian and social science specialists (69 percent), service (68 percent), and management (64 percent), and government employees (60 percent).
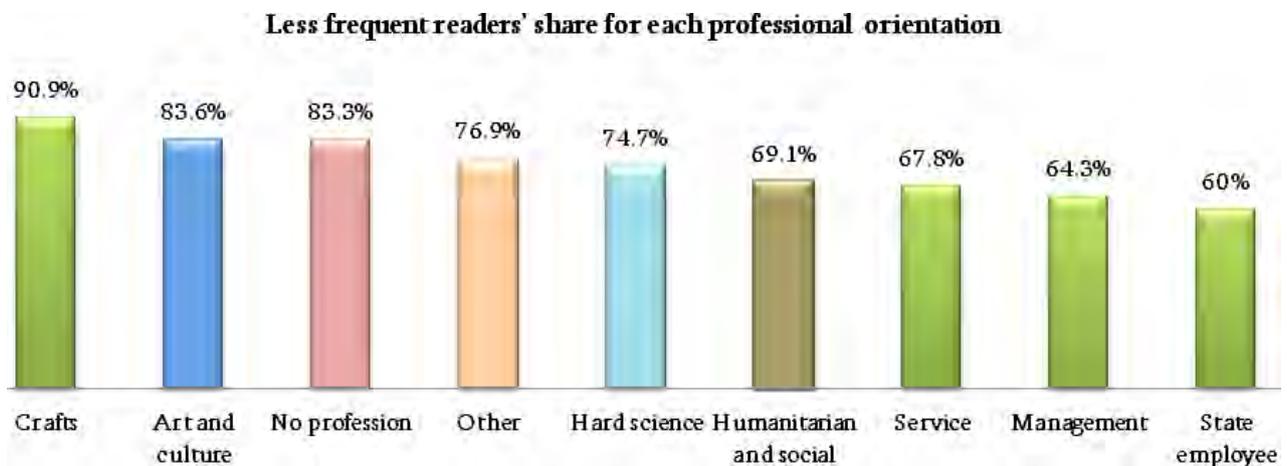

Figure 14

The share of married people prevails in the less frequent readers group - 70 percent. The number of unmarried people in this group is 19 percent, widows/widowers - 9 percent, and divorced - 1 percent (Figure 15).

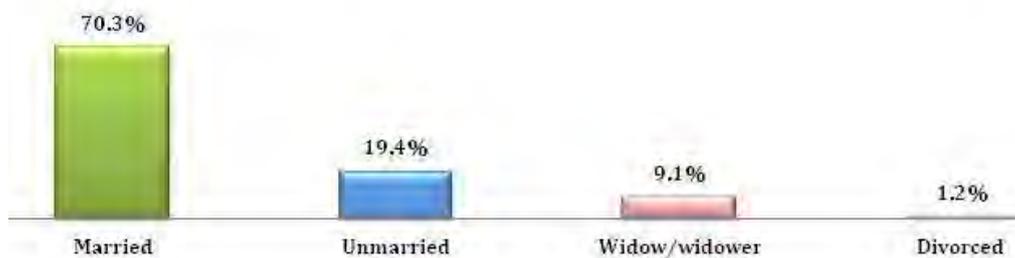**Distribution of less frequent readers according to their marital status**

70.3%
19.4%
9.1%
1.2%
Married   Unmarried   Widow/widower   Divorced

Figure 15

Figure 16 demonstrates the distribution of less frequent readers according to their place of residence (Yerevan, regional centers, rural communities). Less frequent readers are mostly concentrated in rural communities (35 percent), then in Yerevan (34 percent). About 31 percent are concentrated in regional centers.

Distribution of less frequent readers by place of residence

33.7%
30.8%
35.4%
Yerevan   Regional centers   Rural communities

Figure 16

The reading level has experienced a serious decline in all the regions. Figure 17 shows the share of less frequent readers for each region. At least 59 percent of respondents read less compared to the last five years.
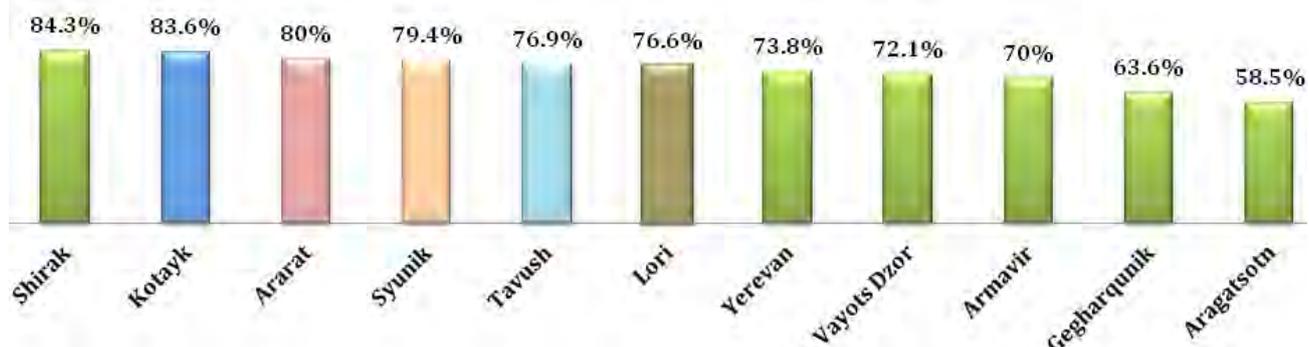
Less frequent readers' share in each region

84.3%   83.6%   80%   79.4%   76.9%   76.6%   73.8%   72.1%   70%   63.6%   58.5%
Shirak   Kotayk   Ararat   Syunik   Tavush   Lori   Yerevan   Vayots Dzor   Armavir   Gegharqunik   Aragatsotn

Figure 17

Reasons for the Decline in Reading

There are many reasons for the decline in reading; however, as shown by the results, the most common reason is lack of time (63 percent), while 18 percent cited health problems. Other reasons were also mentioned, such as watching TV, computer or Internet (particularly games, music, videos and movies, and social networks), and meeting with friends. About 3 percent noted that they cannot find the necessary information or topics in books (see Figure 18).
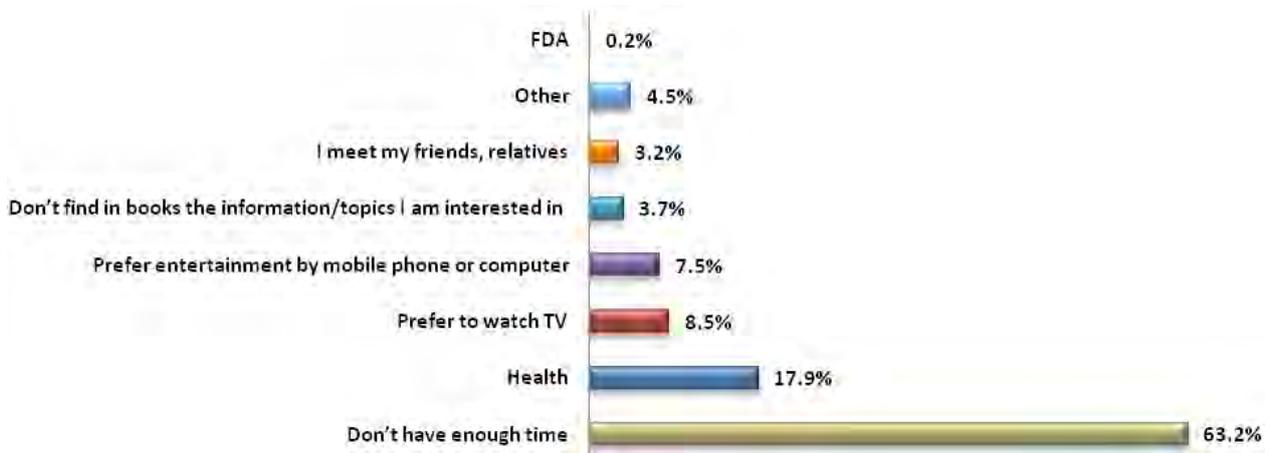
Figure 18

From the Figure 19, we come to the conclusion that lack of time as a hindering factor for reading is relatively more influential in the 25-44 age group (25-26 percent). This factor is less influential in the 55+ age group.
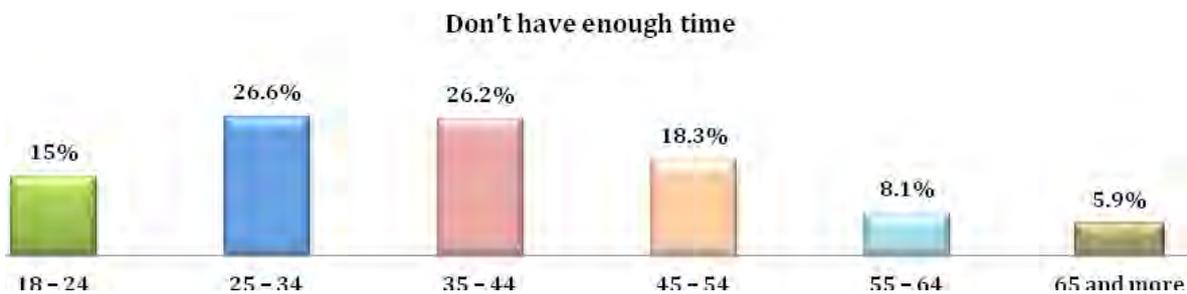
Figure 19

Examining the causes for the decline in Yerevan, regional centers and rural communities separately, we see that lack of time poses more of a problem for the rural population (Figure 20).

Figure 20

Examining the answer "lack of time" for each region, we can see that the majority of respondents in all regions pointed to this as a hindering factor for reading (Figure 21).
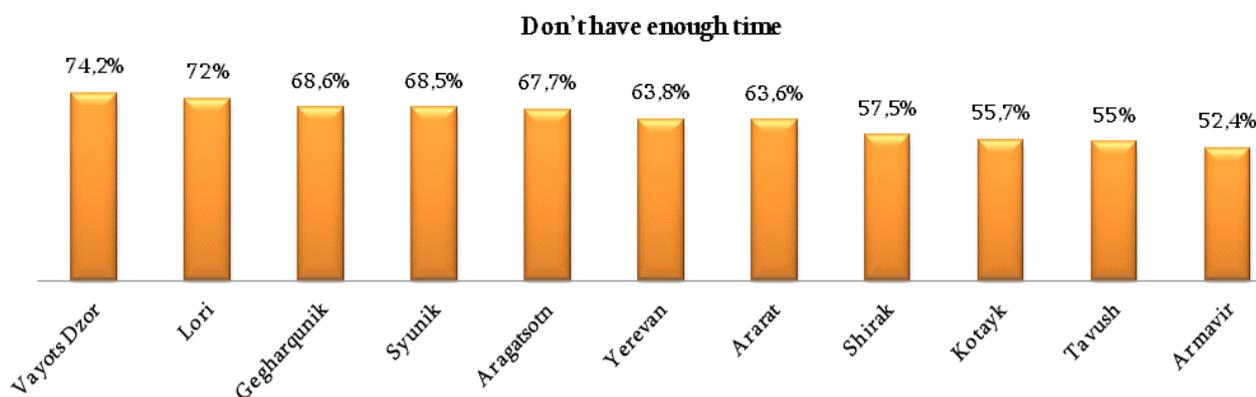
Don't have enough time

Figure 21

Likelihood of Starting or Restarting Reading

Overall, 41 percent of respondents mentioned that they do not read at the moment. When asked whether it is possible that they would ever start/restart reading, 59 percent answered that they would never start reading (Figure 22).

Likelihood of starting or restarting reading

Figure 22

As we can see from the Figure 23, for some people the reason is health problems, others simply have no desire to read, while others pointed to such reasons as lack of time, family burdens and a lack of literacy. About 14 percent found it difficult to answer this question.

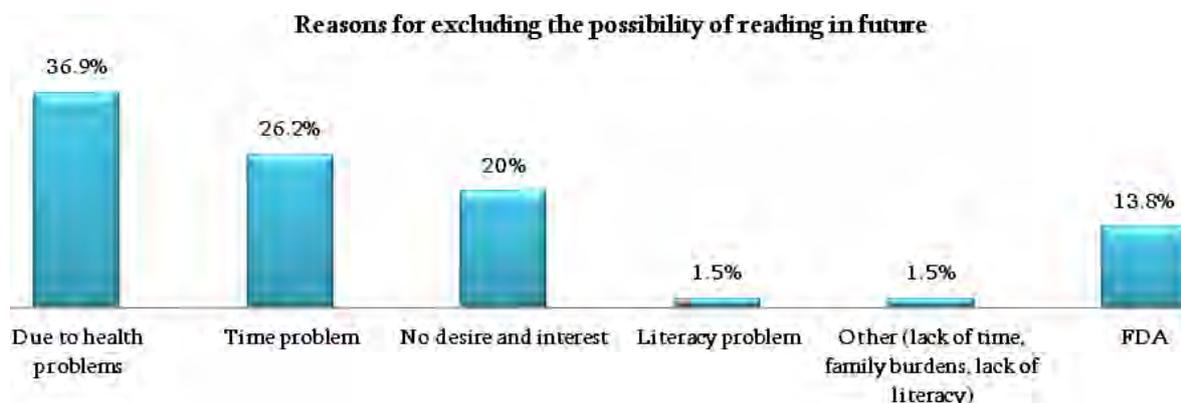**Reasons for excluding the possibility of reading in future**

Figure 23

As noted above (Figure 18), about 41 percent of those who do not read, however, do not exclude the possibility of starting/restarting reading. Respondents indicated that they would start reading (again) if they had time (about 53 percent), desire or interest (about 12 percent), if the health of their state would allow it or if it became necessary. For about 23 percent of respondents, it was difficult to say under what circumstances they would start reading (see Figure 24).
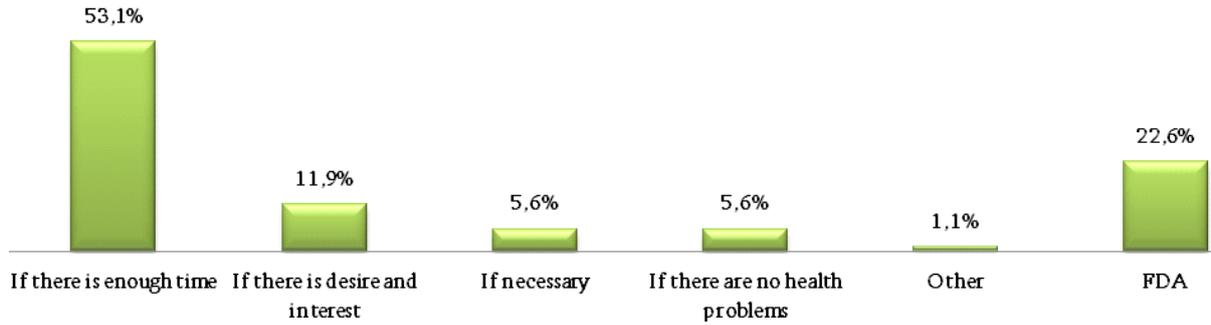
Preconditions for starting or restarting reading

Figure 24

Motivation for Reading More

In Figure 25, we noted that about 14 percent of respondents read more in comparison to the last five years. The motives are presented in Figure 25. The increase in the reading level was first of all determined by needs which arose during study or work (about 38 percent). The next most significant reason is that it is much easier for respondents to find books that meet their interests (30 percent). The third important reason is the availability of free time (about 29 percent).
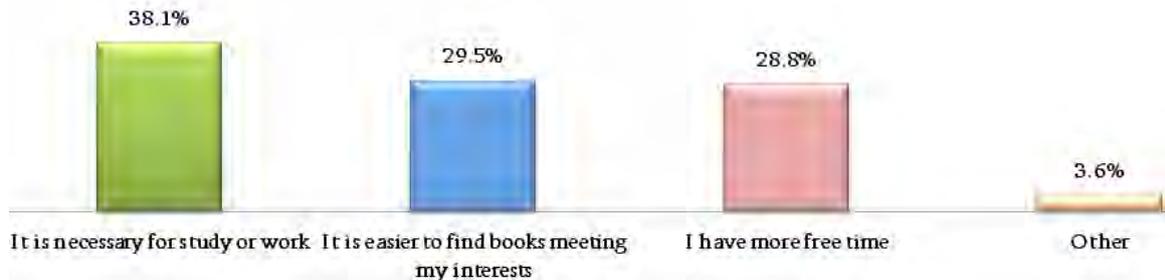

Figure 25

Let us describe this group of readers (those who stated that they read more as compared to the last five years) according to gender, age, employment, marital status and professional orientation. Let's call them "more frequent readers."

Sixty-four percent of more frequent readers are female (see Figure 26). Representatives of the 18-24 age group prevail (38 percent); the 25-34 age group accounts for 23 percent; the 35-44 age group make up 14 percent; the 45-54 age group is 9 percent; while the 55+ group accounts for 16 percent (Figure 27).
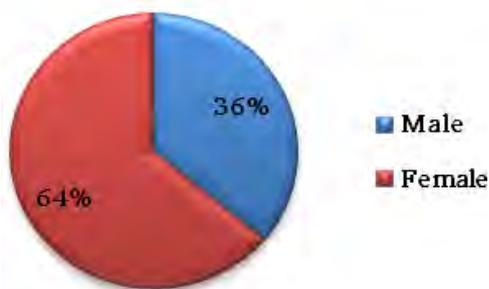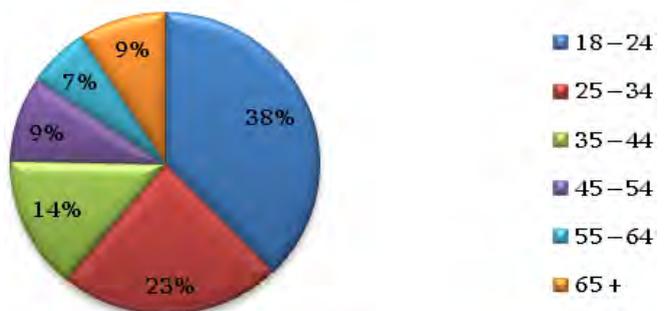

Figure 26

Figure 27

As Figure 28 shows, as compared to the last five years, students started to read more (21 percent), as did employees, workers, technical performers, service field workers (18 percent), the unemployed (15 percent), pensioners (13 percent), department managers (12 percent), housewives (12 percent) and people with other employment.

More frequent readers' distribution according to the employment

- Student
- Employee, worker, technical performer, service worker
- Unemployed
- Pensioner (unemployed)
- Head of organization division, specialist with higher or specialized secondary education
- Housekeeper
- Individual entrepreneur/farmer
- Head of enterprise or head of management department, deputy director, chief specialist
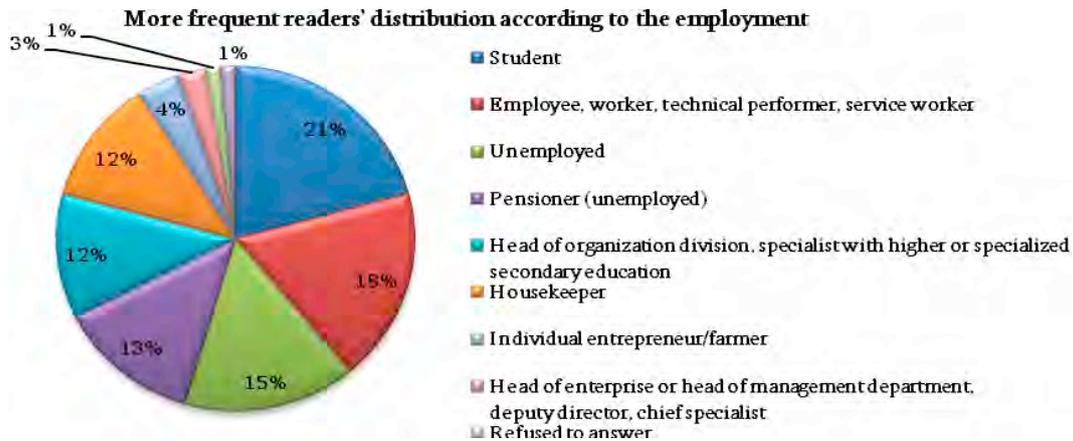- Refused to answer

Figure 28

Unmarried respondents predominate among more frequent readers: 55 percent. Married respondents make up 39 percent, and widow/widowers account for 6 percent (Figure 29).
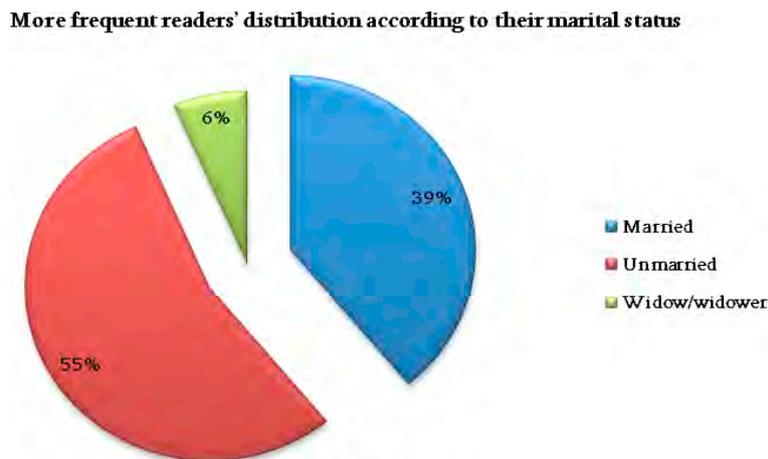
More frequent readers' distribution according to their marital status

- Married
- Unmarried
- Widow/widower

Figure 29

Readers

Henceforth, we will call the respondents who stated that they read at least some as the "readers." We will touch upon questions such as why they read, what they read in general, how much they read, under what conditions, etc. When asked why they read in general, respondents gave different answers. The results are presented in Figure 30. About 52 percent of respondents said that they read for pleasure, 44 percent for self-education, 21 percent for acquiring professional knowledge, others for gathering information, for meeting university requirements, and for other reasons.
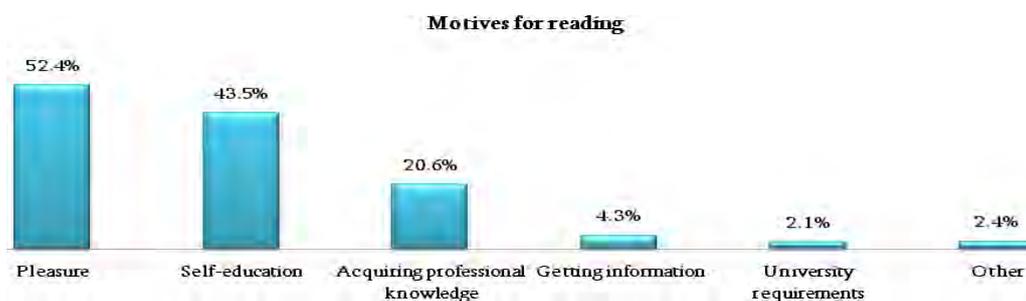
Motives for reading

Figure 30

Respondents' Preferences in Choosing Reading Materials

Table1: Choice of reading materials, number of pages read per month, sources of acquisition of reading materials, preferred places for reading.

Electronic					Printed						
Newspapers/ magazines	Dictionary	Newspapers/ magazines	Fiction books	Specialized books	Dictionary	Newspapers/ magazines	Printed encyclopedia	Fiction books	Specialized books		
0.5	0.5	13.8	3.8	8.7	2.9	42.2	5.7	55.9	33.6	Reading preferences	
33.3	33.3	51.7	29.2	38.2	77.8	80.1	41.7	31.7	34	Up to 50 pages	Average reading amount per month
	66.7	14.9	16.7	18.2	5.6	6	19.4	20.7	24.1	50-150 pages	
		3.4	29.2	12.7	5.6	1.5	8.3	19.5	17.9	150-300 pages	
		2.3	4.2	5.5	5.6	0.7		9.3	10.8	300- 500 pages	
		1.1	8.3	3.6	0	0.7		4.5	3.3	500 pages or more	
66.7		26.4	12.5	21.8	5.6	10.9	30.6	14.2	9.9	FDA	Reading materials, purchase
		9.2		5.5	22.2	77.9	11.1	12.2	25.9	I buy	
100	100	90.8	100	94.5	77.8	22.1	88.9	87.8	74.1	I don't buy	
			4.2	7.1	11.1	7.9	11.1	27.2	44.3	Libraries	Sources of acquisition of reading materials
		5.7	8.3	5.4	33.3	27.1	47.2	41.1	38.2	From friends / colleagues/ relatives	
100	100	78.2	83.3	80.4	22.2	1.9	2.8	4.2	8.5	I read/buy from Internet	
				3.6	38.9	5.3	66.7	58.4	37.3	From my personal printed library	
	33.3	5.7	12.5	14.3	5.6	0.4		2	2.4	From my personal electronic library	
		8				51.1	2.8	2	1.4	From kiosks	
		4.6		1.8	11.1	19.2	2.8	4.5	13.7	From stores	
		2.2				7.5		0.6	3.8	Other	
66.7	100	94.3	100	90.9	94.4	95.1	100	96.3	92.9	At home	Preferred places for reading
		6.9	8.3	16.4	5.6	11.3	2.8	5.1	17	At workplace	
					5.6		5.6	0.6	6.1	At university library	
							2.8	1.4	2.8	At libraries	
		3.4				1.5		0.8	0.9	In transport	
		0						0.3		In parks	
33.3		1.1				0.8		0.3	0.5	In cars	

* The results of the questions about reading quantities and purchase add up to 100 percent, as only one answer was allowed. The other questions allowed for the possibility of more than one answer.

Choice of Reading Material

- Let us mention that printed materials have a significantly greater number of readers than electronic ones. About 56 percent of those who answered the question said that they read fiction, 42 percent stated printed newspapers or magazines, while over 34 percent prefer to read specialized printed books. Comparatively more readers use the following electronic materials: e-newspapers and magazines (about 14 percent) and professional books (about 9 percent).

- Dictionaries and encyclopedias in both versions are read rarely.

Only three respondents prefer to read electronic encyclopedias, the case of electronic dictionaries is the same. For this reason, information about these materials will not be analyzed in greater detail.

Average Reading Amount Per Month

The answers to questions Y6-Y12 are presented in the table above.

Thirty-three percent of all respondents read printed fiction books, or 56 percent of those who answered the question. Thirty-two percent of fiction readers read up to 50 pages per month; 21 percent - 50-150 pages; 20 percent - 150-300 pages; 9 percent 300-500 pages; and about 5 percent - 500 pages and more. Fourteen percent of respondents found it difficult to say how many pages they read per month on average.

Twenty-five percent of all respondents read printed newspapers and magazines, or 42 percent of those who answered the question. Of the latter, 80 percent said that they read an average of up to 50 pages of printed newspapers and magazines per month. About 11 percent found it difficult to answer this question.

Over 20 percent of all respondents read professional printed books, or 34 percent of those who answered the question. Figure 35 presents the average number of pages read from professional printed books per month. Thus, 34 percent of respondents read up to 50 pages per month on average; 24 percent - 50-150 pages; over 18 percent 150-300 pages; 11 percent - 300-500 pages; and only 3 percent - 500 pages or more.

Eight percent of all respondents read electronic newspapers and magazines, or about 14 percent of those who answered the question. Over 52 percent of respondents read up to 50 pages per month, while 15 percent read 50-150 pages. Twenty-six percent found it difficult to answer this question.

Professional electronic books are preferred by 5 percent of the total number of respondents, or about 9 percent of those who answered the question. Up to 50 pages of these materials are read by 38 percent those who answered the question; 50-150 pages - 18 percent; 150-300 pages - 13 percent; 300-500 pages - over 6 percent; 500 pages or more - 4 percent. About 22 percent found it difficult to answer this question.

Only 3 percent of the total number of respondents read printed encyclopedias, or about 6 percent of those who answered the question. Of the latter, 42 percent read up to 50 pages per month on average; 19 percent - 50-150 pages; 8 percent - 150-300 pages; and 31 percent found it difficult to estimate how much they read on average.

Two percent of the total number of respondents read electronic fiction books, or about 4 percent of those who answered the question. The average monthly reading amount of the latter is presented in Figure 51. Twenty-nine percent read up to 50 pages ; 17 percent - 50-150 pages ; 29 percent - 150-300 pages ; 4 percent - 300-500 pages ; 8 percent - 500 pages or more. Over 13 percent of readers found it difficult to answer this question.

About 2 percent of the total number of respondents read printed dictionaries, or over 3 percent of those who answered the question. Seventy-eight percent of them read up to 50 pages.

Sources for Acquiring Reading Materials

When asked how they acquired the print fiction books they need, 58 percent of respondents mentioned their personal library of printed books, 41 percent find books with the help of their friends, colleagues and relatives, and 27 percent visit libraries.

Fifty-one percent of respondents acquire printed newspapers and magazines from kiosks, 27 percent from their friends, colleagues and relatives, 19 percent from stores, and about 8 percent from libraries.

As a source for acquiring professional printed books 44 percent of respondents noted libraries; 38 percent - their friends, colleagues and relatives; 37 percent - personal library of printed books; and 14 percent - stores.

Seventy-eight percent find electronic newspapers and magazines on the Internet, which is quite probable. About 6 percent said that they use their own e-library.

Eighty percent of respondents use professional electronic books from the Internet as well; 14 percent - from their personal e-library; and 7 percent from libraries.

Over 67 percent of respondents acquire printed encyclopedias from their own libraries of printed books; 47 percent from their friends, colleagues and relatives; and 11 percent from libraries.

The Internet is the main source for acquiring electronic fiction books (83 percent). However, over 13 percent of respondents use their personal e-library.

Thirty-nine percent of readers find printed dictionaries in their own libraries of printed books; 33 percent from their friends, colleagues and relatives; 22 percent from the Internet; 11 percent from libraries; and 11 percent from stores.

Purchasing Reading Materials

When asked whether or not they buy the printed fiction books they need, 88 percent of respondents answered that they did not buy them.

Printed newspapers and magazines are bought by 78 percent of their readers.

Seventy-four percent of readers of professional printed books do not buy them.

Electronic newspapers and magazines are usually acquired for free. Only 9 percent buy them.

Professional electronic books also fall into the less frequently purchased category. Ninety-five percent of readers do not buy professional electronic books.

Eleven percent of readers buy printed encyclopedias. It is worth mentioning that only 3 percent of the total number of respondents read printed encyclopedias.

Twenty-two percent of readers buy printed dictionaries.

No one buys electronic fiction books, e-encyclopedias and e-dictionaries.

Preferred Places for Reading

Let us mention that respondents prefer to read most materials at home.

About 96 percent of readers of printed fiction books mentioned their home as the preferred place to read. Over 5 percent read at their workplace.

Ninety-five percent of respondents prefer to read printed newspapers and magazines at home, while 11 percent prefer to do so at their workplace.

About 93 percent of respondents read professional printed books at home, 17 percent at their workplace, and 6 percent in university libraries.

Ninety-four percent of respondents prefer to read electronic newspapers and magazines at home, and over 7 percent prefer to do so at their workplace.

For 91 percent of readers, the preferred place for reading professional e-books is their home. Sixteen percent prefer to read at their workplace.

Those who read printed encyclopedias prefer to read at home (100 percent); 6 percent - in university libraries; 3 percent at their workplace; and another 35 percent at libraries.

Those who read electronic fiction books also prefer to read at home (100 percent), while 8 percent do so at their workplace as well.

Ninety-four percent of those who read printed dictionaries prefer to read at home; about 6 percent do so at their workplace; while 6 percent do so in university libraries.

Table 2. Distribution of readers of specific materials by their place of residence			
	Yerevan	Regional centers	Rural communities
Printed encyclopedia	33.3%	**47.2%**	19.4%
Electronic encyclopedia	33.3%	**66.7%**	
Printed professional books	38.7%	30.2%	31.1%
Printed dictionary	38.9%	38.9%	22.2%
Printed newspapers and magazines	39.5%	33.8%	26.7%
Printed fiction books	41.1%	29.7%	29.2%
Electronic fiction books	45.8%	33.3%	20.8%
Electronic professional books	47.3%	25.5%	27.3%
Electronic newspapers and magazines	56.3%	24.1%	19.5%
Electronic dictionary	100%		

Table 2 shows how the readers of different materials are distributed in Yerevan, regional centers and rural communities.

The distribution of those who prefer printed fiction books according to place of residence is as follows: 41 percent of them live in Yerevan, about 30 percent live in regional centers, and 29 percent are residents of rural communities.

Thirty-nine percent of the readers of printed newspapers and magazines are concentrated in Yerevan. Thirty-four percent are residents of regional centers, while 27 percent live in rural communities.

About 39 percent of those who prefer printed professional books are Yerevan residents; 30 percent live in regional centers; while 31 percent live in rural communities.

Fifty-six percent of the readers of electronic newspapers and magazines live in Yerevan; 24 percent live in regional centers; and about 20 percent - in rural communities.

Table3. Share of readers of specific materials within each place of residence			
	Yerevan	Regional centers	Rural communities
Printed professional books	30.3%	25.8%	23.2%
Printed fiction books	53.5%	42.3%	36.1%
Printed encyclopedia	3.3%	5.3%	1.8%
Printed newspapers and magazines	38.7%	36.3%	24.9%
Printed dictionary	1.9%	2.2%	1.1%
Electronic professional books	7.1%	4.4%	3.9%
Electronic fiction books	3%	2.5%	1.3%
Electronic newspapers and magazines	18.1%	8.5%	6%
Electronic encyclopedia	0.3%	0.6%	
Electronic dictionary	0.8%		

Table 3 shows the share of readers in each place of residence that read each of the specified materials.

About 54 percent of Yerevan residents read printed fiction, in regional centers 42 percent do so, and in rural communities - 36 percent.

Printed newspapers and magazines are also mostly read in Yerevan – by about 39 percent of its population. In regional centers, their share is about 25 percent.

Thirty percent of Yerevan residents read printed professional books; in regional centers their share is 26 percent, while in rural communities they account for 23 percent.

Eighteen percent of Yerevan's population read electronic newspapers and magazines, about 9 percent of residents of regional centers do so, and in rural communities their share is 6 percent.

PREFERENCES FOR CHOOSING LITERARY FICTION

The results below refer both to readers and non-readers. Respondents were asked to respond to several questions about their preferences for fiction books and works.

Literary Period

Figure 31 shows that over 77 percent of respondents prefer classical literature. Modern literature is preferred by only 31 percent of respondents.
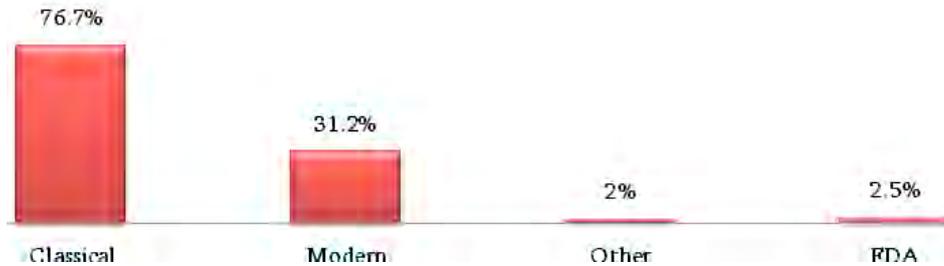
Figure 31

National Origins of Literature

Over 78 percent of respondents prefer Armenian literature. Foreign literature translated into Armenian is preferred by about 27 percent, while Russian literature is preferred by 19.5 percent (see Figure 32).
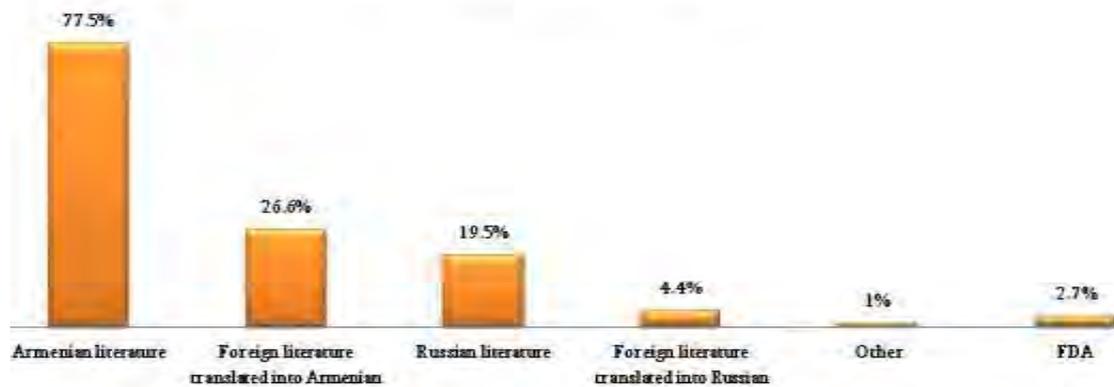
Figure 32

Format of Works

Figure 33 shows that over 86 percent of respondents prefer prose. Poetry is preferred by 22 percent of respondents.
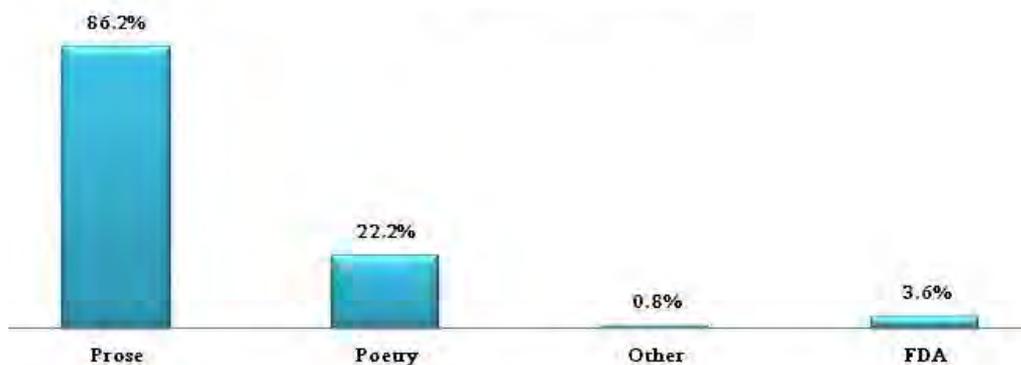
Figure 33

Type of Works

Let us turn to the type of works. The novel is the preferred genre for over 54 percent of respondents; the novella/story for 52 percent; and poetry/quatrain for about 19 percent (Figure 34).

Figure 34

Book Type

About 95% of respondents prefer printed books. Only 10% of respondents prefer electronic versions (Figure 35).
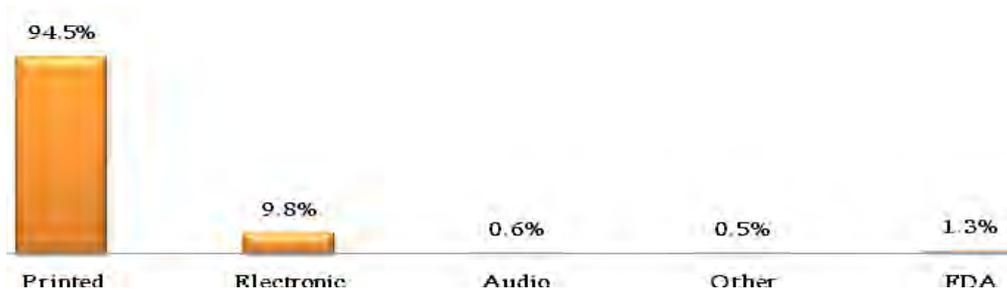
Figure 35

Size of Book

Figure 36 shows that only about 6 percent of respondents prefer reading books that consist of up to 50 pages; books of up to 50-150 pages are preferred by 41 percent; 150-300 pages – by 39 percent; 300-500 pages - by 13 percent; and books with 500 pages or more are preferred by 6 percent of respondents.
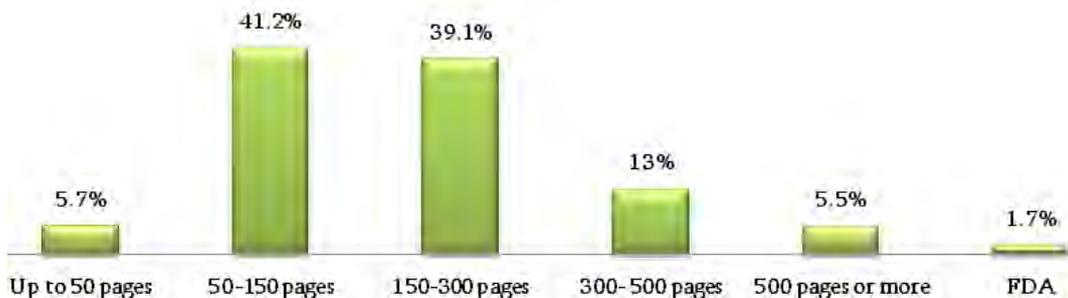
Figure 36

Literary Genre

According to Figure 37, the adventure genre is most preferable (about 39 percent), followed by romance (35 percent), detective (29 percent), and drama (28 percent). Less popular genres include science fiction (7 percent) and historical fiction (6 percent).
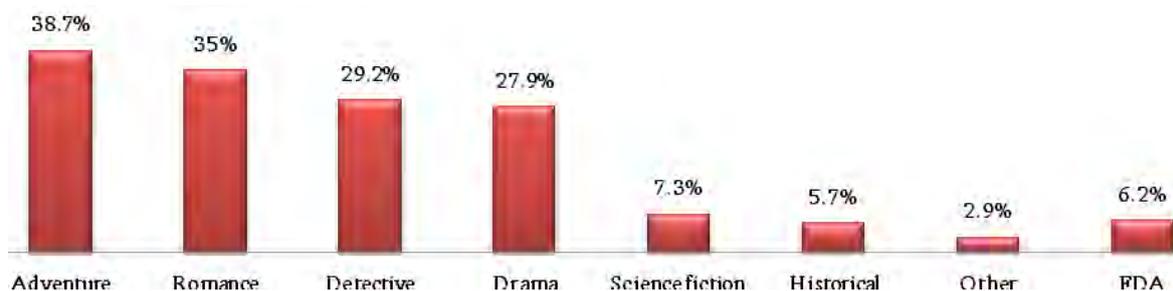
Figure 37

Preferred Language for Reading

During the survey, we also inquired about the preferred language for reading. We asked respondents to indicate their top three reading languages. Figure 38 shows that 90 percent of respondents prefer to read in Armenian. Nine percent read primarily in Russian.
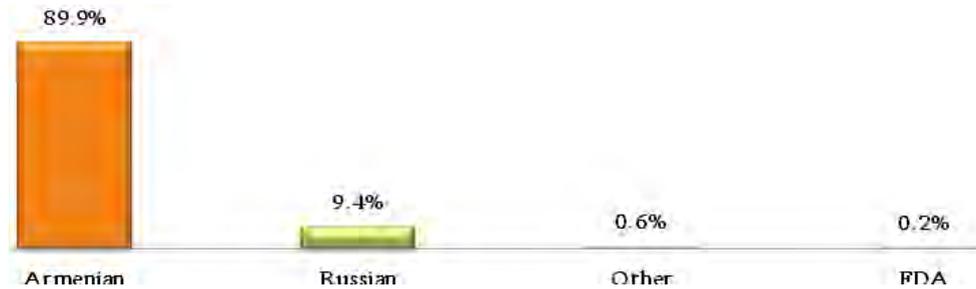
Figure 38

When asked why they primarily read in this or that language, 38 percent of those who read in Armenian gave answers related to national identity (such as "because I am Armenian," "it is my native language," etc.). Twenty-eight percent find materials in Armenian comprehensible and available, while 16 percent mentioned their Armenian education and that they know the language well or do not speak any other language. Two percent indicated other reasons, such as "it is a beautiful language," "I have to," "literature at home is only in Armenian," etc. About 15 percent found it difficult to say why they read primarily in Armenian (see Figure 39).
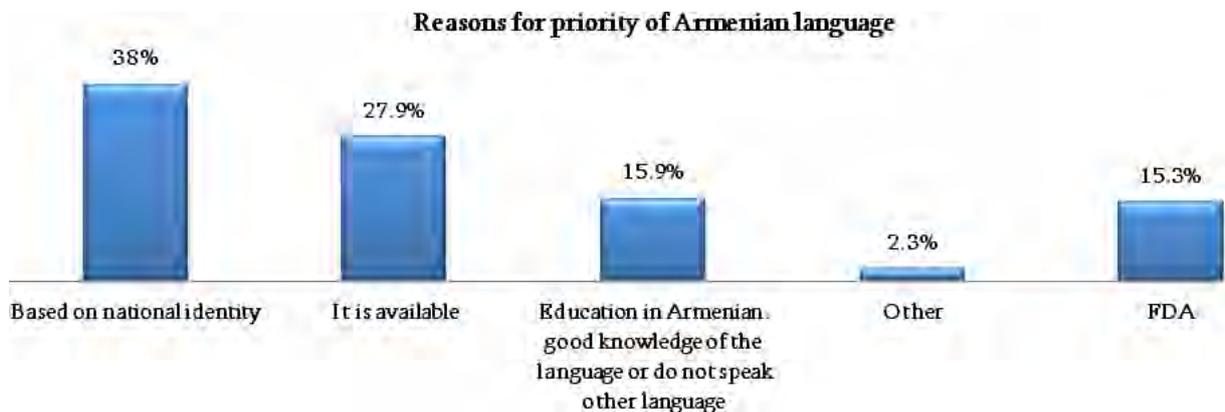
Figure 39

Let us talk about the primary reasons for reading in Russian. About 49 percent reads primarily in Russian as they have a Russian education. Fourteen percent said that reading in Russian for them is more comprehensible and that the language is more available; 8 percent judged that they know the language well; while 5 percent think there is more Russian literature and it is more easily obtainable. Seven percent of respondents found it difficult to answer why they read primarily in Russian (Figure 40).
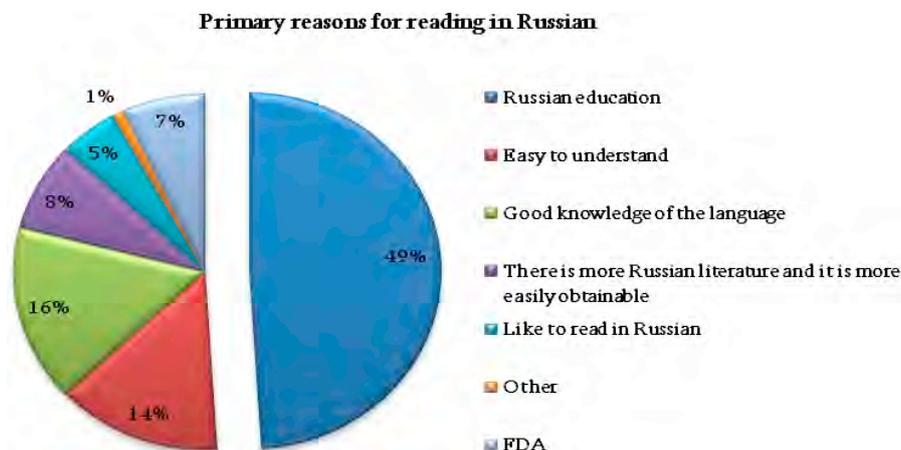
Figure 40

The results show that for about 31 percent of respondents, their second reading language is Russian; for 6 percent, the second reading language is Armenian, while others noted English and French. It is worth mentioning that 38 percent of the total number of respondents stated two reading languages (Figure 41).

The second most widely read language
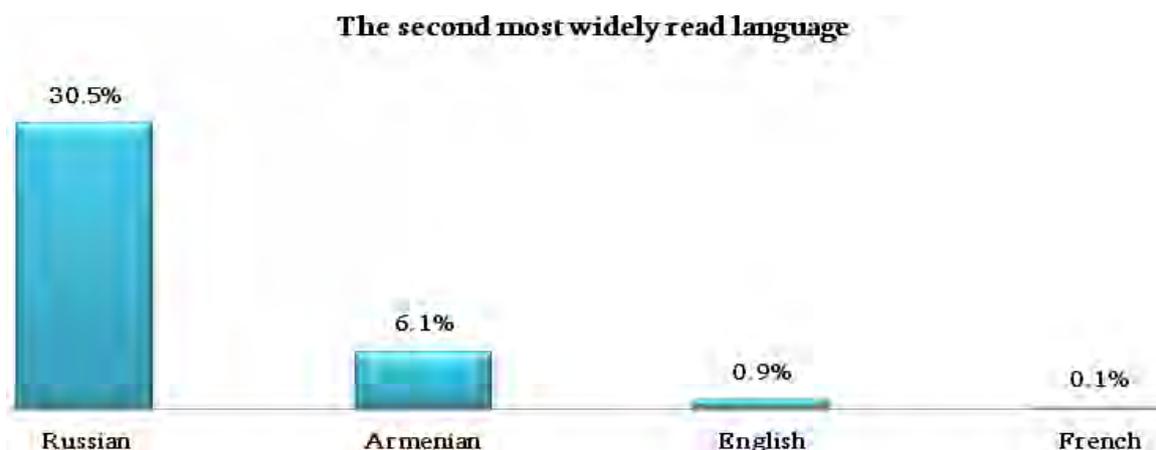
Figure 41

Figure 42 illustrates that a third reading language was stated by over 8 percent of the total number of respondents. For 7.2 percent of them, it is English. For some people, the third language is Russian, Armenian, German or French.

Third language for reading
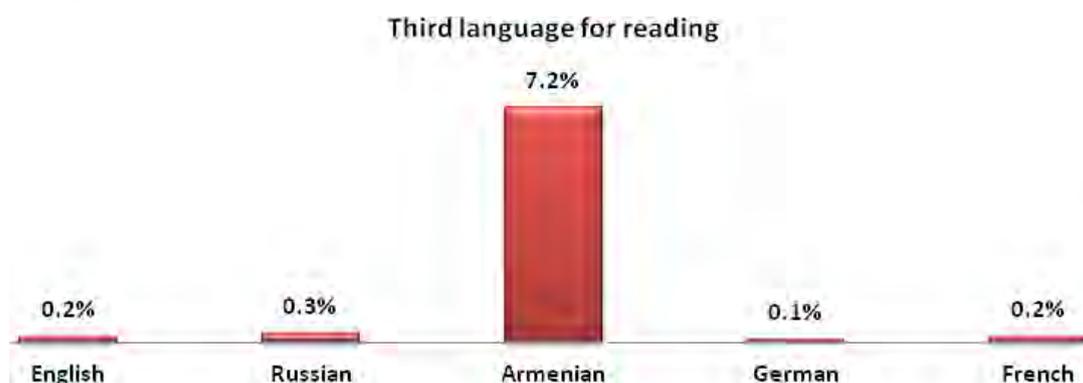
Figure 42

Private Libraries

Very few readers possess private electronic libraries (11 percent). Seventy-eight percent have a personal library of printed books (see Figure 43).

Possessing private printed library
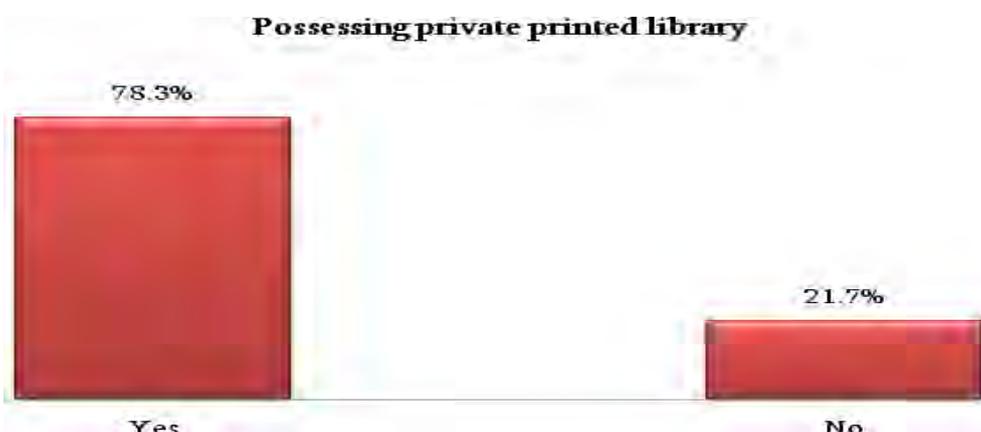
Figure 43

As we can see from Figure 44, the majority of respondents possess a printed library in every type of place of residence: about 85 percent of respondents who live in Yerevan, and 80 percent of those who live in regional centers. The number of people possessing a printed library is rather small in rural communities.

In the case of e-libraries, the situation is quite different. Eleven percent of those who answered the question have an e-library in Yerevan; about 13 percent - in regional centers; and only 9 percent in rural communities (Figure 45).

Possessing private library by each place of residence

■ Printed books ■ Electronic books

	Yerevan	Regional centers	Rural communities
Printed books	84.5%	80%	68%
Electronic books	11%	12.7%	8.8%
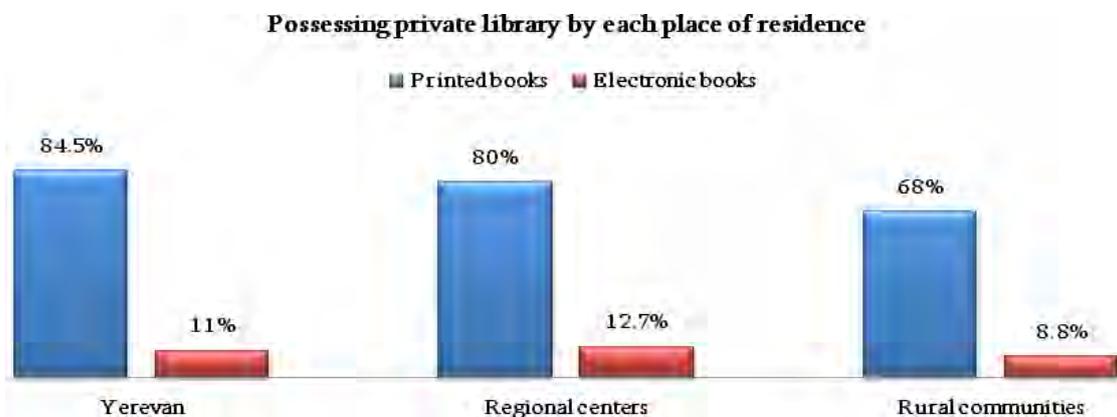
Figure 45

Sources for Acquiring Information about Books

The next figure makes it obvious that the main sources for acquiring information about books are friends, colleagues and relatives. Over 53 percent of readers receive this information from the Internet; 19 percent find it in the mass media (the press, TV, radio); 10 percent get information from libraries; while about 6 percent get it from bookstores (Figure 46).

Friends/colleagues/relatives 52.5%; Internet 22.5%; Mass Media 19.2%; Library 10.3%; Bookstore 5.9%; Other 2.9%; Don't acquire information 4.1%; FDA 9.7%
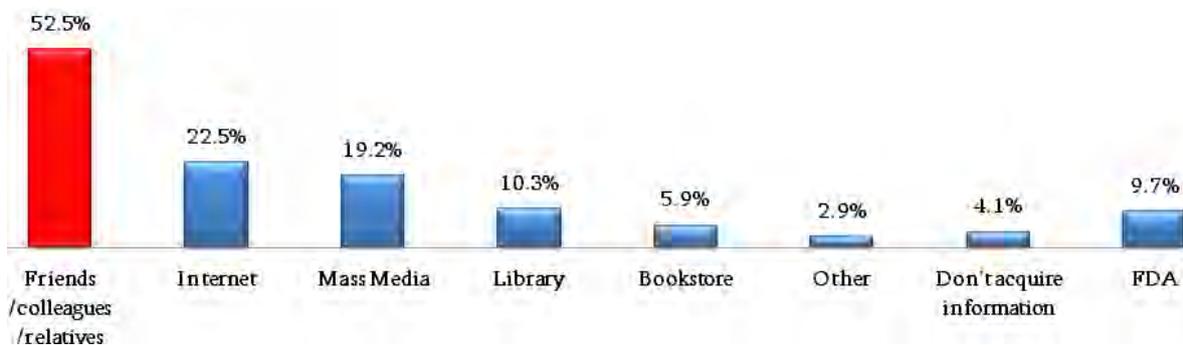
Figure 46

Attitude towards Professional Books

Readers were asked to evaluate a number of judgments which referred to professional and fiction books by Armenian authors, professional and fiction books translated into Armenian, as well professional and fiction books in Russian or other languages. Professional books were judged by the following criteria: "easy to find," "useful in terms of gaining specialized knowledge," and "written in an accessible language." The criteria for professional books were: "easy to find" and "interesting." Judgments were rated on a five-point scale in which one was the lowest score and five was the highest. An artificial reduction of the scale was made for analytical purposes: ratings of 1 and 2 were taken as low scores; 3 as medium; and 4 and 5 as high scores.

It becomes clear from Figure 47 that about 56 percent of readers assessed professional books by Armenian authors highly; 52 percent gave high assessments to professional books in Russian or other languages; and 46 percent assessed professional books translated into Armenian highly. It turns out that professional books translated into Armenian received the lowest assessment.

Professional books: easy to find

■ High ■ Medium ■ Low ■ All the same ■ FDA

Books in Russian or in some other language	52.5% 7.4% 4.8% 5.4%	30%
Books translated into Armenian	46.3% 11.4% 9.8% 4%	28.5%
Books written by Armenian authors	55.6% 8.9% 7.9% 2.7%	24.9%
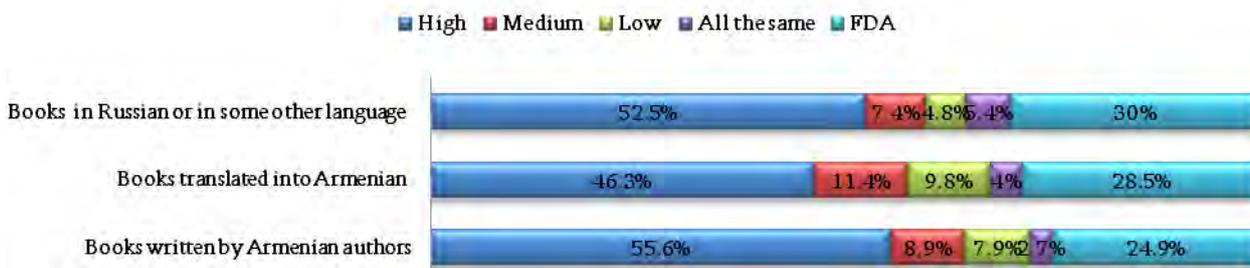
Figure 47

Not only is it important for a reader to be able to find the necessary professional literature, but it should be written in a comprehensible language. Under this criterion, respondents again gave the highest scores to works by Armenian authors (64 percent). Fifty-three percent of readers assessed professional books translated into Armenian highly in terms of their linguistic comprehensibility. Fifty-one percent of readers highly assessed books in Russian and other languages according to the same criterion.

Let us mention that even though professional books in Russian or other languages and Armenian translations have almost an equal number of high scores, respondents gave low or medium scores to professional literature in Russian or other languages more frequently than to books translated into Armenian (Figure 48).

Professional books: they are comprehensible and available

■ High ■ Medium ■ Low ■ All the same ■ FDA

Books in Russian or in some other language	53.2% 9.4% 1.4% 4.6%	31.4%
Books translated into Armenian	51.2% 12.2% 5.9% 1.5%	28.2%
Books written by Armenian authors	64% 6.8% 4.1% 1.9%	23.1%
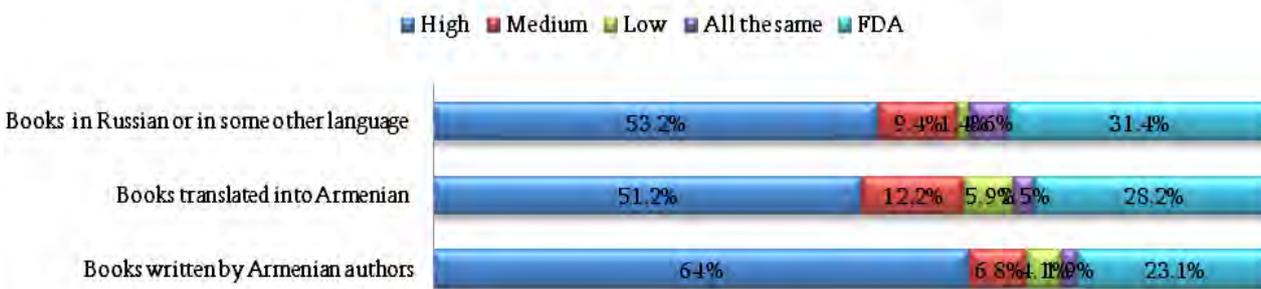
Figure 48

No matter how easy to find and comprehensible a professional book may be, it is more important that a book be useful for a reader in acquiring professional knowledge. Figure 49 shows that again books by Armenian authors received the highest scores (64 percent). Books translated into Armenian and books in Russian or other languages were given an equal percentage of high scores, but the share of those who gave low scores to professional literature in Russian or other languages is larger than the share of those who assessed Armenian translations negatively. We find it necessary to note that over 31 percent of readers found it difficult to express their opinion about books translated into Armenian.

Professional books are useful for aqcuiring professional knowledge

■ High ■ Medium ■ Low ■ All the same ■ FDA

Books in Russian or in some other language	57.7% 5.4% 4.8% 1.3%	30.9%
Books translated into Armenian	57.7% 9.4% 4.4% 3%	25.5%
Books written by Armenian authors	64% 8.4% 3.3% 1.9%	22.3%
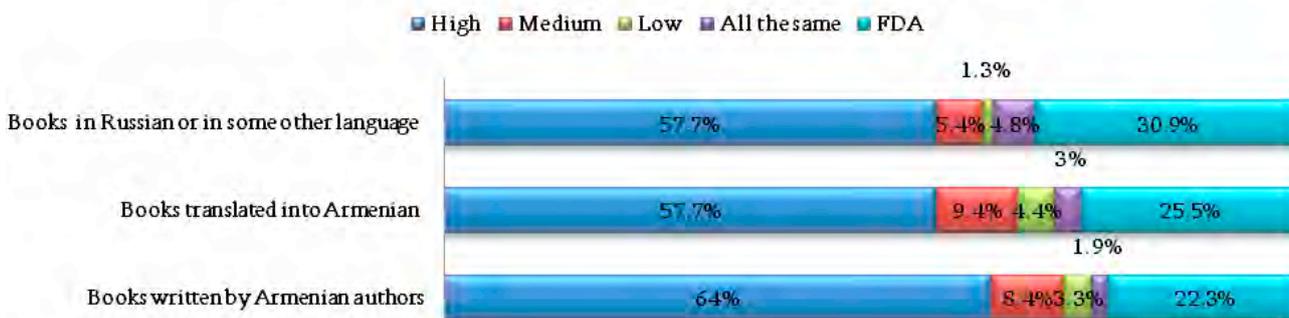
Figure 49

39

Generally, it can be said about professional books that a large portion of readers assesses them rather highly, regardless of their authors and the languages they are written in.

Attitudes towards Fiction Books

Now let us turn to fiction books. Figure 50 demonstrates that fiction books by Armenian authors received the highest scores (80 percent). Books translated into Armenian and books in Russian or other languages were also rated highly by a prevailing number of respondents. A smaller number of respondents expressed opinions about books in Russian or other languages.
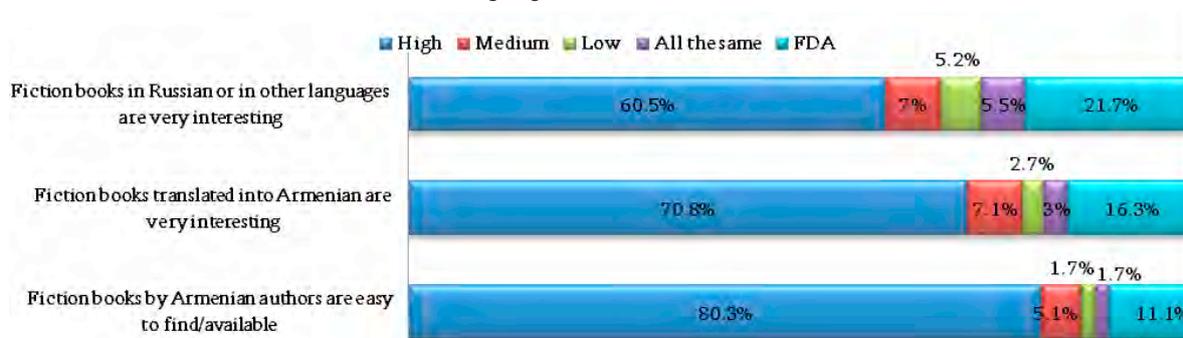
Figure 50

By the criterion of "being interesting," again, the highest scores (83 percent) were received by fiction books by Armenian authors (83 percent). Seventy-three percent of readers assessed books translated into Armenian highly, while books in Russian/other languages received a 63 percent approval rating (see Figure 51).
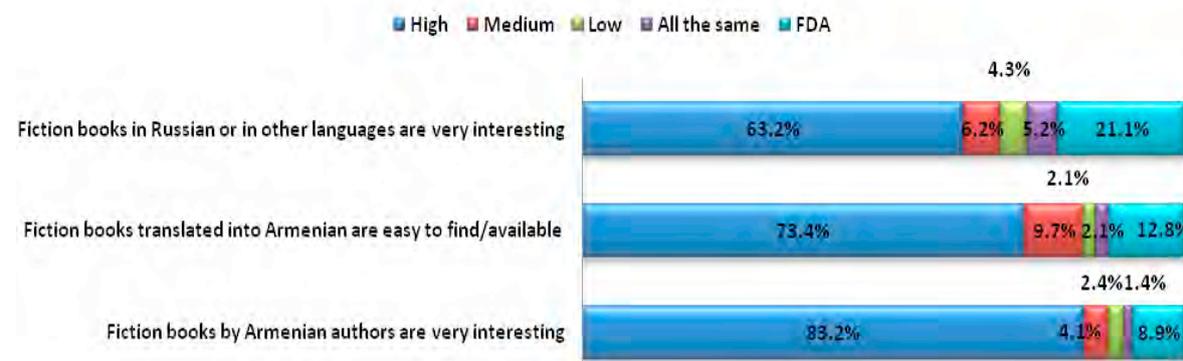
Figure 51

Awareness of Bookstores and Visits to Them

During the survey, we also discussed questions about bookstores which the readers knew about and visited. The most widely known bookstore is Noyan Tapan (63 percent of respondents), followed by Bookinist (World of Books) with 26 percent, and Zangak with 15 percent. Twenty-five percent of respondents found it difficult to name any bookstore (Figure 52).
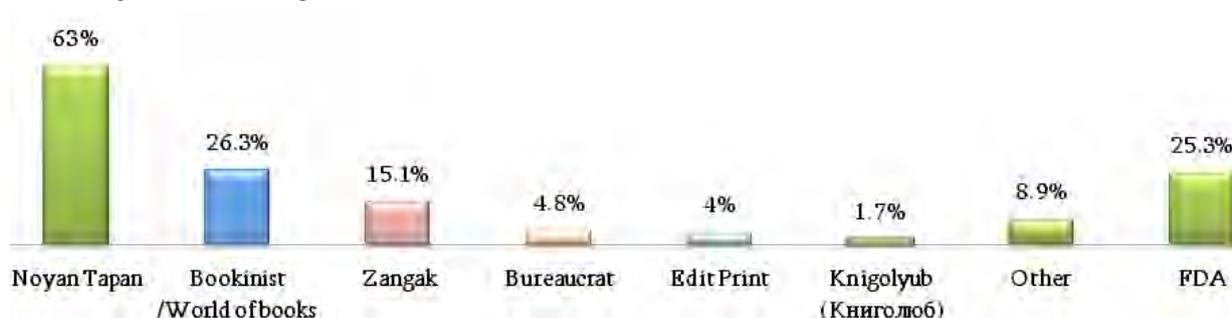
Figure 52

Now let us see how many people out of those who know about bookstores visit each of them. In Figure 53, the percentages are given for each bookstore individually. As we can see, about 37 percent of people who know about Noyan Tapan visit that bookstore; Bookinist is visited by 36 percent of those who are aware of it; Zangak by 13 percent; Edit Print by over 8 percent; and Bureaucrat is visited by about 7 percent of people who know about the store.

Visits to Known Bookstores

Noyan Tapan	36.8%
Bookinist/World of books	35.7%
Knigolyub (Книголюб)	18.2%
Zangak	13.3%
Edit Print	7.7%
Bureaucrat	6.5%

Figure 53

Awareness of Libraries and Their Attendance

Sixty-eight percent of readers mentioned that they never visit libraries, while 18 percent visit libraries two to three times a month. Only 2.5 percent of readers do so every day; 4 percent do so two to three times a week; and 1.3 percent mentioned once or twice a month (Figure 54).

Frequency of library visits

Every day	2.5%
2-3 times a week	4%
2-3 times a month	17.9%
1-2 times a month	1.3%
Several times a year	3.5%
Never	67.5%
FDA	3.3%
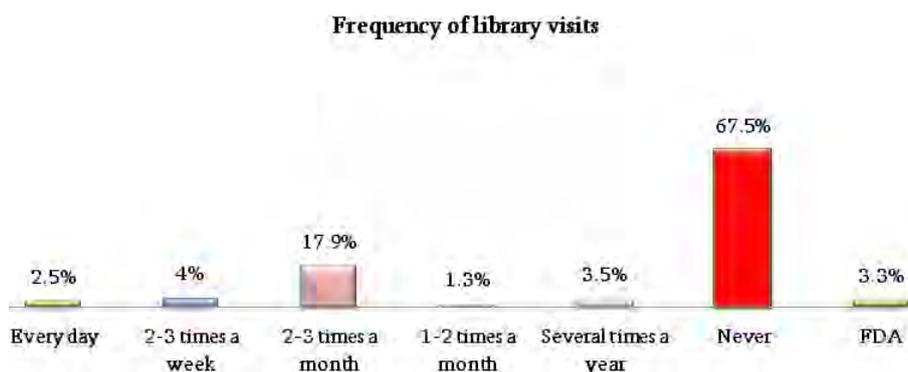
Figure 54

Figure 55 offers a general picture of the visibility of libraries. The Khnko Aper National Children's Library is the most popular among respondents (43 percent of those who answered the question). The A. Isahakyan Library is familiar to about 35 percent of respondents, while the National Library of Armenia is known by 11 percent. The respondents were also aware of a number of regional, municipal and rural community libraries (Small Vedi Library, the libraries in Gavar, Artashat, Dvin, etc.), and others (Mher Mkrtchyan Library, H. Tumanyan Library, Khachatur Abovyan Library, etc.).

Awareness of libraries

Other	6.6%
FDA	22.3%
Library of the American University	3.7%
Library with professional orientation (non-university)	3.7%
Library of the National Academy of Sciences	6.8%
National Library of Armenia (Public)	11.3%
University library	15.6%
Regional, municipal library	17.8%
A. Isahakyan Library	34.8%
Khnko Aper National Children's Library	42.3%
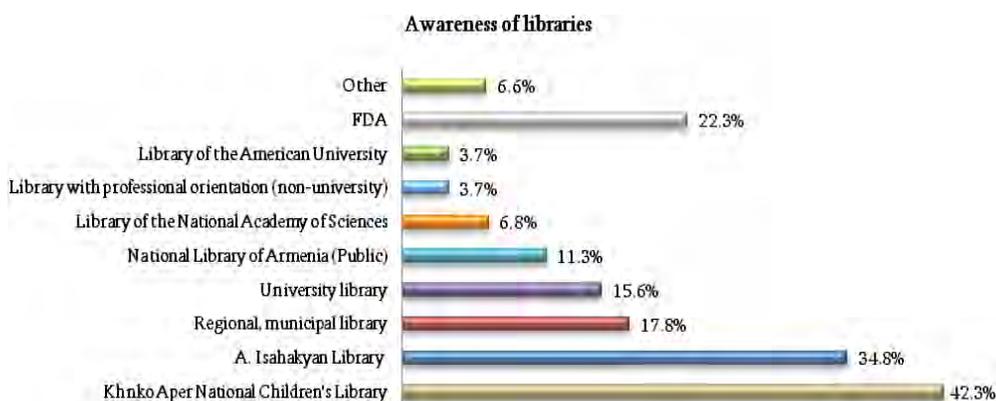
Figure 55

Figure 56 illustrates the percentage of those who visit the libraries they are aware of. Seventy-one percent of those who know about the National Library of Armenia visit it. The A. Isahakyan Library is visited by 12 percent of those who are aware of it. The Khnko Aper Children's Library is visited by 10 percent of those who is aware of it. Regional and municipal libraries are visited by about 60 percent of those familiar with them, while university libraries – by about 38 percent.

Visits to Known Libraries

Library	Percentage
National Library of Armenia (Public)	71.4%
Regional, municipal library	59.5%
University library	37.7%
A. Isahakyan Library	12.2%
Khnko Aper National Children's Library	10.1%
Library of the National Academy of Sciences	2.2%
Library of the American University	0%
Other	39.5%
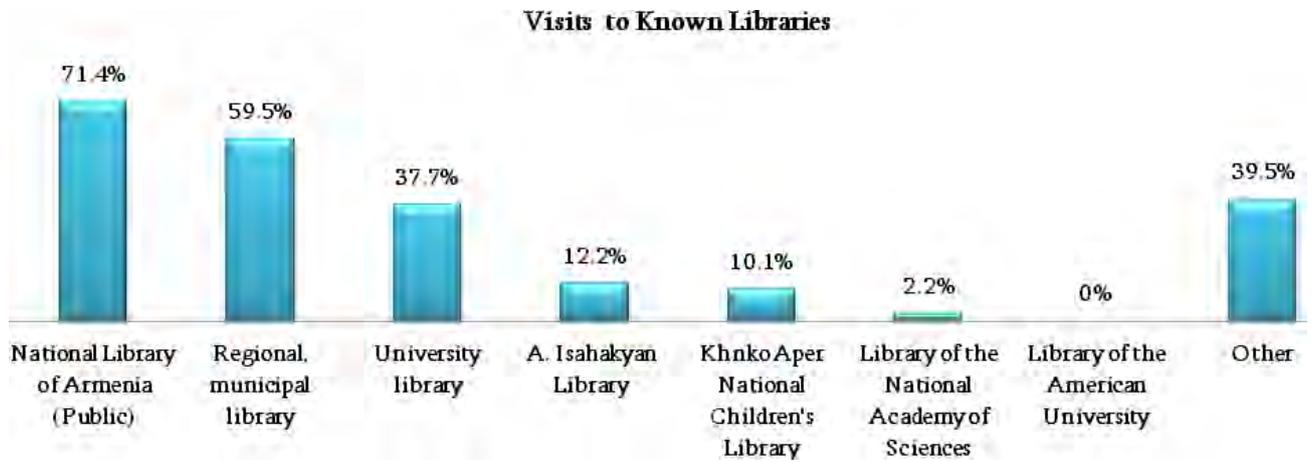
Figure 56

SUMMARY OF QUANTITATIVE RESEARCH RESULTS

- Very few respondents started to read regularly at pre-school age (3 percent). About 39 percent started to read regularly at elementary school age, and 44 percent at primary and high school age.

- **As compared to the last five years, 37 percent of respondents stopped reading completely,** 43 percent read less, 6 percent read as much as they read before, and only 14 percent said **they read more as compared to the last five years.**

- The more the dynamic of reading decreases, the more the number of male representatives increases (from 34 percent to 51 percent).

- The more the dynamic of reading increases, the greater the share of young people (18-34 years old) becomes (from 29 percent to 61 percent)

- The more the dynamics of reading increases, the greater the number of people with higher education becomes (from about 18 percent to 53 percent), while the number of people with a secondary education decreases (from about 42 percent to 16 percent).

- The more the dynamics of reading increases, the more the number of professionals in the humanities and social science increases (from about 19 percent to 51 percent). Moreover, the more reading decreases, the more the number of people without any profession increases (from 9 percent to 39 percent).

- The more the dynamics of reading increases, the more the share of unmarried respondents grows (from 16 percent to 55 percent).

- The largest share of respondents who stopped reading completely as compared to the last **five years can be found in rural communities (48 percent). The number of "somewhat" or "significantly" more frequent readers is relatively high in Yerevan (about 19 percent).**

- Females and males stopped reading at equal rates - 76 percent and 74 percent accordingly.

- Thirty percent of less frequent readers do not have any profession; 25 percent are specialists in the hard sciences; while another 25 percent are work in the humanities and social sciences.

- Crafts specialists and art and culture professionals stopped reading at the greatest rate, as well as the groups of people without any profession: 91 percent, 84 percent, and 83 percent respectively.

- **In the group of less frequent readers, married respondents predominate significantly at 70** percent.

- The reading level has seriously declined in all the regions. Here, the "leader" is the Shirak Region with 84 percent; while the lowest percentage of decline is found in Aragatsotn - 59 percent.

- For respondents, the most common reason for this decline in reading is the lack of time - 63 percent.

- About 59 percent of those who do not read at all mentioned that they will never start/restart reading. Thirty-seven percent of them have health problems, 26 percent have little time, 20 percent cited other personal interests.

- Fifty-two percent of those who did not exclude that that they might start/restart reading (41 percent) noted that this would be possible if they had enough free time.

- **About 14 percent of all respondents read more as compared to the last five years. This is mainly due to the requirements of work and study (39 percent); respondents find books that meet their interests more easily (33 percent) and have more free time (29 percent).**

- Sixty-six percent of more frequent readers are females, and about 61 percent are in the 18-34 age group.

- The majority of readers read for pleasure (52 percent), some for self-education (44 percent), and some for acquiring professional knowledge (21 percent).

- **About 56 percent of those who answered the question said that they read fiction, 42 percent stated printed newspapers or magazines, while over 34 percent prefer to read specialized printed books.**

- Seventy-seven percent of readers prefer classical literature.

- Over 78 percent of respondents prefer Armenian literature.

- Eighty-six percent prefer prose.

- **Ninety-five percent of readers prefer printed books.**

- For 90 percent of all respondents, the primary language for reading is Armenian. For some people it is a matter of national identity (39 percent), while for the others it is simply because the language is available (28 percent).

- Seventy-eight percent of readers have printed books library, while only 11 percent possess an e-book library.

- The main sources of information about acquisition of books are readers' friends, colleagues and relatives (53 percent).

APPENDIX

Table for Figure 1

When regular reading began according to the respondents' ages		
	N	Percent (%)
Pre-school age (up to 6 years old)	34	3.2
Elementary school age (7-10 years old)	411	38.5
Primary and high school age (11-16 years old)	465	43.6
Post school age (17-55 years old)	41	3.8
Never	68	6.4
FDA	48	4.5
Total	1067	100

Table for Figure 2

Changes in reading level over the last five years		
	N	Percent (%)
Read significantly more	77	7.7
Read somewhat more	62	6.2
No changes	56	5.6
Read somewhat less	151	15.1
Read significantly less	284	28.4
Stopped reading completely	369	36.9
Total	999	100

Table for Figure 3

Reading dynamics by gender		
	Male (%)	Female (%)
Stopped reading completely	50.7	49.3
Read significantly less	47.2	52.8
Read somewhat less	29.8	70.2
No changes	42.9	57.1
Read somewhat more	38.7	61.3
Read significantly more	33.8	66.2
Total	44	56

Table for Figure 4

Reading dynamics by age groups	18 – 24	25 – 34	35 – 44	45 – 54	55 – 64	65 +
Stopped reading completely	10.6%	18.7%	19.2%	18.7%	11.7%	21.1%
Read significantly less	13.7%	23.9%	20.4%	15.1%	13.7%	13%
Read somewhat less	19.9%	22.5%	18.5%	22.5%	7.9%	8.6%
No changes	25%	25%	10.7%	26.8%	7.1%	5.4%
Read somewhat more	45.2%	6.5%	11.3%	19.4%	9.7%	8.1%
Read significantly more	37.7%	23.4%	14.3%	9.1%	6.5%	9.1%
Total	17.9%	20.7%	18.1%	18%	10.9%	14.3%

Table for Figure 5

Reading dynamics by education							
	Elementary or lower	Incomplete secondary	Secondary	Secondary vocational	Incomplete higher	Higher	Refused to answer / Don't know / No answer
Stopped reading completely	3%	6%	41.7%	29.5%	2.2%	17.6%	0%
Read significantly less	0%	1.4%	31.7%	32.7%	4.9%	29.2%	0%
Read somewhat less	0.7%	1.3%	21.2%	31.1%	8.6%	35.8%	1.3%
No changes	0%	0%	16.1%	37.5%	14.3%	32.1%	0%
Read somewhat more	0%	1.6%	12.9%	21%	16.1%	48.4%	0%
Read significantly more	0%	1.3%	15.6%	18.2%	11.7%	53.2%	0%
Total	1.2%	3%	30.5%	29.7%	6.2%	29.1%	.2%

Table for Figure 6

Reading dynamics by professional orientation							
	Humanitarian and social sciences	Hard sciences	Service	Art and culture	Other	No profession	Total
Read significantly more	50.6%	26%	10.4%	2.6%	6.5%	3.9%	100%
Read somewhat more	46.8%	29%	3.2%	9.7%	4.8%	6.5%	100%
No changes	32.1%	37.5%	17.9%	1.8%	3.6%	7.1%	100%
Read somewhat less	35.1%	30.5%	4%	5.3%	4.6%	19.2%	100%
Read significantly less	27.1%	25.4%	11.6%	7.7%	3.5%	23.6%	100%
Stopped reading completely	18.7%	22.5%	10.6%	4.3%	4.1%	39%	100%

Table for Figure 7

Reading dynamics by marital status					
	Married	Unmarried	Widow/ widower	Divorced	Total
Stopped reading completely	69.6%	16%	13.3%	1.1%	100%
Read significantly less	71.5%	21.5%	5.6%	1.4%	100%
Read somewhat less	69.5%	23.8%	5.3%	1.3%	100%
No changes	62.5%	30.4%	3.6%	3.6%	100%
Read somewhat more	41.9%	53.2%	4.8%	0	100%
Read significantly more	39%	54.5%	6.5%	0	100%

Table for Figure 8

Reading dynamics by the place of residence				
	Yerevan	Regional centers	Rural communities	Total
Read significantly more	53.2%	26%	20.8%	100%
Read somewhat more	40.3%	29%	30.6%	100%
No changes	23.2%	30.4%	46.4%	100%
Read somewhat less	38.4%	32.5%	29.1%	100%
Read significantly less	38%	35.2%	26.8%	100%
Stopped reading completely	28.5%	26.8%	44.7%	100%

Table for Figure 9

Less frequent readers' gender		
	N	Percent (%)
Male	366	45.5
Female	438	54.5
Total	804	100

Table for Figure 10

Less frequent readers' share within each gender group		
	N (all respondents)	n (number of people who answered the question)	Percent (%) of "n" within "N"
Male	494	366	74.1
Female	573	438	76.4

Table for Figure 11

Less frequent readers' distribution by age groups		
	N	Percent (%)
18 – 24	108	13.4
25 – 34	171	21.3
35 – 44	157	19.5
45 – 54	146	18.2
55 – 64	94	11.7
65+	128	15.9
Total	804	100

Table for Figure 12

Less frequent readers' share within each group		
	N (all respondents)	n (number of people who answered the question)	Percent (%) of "n" within "N"
18 – 24	195	108	55.4%
25 – 34	221	171	77.4%
35 – 44	194	157	80.9%
45 – 54	185	146	78.9%
55 – 64	114	94	82.5%
65+	158	128	81.0%

Table for Figure 13

Distribution of less frequent readers according to their professional orientation		
	N	Percent (%)
No profession	240	29.9
Hard sciences	201	25
Humanitarian and social	199	24.8
Service	78	9.7
Art and culture	46	5.7
Crafts	10	1.2
Management	9	1.1
State employee	3	0.4
FDA	8	1
Other	10	1.2
Total	804	100

Table for Figure 14

Less frequent readers' share for each professional orientation			
	N	n	Percent (%)
Crafts	11	10	90.9
Art and culture	55	46	83.6
Hard sciences	269	201	74.7
Humanitarian and social	288	199	69.1
Service	115	78	67.8
Management	14	9	64.3
State employee	5	3	60
Other	13	10	76.9
No profession	288	240	83.3

Table for Figure 15

Distribution of less frequent readers according to their marital status		
	N	Percent (%)
Married	565	70.3
Unmarried	156	19.4
Widow/widower	73	9.1
Divorced	10	1.2
Total	804	100

Table for Figure 16

Distribution of less frequent readers by place of residence		
	N	Percent (%)
Yerevan	271	33.7
Regional centers	248	30.8
Rural communities	285	35.4
Total	804	100

Table for Figure 17

Less frequent readers' share in each region	N	n	Percent (%)
Shirak	134	113	84.3
Kotayk	73	61	83.6
Ararat	55	44	80
Syunik	68	54	79.4
Tavush	52	40	76.9
Lori	107	82	76.6
Yerevan	367	271	73.8
Vayots Dzor	43	31	72.1
Armavir	60	42	70
Gegharqunik	55	35	63.6
Aragatsotn	53	31	58.
Total	1067	804	75.4

Table for Figure 18

Reasons of decline in reading level	N	Percent	Percent of Cases
Don't have enough time	508	58.1	63.2
Health	144	16.5	17.9
Prefer to watch TV	68	7.8	8.5
Prefer entertainment by mobile phone or computer	60	6.9	7.5
Don't find in books the information/topics I am interested in	30	3.4	3.7
I meet my friends, relatives	26	3	3.2
Other	36	4.1	4.5
FDA	2	0.2	0.2
Total	874	100	108.7

Table for Figure 19

Reasons for the decline in reading level by age groups	18 – 24	25 – 34	35 – 44	45 – 54	55 – 64	65 +
Don't have enough time	15%	26.6%	26.2%	18.3%	8.1%	5.9%
Don't find in books the information/topics I am interested in	21.9%	18.8%	15.6%	18.8%	12.5%	12.5%
Prefer to watch TV	2.9%	13.2%	22.1%	22.1%	20.6%	19.1%
Prefer to listen to the radio	50%	0%	0%	0%	0%	50%
I meet my friends, relatives	15.4%	38.5%	11.5%	15.4%	7.7%	11.5%
Prefer entertainment by mobile phone or computer	38.3%	30%	11.7%	13.3%	6.7%	0%
Health causes	0%	2.1%	5.5%	19.2%	18.5%	54.8%
Family causes	40%	40%	%	%	20%	%
Personal	5.3%	26.3%	5.3%	26.3%	31.6%	5.3%
Financial	0%	0%	0%	20%	20%	60%
Literacy problem	0%	0%	0%	%	%	100%
FDA	50%	0%	0%	%	50%	%
Total	117	188	172	160	101	136

Reasons for the decline in reading level in Yerevan, regional centers and rural communities			
	Yerevan	Regional centers	Rural communities
Don't have enough time	63.8%	60.5%	64.9%
Health	20.3%	12.9%	20.7%
Prefer to watch TV	7.4%	12.9%	5.6%
Prefer entertainment by mobile phone or computer	7.4%	11.7%	3.9%
Don't find in books the information/topics I am interested in	4.4%	2.4%	4.9%
I meet my friends, relatives	0.7%	6.5%	2.8%
Personal	3.0%	1.2%	2.8%
Other	1.1%	1.6%	2.8%

Table for Figure 20

Reasons for reading level decline in Yerevan, regional centers and rural communities								
	Don't have enough time	Health	Prefer to watch TV	Prefer entertainment by mobile phone or computer	Don't find in books the information/topics I am interested in	I meet my friends, relatives	Personal	Other
Yerevan	63.8%	20.3%	7.4%	7.4%	4.4%	0.7%	3%	1.1%
Regional centers	60.5%	12.9%	12.9%	11.7%	2.4%	6.5%	1.2%	1.6%
Rural communities	64.9%	20.7%	5.6%	3.9%	4.9%	2.8%	2.8%	2.8%

Table for Figure 21

Reasons for reading level decline by the place of residence												
	Don't have enough time	Don't find in books the information/topics I am interested in	Prefer to watch TV	Prefer to listen to the radio	I meet my friends, relatives	Prefer entertainment by mobile phone or computer	Health	Family	Personal	Financial	Literacy problem	FDA
Yerevan	63.8%	4.4%	7.4%	0%	7%	7.4%	20.3%	0.4%	3%	0.7%	0%	0%
Aragatsotn	67.7%	0%	3.2%	0%	3.2%	3.2%	19.4%	0%	0%	0%	0%	6.5%
Ararat	63.6%	6.8%	4.5%	0%	0%	6.8%	20.5%	2.3%	0%	0%	0%	0%
Armavir	52.4%	9.5%	7.1%	0%	9.5%	2.4%	16.7%	2.4%	4.8%	0%	0%	0%
Gegharqunik	68.6%	0%	0%	0%	5.7%	8.6%	14.3%	0%	0%	2.9%	0%	0%
Lori	72%	3.7%	22%	2.4%	3.7%	6.1%	2.4%	0%	1.2%	1.2%	0%	0%
Kotayk	55.7%	3.3%	3.3%	0%	4.9%	14.8%	18%	1.6%	3.3%	0%	0%	0%
Shirak	57.5%	3.5%	11.5%	0%	8.8%	9.7%	23%	0.9%	2.7%	0.9%	0.9%	0%
Syunik	68.5%	0%	3.7%	0%	0%	5.6%	20.4%	0%	1.9%	0%	0%	0%
Vayots Dzor	74.2%	0%	6.5%	0%	0%	6.5%	12.9%	0%	0%	0%	0%	0%
Tavush	55%	10%	12.5%	0%	2.5%	5%	25%	0%	5%	0%	0%	0%

Table for Figure 22

Likelihood of starting or restarting reading		
	N	Percent (%)
Possible	177	40.5
Impossible	260	59.5
Total	437	100

Table for Figure 23

Reasons for excluding the possibility of reading in future		
	N	Percent (%)
Due to health problems	96	36.9
Time problem	68	26.2
No desire and interest	52	20
Literacy problem	4	1.5
Other (lack of time, family burdens, lack of literacy)	4	1.5
FDA	36	13.8
Total	260	100

Table for Figure 24

Preconditions for starting or restarting reading		
	N	Percent (%)
If there is enough time	94	53.1
If there is desire and interest	21	11.9
If necessary	10	5.6
If there are no health problems	10	5.6
Other	2	1.1
FDA	40	22.6
Total	177	100

Table for Figure 25

Motivation for reading more in the last five years		
	N	Percent (%)
It is necessary for study or work	53	38.1
It is easier to find books meeting my interests	41	29.5
I have more free time	40	28.8
Other	5	3.6
Total	139	100

Table for Figure 26

More frequent readers' gender		
	N	Percent (%)
Male	50	36
Female	89	64
Total	139	100

Table for Figure 27

More frequent readers' age		
	N	Percent (%)
18 - 24	29	37.7
25 - 34	18	23.4
35 - 44	11	14.3
45 - 54	7	9.1
55 - 64	5	6.5
65+	7	9.1
Total	77	100

Table for Figure 28

More frequent readers' distribution according to the employment		
	N	Percent (%)
Student	16	20.8
Employee, worker, technical performer, service worker	14	18.2
Unemployed	12	15.6
Pensioner (unemployed)	10	13
Head of organization division, specialist with higher or specialized secondary education	9	11.7
Housekeeper	9	11.7
Individual entrepreneur/farmer	3	3.9
Head of enterprise or head of management department, deputy director, chief specialist	2	2.6
Refused to answer	1	1.3
FDA	1	1.3
Total	77	100

Table for Figure 29

More frequent readers' distribution according to their marital status		
	N	Percent (%)
Married	30	39
Unmarried	42	54.5
Widow/widower	5	6.5
Total	77	100

Table for Figure 30

Motives for reading			
	N	Percent (%)	Percent of Cases (%)
Pleasure	330	41.8	52.4
Self-education	274	34.7	43.5
Acquiring professional knowledge	130	16.5	20.6
Getting information	27	3.4	4.3
University requirements	13	1.6	2.1
Other	15	1.9	2.4
Total	789	100	125.2

Table for Figure 31

Preferred literary period			
	N	Percent (%)	Percent of Cases (%)
Classical	484	68.5	76.7
Modern	197	27.9	31.2
Other	10	1	2
FDA	16	2.3	2.5
Total	707	100	112

Table for Figure 32

National Origins of literature			
	N	Percent (%)	Percent of Cases (%)
Armenian literature	489	58.9	77.5
Foreign literature translated into Armenian	168	20.2	26.6
Russian literature	123	14.8	19.5
Foreign literature translated into Russian	28	3.4	4.4
Other	22	1	1
FDA	17	2	2.7
Total	847	100	131.5

Table for Figure 33

Format of Work: prose, poetry			
	N	Percent (%)	Percent of Cases (%)
Prose	544	76.4	86.2
Poetry	140	19.7	22.2
Other	5	0.7	0.8
FDA	23	3.2	3.6
Total	712	100	112.8

Table for Figure 34

Type of Work			
	N	Percent (%)	Percent of Cases (%)
Novel	344	40.2	54.5
Novella/ story	326	38.1	51.7
Epos / Poem	38	4.4	6
Poetry / Quatrain	121	14.2	19.2
Other	4	0.5	0.6
FDA	22	2.6	3.5
Total	855	100	135.5

Table for Figure 35

Book Type			
	N	Percent (%)	Percent of Cases (%)
Printed	596	88.6	94.5
Electronic	62	9.2	9.8
Audio	4	0.6	0.6
Other	3	0.4	0.5
FDA	8	1.2	1.3
Total	673	100	106.7

Table for Figure 36

Preferred book size			
	N	Percent (%)	Percent of Cases (%)
Up to 50 pages	36	5.4	5.7
50-150 pages	260	38.7	41.2
150-300 pages	247	36.8	39.1
300- 500 pages	82	12.2	13
500 pages or more	35	5.2	5.5
FDA	11	1.6	1.7
Total	671	100	106.3

Table for Figure 37

Literary genre			
	N	Percent (%)	Percent of Cases (%)
Adventure	244	25.3	38.7
Romance	221	22.9	35
Detective	184	19.1	29.2
Drama	176	18.3	27.9
Science fiction	46	4.8	7.3
Historical	36	3.7	5.7
Other	18	1.9	2.9
FDA	4	4	6.2
Total	929	100	152.8

Table for Figure 38

Preferred language for reading		
	N	Percent (%)
Armenian	959	89.9
Russian	100	9.4
Other	6	0.6
FDA	2	0.2
Total	1067	100

Table for Figure 39

Reasons for priority of Armenian language		
	N	Percent (%)
Based on national identity	98	38
It is available	71	27.9
Education in Armenian, good knowledge of the language or do not speak other language	40	15.9
Other	6	2.3
FDA	147	15.3
Total	959	100

Table for Figure 40

Primary reasons for reading in Russian		
	N	Percent (%)
Russian education	49	49
Easy to understand	14	14
Good knowledge of the language	16	16
There is more Russian literature and it is more easily obtainable	8	8
Like to read in Russian	5	5
Other	1	1
FDA	7	7
Total	100	100%

Table for Figure 41

The second most widely read language		
	N	Valid Percent (%)
Russian	325	81
Armenian	65	16.2
English	10	2.5
French	1	0.2
Total	401	100

Table for Figure 42

Third language for reading		
	N	Percent (%)
Armenian	2	2.4
Russian	3	3.5
English	77	90.6
French	1	1.2
German	2	2.4
Total	85	100

Table 1 for Figure 43

Possessing private printed library		
	N	Percent (%)
Yes	494	78.3
No	137	21.7
Total	631	100

Table 2 for Figure 43

Possessing private electronic library		
	N	Percent (%)
Yes	69	10.9
No	562	89.1
Total	631	100

Table 1 for Figure 45

Possessing private printed library by each place of residence			
	Yes	No	Total
Yerevan	84.5%	15.5%	100%
Regional centers	80%	20%	100%
Rural communities	68%	32%	100%
Total	78.3%	21.7%	100%

Table 2 for Figure 45

Possessing private electronic library by each place of residence			
	Yes	No	Total
Yerevan	11%	89%	100%
Regional centers	*12.7%*	*87.3%*	100%
Rural communities	8.8%	91.2%	100%
Total	10.9%	89.1%	100%

Table for Figure 46

Sources for acquiring information about books			
	N	Percent (%)	Percent of Cases (%)
Friends /colleagues /relatives	331	41.3	52.5
Internet	142	17.7	22.5
Mass Media	121	15.1	19.2
Library	65	8.1	10.3
Bookstore	37	4.6	5.9
Other	18	2.2	2.9
Don't acquire information	26	3.2	4.1
FDA	61	7.6	9.7
Total	801	100	126.9

Table 1 for Figure 47-50

Evaluation of statements							
	1	2	3	4	5	FDA	All the same
Professional books written by Armenian authors are easy to find	4.9%	3%	8.9%	14.9%	40.7%	24.9%	2.7%
Professional books translated into Armenian are easy to find	5.9%	4%	11.4%	18.5%	27.7%	28.5%	4%
Professional books in Russian or in some other language are easy to find	3%	1.7%	7.4%	14.9%	37.6%	30%	5.4%
Professional books by Armenian authors are very useful for acquiring specialized knowledge	1.6%	1.7%	8.4%	18.9%	45.2%	22.3%	1.9%
Professional books translated into Armenian are very useful for acquiring specialized knowledge	2.1%	2.4%	9.4%	19.8%	37.9%	25.5%	3%
Professional books in Russian or in some other language are very useful for acquiring specialized knowledge	0.6%	0.6%	5.4%	13.9%	43.7%	30.9%	4.8%
Professional books by Armenian authors are written very clearly /in accessible language	1.7%	2.4%	6.8%	19%	45%	23.1%	1.9%
Professional books translated into Armenian are written very clearly /in accessible language	2.5%	3.3%	12.2%	17.3%	33.9%	28.2%	2.5%
Professional books in Russian or in other languages are written very clearly /in accessible language	1.3%	0.2%	9.4%	15.7%	37.6%	31.4%	4.6%
Fiction books by Armenian authors are very interesting	1.4%	1%	4.1%	14.1%	69.1%	8.9%	1.4%
Fiction books translated into Armenian are easy to find/available	1.6%	1.1%	7.1%	17.1%	53.7%	16.3%	3%
Fiction books in Russian or in other languages are easy to find/available	4%	1.3%	7%	15.4%	45.2%	21.7%	5.5%
Fiction books by Armenian authors are easy to find/available	1.1%	0.6%	5.1%	13.3%	67%	11.1%	1.7%
Fiction books translated into Armenian are very interesting	1%	1.1%	9.7%	16.3%	57.1%	12.8%	2.1%
Fiction books in Russian or in other language are very interesting	2.7%	1.6%	6.2%	13.5%	49.8%	21.1%	5.2%

Table 2 for Figure 47-50

Evaluation of statements: scale reduction					
	High	Medium	Low	All the same	FDA
Professional books written by Armenian authors are easy to find	55.6%	8.9%	7.9%	2.7%	24.9%
Professional books translated into Armenian are easy to find	46.3%	11.4%	9.8%	4%	28.5%
Professional books in Russian or in some other language are easy to find	52.5%	7.4%	4.8%	5.4%	30%
Professional books by Armenian authors are very useful for acquiring specialized knowledge	64%	8.4%	3.3%	1.9%	22.3%
Professional books translated into Armenian are very useful for acquiring specialized knowledge	57.7%	9.4%	4.4%	3%	25.5%
Professional books in Russian or in some other language are very useful for acquiring specialized knowledge	57.7%	5.4%	1.3%	4.8%	30.9%
Professional books by Armenian authors are written very clearly /in accessible language	64%	6.8%	4.1%	1.9%	23.1%
Professional books translated into Armenian are very useful for acquiring specialized knowledge	51.2%	12.2%	5.9%	2.5%	28.2%
Professional books in Russian or in some other language are very useful for acquiring specialized knowledge	53.2%	9.4%	1.4%	4.6%	31.4%
Fiction books by Armenian authors are easy to find/available	80.3%	5.1%	1.7%	1.7%	11.1%
Fiction books translated into Armenian are very interesting	70.8%	7.1%	2.7%	3%	16.3%
Fiction books in Russian or in other languages are very interesting	60.5%	7%	5.2%	5.5%	21.7%
Fiction books by Armenian authors are very interesting	83.2%	4.1%	2.4%	1.4%	8.9%
Fiction books translated into Armenian are easy to find/available	73.4%	9.7%	2.1%	2.1%	12.8%
Fiction books in Russian or in other languages are very interesting	63.2%	6.2%	4.3%	5.2%	21.1%

Table for Figure 52

Awareness of bookstores			
	N	Percent (%)	Percent of Cases (%)
Noyan Tapan	410	42.3	63
Bookinist /World of books	171	17.6	26.3
Zangak	98	10.1	15.1
Bureaucrat	31	3.2	4.8
Edit Print	26	2.7	
Knigolyub	11	1.1	1.7
Other	58	6	8.9
FDA	165	17	25.3
Total	970	100	149

Table for Figure 53

Visits to Known Bookstores		
	N	Percent (%)
Noyan Tapan	151	36.8
Bookinist /World of books	61	35.7
Knigolyub	2	18.2
Zangak	13	13.3
Edit Print	2	7.7
Bureaucrat	2	6.5
Total	231	118.2

Table for Figure 54

Frequency of library visits		
	Frequency	Valid Percent (%)
Every day	16	2.5
2-3 times a week	25	4
2-3 times a month	113	17.9
1-2 times a month	8	1.3
Several times a year	24	3.5
Never	426	67.5
FDA	21	3.3
Total	631	100

Table for Figure 55

Awareness of libraries			
	N	Percent (%)	Percent of Cases (%)
Khnko Aper National Children's Library	288	25.7	42.3
A. Isahakyan Library	237	21.1	34.8
Regional, municipal library	121	10.8	17.8
University library	106	9.4	15.6
National Library of Armenia (Public)	77	6.9	11.3
Library of the National Academy of Sciences	46	4.1	6.8
Library with professional orientation (non-university)	25	2.2	3.7
Library of the American University	25	2.2	3.7
FDA	152	13.5	22.3
Other	45	4	6.6
Total	1122	100	164.8

Table for Figure 56

Visits to Known Libraries		
	N	Percent (%)
National Library of Armenia (Public)	55	71.4
Regional, municipal library	72	59.5
University library	40	37.7
A. Isahakyan Library	29	12.2
Khnko Aper National Children's Library	29	10.1
Library of the National Academy of Sciences	1	2.2
Library of the American University	0	0
Other	17	39.5
Total	243	232.7