



IEA-Reading Literacy Study:

Population A

Teacher Questionnaire

International Coordinating Center
Hamburg 1990



Reading Literacy:
Teacher Questionnaire
Population A
Accompanying Notes

Question 3:

The intention of this question is to collect years of school education and exclude pre-compulsory education. NRCs should ask the question in such a way that it is absolutely clear what is meant. In the pilot study some systems with 12 years of primary and secondary education were submitting this variable with an average of 14 to 17 years of primary education! Please ensure that this does not happen for the main study. NRCs must supply valid range information.

Questions 4 and 5:

The intention of these questions is to capture all post-secondary education and to be able to distinguish between teacher training and other forms of post-secondary (e.g. university) education.

Question 5:

The intention is to capture the duration of teacher training.

Question 6:

The intention is to capture systematic pursuit of studying after teacher training.

Question 7:

NRCs must check the accuracy of replies in terms of how their system works.

Question 12:

Note that it is important to collect the total number of students and the number of students at the grade level being tested. Note that in most cases the number will be the same. Only where the class is multi-grade will the numbers be different.

Questions 12 and 13:

We are interested in the percentage in the grade level being tested.

Question 14:

'Parents' include guardians and could be any parent.

Question 17:

Note that this is a check question against Question 14 from the School Questionnaire. 'Total instructional time' here includes all subject areas.

Question 20:

Note that there are minor changes to several options and some new options have been added.

Question 20 b:

'Word-attack skills' means vocabulary decoding.

Question 22i:

In this case 'word attack' equals vocabulary decoding.

Question 33-35:

'Reading homework' includes any work assignment related to reading and language programmes.

Question 37:

Derived variable: classroom library books per student.

Questions 43-46:

These are the OECD questions and are concerned with school leadership.



Identification:	target pop.	_____
	country	_____
	language	_____
	stratum	_____
	school	_____
	class	_____
	teacher	_____
seq. no.	_____	

Reading Literacy:
Teacher Questionnaire
Population A

Directions:

The following questionnaire is part of an international study of Reading Literacy and attempts to identify differences in reading instruction. It is recognized that teachers are likely to respond quite differently.

Please answer all questions in such a way as to reflect most clearly your teaching practice. Most questions require you to circle your selected response. Others require you to write in a number. Where it is appropriate to enter '0' in the answer, please do so. Do not leave blanks.

We thank you for your effort.

A. The first set of questions has to do with you and your educational training (Questions 1 to 9)

1 Your sex:
(Circle one number only)

- Male..... 1
- Female..... 2

- ATSEX

2 Is your mother-tongue the same as [language of the test]?
(Circle one number only)

- No..... 1
- Yes..... 2

- ATMOTON

3 How many years of **primary and secondary school** education did you have altogether?
 (If you have had no school education, please enter '0'.
 Do not include pre-compulsory education e.g. Kindergarten. Also do not count grade repetition years.)
 [NRCs: see accompanying note.]

- ATSCHEd

_____ years (or full-time years equivalent to nearest whole number)

4 How many years of all your education was **pre-service teacher-training**?
 (If you have had no pre-service teacher training, please enter '0'.)
 [NRCs: see accompanying note.]

- ATTETRA

_____ years

5 How many years of **post-secondary** education did you have?
 (If you have had no post-secondary education, please enter '0'.
 Do not include pre-service teacher training and grade repetition.)
 [NRCs: see accompanying note.]

- ATSECEd

_____ years (or full-time years equivalent to nearest whole number)

6 Approximately how many hours have you devoted to the further study of the teaching of **reading** after your initial teacher qualifications?
 (Circle one number only)

- ATSTUTE

- None..... 1
- Less than 10 hours 2
- 10 to 29 hours 3
- 30 to 49 hours 4
- 50 to 100 hours 5
- More than 100 hours..... 6

7 How many times have you been to in- or on-service teacher training course in **reading** in the **last three years**?
 (Circle one number only)

- ATSETRA

- None..... 1
- Once..... 2
- Twice..... 3
- Three times 4
- Four or more times..... 5

8 About how often do you read each of the following?
 (Do not include reading for preparation of class lessons.
 Circle one number per line only)

		never or almost never	once a year	about once a term	about once a month	about once a week or more
a) Articles on teaching	-ATFFRE1	1	2	3	4	5
b) Articles on reading	-ATFFRE2	1	2	3	4	5
c) Books on history or politics	-ATFFRE3	1	2	3	4	5
d) Books on the arts	-ATFFRE4	1	2	3	4	5
e) Books on science	-ATFFRE5	1	2	3	4	5
f) Novels or short stories	-ATFFRE6	1	2	3	4	5
g) Poems	-ATFFRE7	1	2	3	4	5
h) Plays	-ATFFRE8	1	2	3	4	5
i) Books for children	-ATFFRE9	1	2	3	4	5

9 By the end of this school year how many years will you have been teaching altogether?

_____ years (or full-time years equivalent) - ATYEARS

**B. This set of questions has to do with your class being tested
 (Questions 10 to 19)**

10 How long have you been teaching the class being tested?
 (Circle one number only)

- Less than half a year..... 1 - ATTECLA
- Between half a year and one year..... 2
- Between one year and two years..... 3
- Between two years and three years..... 4
- More than three years 5

11 Is the class tested a multi-grade class?
 (Circle one number only)

- No 1 - ATMUGRA
- Yes..... 2

12 What is the **total** number of students and the total number of [grade level being tested] students in **this** class?
 [NRCs: see accompanying note.]

_____ total students _____ [grade level being tested] students

- 13 How many *[grade level being tested]* students in **this** class do **not** have *[language of test]* as their first language?
(If none, please enter '0')
_____ students - ATOTLAN
- 14 As a **general rule**, how often do you meet with parents of the students in the class tested?
(Circle one number only)
Never..... 1
Once a year 2
Once a term..... 3
Once a month or more..... 4
- ATMEPAR
- 15 How many students in this class **need** remedial help in reading?
(If none, please enter '0')
_____ students - ATNHELP
- 16 How many students in this class **receive** remedial help in reading?
(If none, please enter '0')
_____ students - ATRHELP
- 17 What is the number of hours and minutes of **total instructional time** excluding breaks for **this** class in a typical week? (For all subject areas)
(see explanation in the accompanying notes)
_____ hours and _____ minutes per week
- ATINSTH
- ATINSTM
- 18 How much class time **per school week** do you typically devote to the teaching and learning of *[language of test]* including reading, writing, speaking, literature, listening, and other language skills for this class?
_____ hours and _____ minutes per week
- ATTLANH
- ATTLANM
- 19 How much class time **per school week** do you typically devote to the teaching and practice of reading in *[language of test]* for this class?
_____ hours and _____ minutes per week
- ATTEREH
- ATTEREM

C. The following set of questions has to do with your teaching
(Questions 20 to 35)

20 How often are your **students** typically **involved** in the following reading activities?

(Circle one number per line only)

Reading Activities	Frequency			
	almost never	about once a month	about 1 or 2 times a week	almost every day
a) Learning letter-sound relationships and/or phonics	1	2	ATACT013	4
b) Word-attack skills (e.g. prediction)	1	2	ATACT023	4
c) Silent reading in class	1	2	ATACT033	4
d) Answering reading comprehension exercises in writing	1	2	ATACT043	4
e) Independent silent reading in a library	1	2	ATACT053	4
f) Listening to students reading aloud to a whole class	1	2	ATACT063	4
g) Listening to students reading aloud to small groups or pairs	1	2	ATACT073	4
h) Listening to teachers reading stories aloud	1	2	ATACT083	4
i) Discussion of books read by students	1	2	ATACT093	4
j) Learning new vocabulary systematically (e.g. from lists)	1	2	ATACT 3 10	4
k) Learning new vocabulary from texts	1	2	ATACT 3 11	4
l) Learning library skills	1	2	ATACT 3 12	4
m) Reading plays or dramas	1	2	ATACT 3 13	4
n) Playing reading games (e.g. forming sentences from jumbled words)	1	2	ATACT 3 14	4
o) Dramatizing stories	1	2	ATACT 3 15	4
p) Drawing in response to reading	1	2	ATACT 3 16	4
q) Orally summarizing their reading	1	2	ATACT 3 17	4
r) Relating experiences to reading	1	2	ATACT 3 18	4
s) Reading other students' writing	1	2	ATACT 3 19	4
t) Making predictions during reading	1	2	ATACT 3 20	4
u) Diagramming story content	1	2	ATACT 3 21	4
v) Looking for the theme or message	1	2	ATACT 3 22	4
w) Making generalizations and inferences	1	2	ATACT 3 23	4
x) Studying the style or structure of a text	1	2	ATACT 3 24	4
y) Comparing pictures and stories	1	2	ATACT 3 25	4
z) Student leading discussion about passage	1	2	ATACT 3 26	4
aa) Reading in other subject areas	1	2	ATACT 3 27	4
bb) Writing in response to reading	1	2	ATACT 3 28	4

21 In a normal reading instruction period how many **reading textbooks** are available for each student in the class tested?
 (Circle only the most appropriate answer)

- None..... 1
- 1 book for about 5 or more students 2
- 1 book for each 2 students 3
- 1 book for each student..... 4
- 2 books for each student 5
- 3 or more books for each student 6

- ATTEXBO

22 Please rank only five of the following **aims** of reading instruction in order of the importance you attach to each of them.
 (Place '1' next to the most important and so on to '5' for the least important. Use all 5 ranks once only.)

Aims	Importance
a) Developing skill in reading aloud	_____ - ATAIM 01
b) Developing a lasting interest in reading	_____ - ATAIM 02
c) Improving students' reading comprehension	_____ - ATAIM 03
d) Developing students' research and study skills	_____ - ATAIM 04
e) Extending students' vocabulary	_____ - ATAIM 05
f) Developing students' critical thinking	_____ - ATAIM 06
g) Expanding students' world views	_____ - ATAIM 07
h) Deepening students' emotional development	_____ - ATAIM 08
i) Improving word-attack skills	_____ - ATAIM 09
j) Increasing speed of reading	_____ - ATAIM 10
k) Expanding students' reading choice	_____ - ATAIM 11
l) Making reading enjoyable	_____ - ATAIM 12

23 How often do you use the following instructional strategies when teaching reading?
(Circle one number per line only)

Instructional Strategies	Frequency			
	almost never	about once a month	about 1 or 2 times a week	almost every day
a) Introduce the background of a passage before reading it	1	ATSTR 2 01	3	4
b) Ask children to describe their strategy for understanding	1	ATSTR 2 02	3	4
c) Encourage parents to be involved with the reading program	1	ATSTR 2 03	3	4
d) Maintaining a graded sequence of text difficulty	1	ATSTR 2 04	3	4
e) Ask questions to assess text comprehension	1	ATSTR 2 05	3	4
f) Ask questions to deepen understanding	1	ATSTR 2 06	3	4
g) Show children how to understand a text	1	ATSTR 2 07	3	4
h) Compare stories, poems, fables and tales	1	ATSTR 2 08	3	4
i) Read aloud to children	1	ATSTR 2 09	3	4
j) Encourage parents to read to children	1	ATSTR 2 10	3	4
k) Encourage the children to read more	1	ATSTR 2 11	3	4
l) Encourage children to use the library more	1	ATSTR 2 12	3	4
m) Use materials you have prepared yourself	1	ATSTR 2 13	3	4

24 Do you divide the students in this class into groups for reading instruction?

No1
Yes.....2

- ATGROUP

If you answered 'No' to this question, go straight to Question 27.

25 What type of grouping do you use most often?
(Circle one only)

Do not use grouping..... 1
Age groups 2
Ability groups..... 3
Interest groups..... 4
Other (please specify) 5

- ATGRTYP

26 How many groups do you typically form?

_____ groups

-ATGRNUM

27 How frequently did you teach in your class this year how to read each of the following kinds of text?

(Circle one number per line only)

Frequency

	almost never	3 or 4 times a year	about once a month	at least once a week	nearly every day
--	-----------------	---------------------------	--------------------------	----------------------------	------------------------

a) **Narration:**
texts that tell a story or give the
order in which things happen

- ATFRTE 1

1	2	3	4	5
---	---	---	---	---

b) **Exposition:**
texts that describe things or people
or explain how things work
or why things happened

- ATFRTE 2

1	2	3	4	5
---	---	---	---	---

c) **Documents:**
tables, charts, diagrams, lists,
maps

- ATFRTE 3

1	2	3	4	5
---	---	---	---	---

- 28 Below you will find a number of statements about which we ask you to give your views with respect to issues in reading instruction.
(Please mark for each statement your degree of agreement/disagreement by circling the appropriate number. Circle one number in each line.)

	strongly disagree	disagree	uncertain	agree	strongly agree	
1. When my pupils read to me, I expect them to read every word accurately.	1	ATVIE 2 01	3	4	5	___
2. Teachers should keep careful records of every child's reading progress.	1	ATVIE 2 02	3	4	5	___
3. Children should not be encouraged to read a word they don't know.	1	ATVIE 2 03	3	4	5	___
4. All children should enjoy reading.	1	ATVIE 2 04	3	4	5	___
5. Most of what a child reads should be assessed.	1	ATVIE 2 05	3	4	5	___
6. Every day children should be read to by the teacher from a story book.	1	ATVIE 2 06	3	4	5	___
7. Reading aloud by children to a class is a waste of time.	1	ATVIE 2 07	3	4	5	___
8. Most children improve their reading best by extensive reading on their own.	1	ATVIE 2 08	3	4	5	___
9. Children should always understand why they are reading.	1	ATVIE 2 09	3	4	5	___
10. Teachers should always group children, according to their reading ability.	1	ATVIE 2 10	3	4	5	___
11. 9-year-olds should not have access to books they will read in the next year at school.	1	ATVIE 2 11	3	4	5	___
12. Class sets of graded reading material should be used as the basis for the reading programme.	1	ATVIE 2 12	3	4	5	___
13. Children who can't understand what they read haven't been taught proper comprehension skills.	1	ATVIE 2 13	3	4	5	___
14. Every mistake a child makes in reading aloud should be corrected at once.	1	ATVIE 2 14	3	4	5	___
15. All children's comprehension assignments should be marked carefully to provide them with feedback.	1	ATVIE 2 15	3	4	5	___
16. Children should not start a new book until they have finished the last.	1	ATVIE 2 16	3	4	5	___
17. Parents should be actively encouraged to help their children with reading.	1	ATVIE 2 17	3	4	5	___
18. Children should learn most of their new words from lessons designed to enhance their vocabulary.	1	ATVIE 2 18	3	4	5	___
19. Reading learning materials should be carefully sequenced in terms of language structures and vocabulary.	1	ATVIE 2 19	3	4	5	___
20. Children should take a book home to read every day.	1	ATVIE 2 20	3	4	5	___
21. Children should be encouraged to read texts they have written.	1	ATVIE 2 21	3	4	5	___
22. Children should always understand what they are reading.	1	ATVIE 2 22	3	4	5	___
23. Children should always choose their own books to read.	1	ATVIE 2 23	3	4	5	___
24. A word recognition test is sufficient for assessing children's reading levels.	1	ATVIE 2 24	3	4	5	___
25. Teachers should carefully follow the sequence of the textbook	1	ATVIE 2 25	3	4	5	___
26. Children should undertake research projects to improve their reading	1	ATVIE 2 26	3	4	5	___

29 What do you **regularly** do (i.e. at least once a week) to encourage your students to read outside school?
(You may circle more than one number)

- a) Suggest books to students to read 2 - **ATENST1**
- b) Suggest newspaper articles to students to read..... 2 - **ATENST2**
- c) Read attractive stories to students..... 2 - **ATENST3**
- d) Hold discussions about books 2 - **ATENST4**
- e) Other 2 - **ATENST5**

30 How often do you use the following methods to discover your students' needs in reading?
(Circle one number per line only)

- | | | never or
almost
never | once
a year | about
once
a term | about
once
a month | about
once
a week
or more |
|----|--|-----------------------------|----------------|-------------------------|--------------------------|------------------------------------|
| a) | Listening to students' reading | - ATMETH 1 1 | 2 | 3 | 4 | 5 |
| b) | Teacher-made vocabulary tests | - ATMETH 1 2 | 2 | 3 | 4 | 5 |
| c) | Exercises in workbooks and
textbooks | - ATMETH 1 3 | 2 | 3 | 4 | 5 |
| d) | Standardized or formal tests
of comprehension | - ATMETH 1 4 | 2 | 3 | 4 | 5 |
| e) | Knowledge of students' reading
interests | - ATMETH 1 5 | 2 | 3 | 4 | 5 |
| f) | Comments from other teachers | - ATMETH 1 6 | 2 | 3 | 4 | 5 |
| g) | Informal observation | - ATMETH 1 7 | 2 | 3 | 4 | 5 |
| h) | Interviews | - ATMETH 1 8 | 2 | 3 | 4 | 5 |
| i) | Tests in workbooks and text-books | - ATMETH 1 9 | 2 | 3 | 4 | 5 |

31 How often do you **assess** these aspects of reading with all or most of your class?
(Circle one number per line only)

- | | | never or
almost
never | once
a year | about
once
a term | about
once
a month | about
once
a week
or more |
|----|-----------------------------|-----------------------------|----------------|-------------------------|--------------------------|------------------------------------|
| a) | Word recognition | - ATARE 01 | 1 | 2 | 3 | 4 |
| b) | Vocabulary | - ATARE 02 | 1 | 2 | 3 | 4 |
| c) | Text comprehension | - ATARE 03 | 1 | 2 | 3 | 4 |
| d) | Literary appreciation | - ATARE 04 | 1 | 2 | 3 | 4 |
| e) | Use of background knowledge | - ATARE 05 | 1 | 2 | 3 | 4 |
| f) | Sentence understanding | - ATARE 06 | 1 | 2 | 3 | 4 |
| g) | Phonic skills | - ATARE 07 | 1 | 2 | 3 | 4 |
| h) | Reading study skills | - ATARE 08 | 1 | 2 | 3 | 4 |
| i) | Amount of reading | - ATARE 09 | 1 | 2 | 3 | 4 |
| j) | Decoding | - ATARE 10 | 1 | 2 | 3 | 4 |

32 How often do you use these assessment methods?
(Circle one number per line only)

	never almost never	once or twice a year	about once a term	about once a month	about once a week or more	
a) Multiple-choice questions of reading	1	2	3	4	5	ATASME
b) Listening to students reading aloud	1	2	3	4	5	ATASME.
c) Records of student interests	1	2	3	4	5	ATASME
d) Oral discussions	1	2	3	4	5	ATASME.
e) Oral questions on material read	1	2	3	4	5	ATASME.
f) Written open-ended questions on material read	1	2	3	4	5	ATASME

33 Do you assign homework in **reading** to the class tested?
(Circle one number only)

- No 1
- Yes..... 2

- ATASHWK

➡ If you answered 'No' to Question 33, go straight to Question 36

34 How often do you ask children to read something at home as part of your reading/language program?
(Circle one number only)

- Never 1
- Less than once a week 2
- 1 or 2 times a week 3
- 3 or 4 times a week 4
- More than 4 times a week..... 5

- ATREHWK

35 About how many **minutes** do you expect an average student to spend on **reading homework** when you assign it?
(Circle one number only)

- None 1
- Up to 10 minutes 2
- 11 - 20 minutes 3
- 21 - 30 minutes 4
- 31 - 40 minutes 5
- 41 - 50 minutes 6
- More than 50 minutes 7

- ATMIHWK

D. The following set of questions has to do with your classroom library
(Questions 36 to 39)

36 Do you have a **classroom library** (i.e. a small book or magazine corner in your classroom)?
(Circle one number only) - ATCLLIB

No 1
Yes..... 2

☞ If you answered 'No' to Question 36, please go to Question 40.

37 About how many **books** with **different** titles does your classroom library contain?
(Circle one number only) - ATBODIT

Less than 20..... 1
21-40 2
41-60 3
61-80 4
81-100 5
More than 100.... 6

38 About how many **different** titles of **magazines and/or newspapers** do you have in your classroom library?
(Circle one number only) - ATDIMAG

None..... 1
1-5 2
6-10..... 3
11-15 4
16-20 5
More than 20..... 6

39 Can your students borrow books from the **classroom library** to take home?
(Circle one number only) - ATCLBOR

No 1
Yes..... 2

E. The following set of questions is about your school library
(Questions 40 to 42)

40 Do you have a **school library** in your school?
(Circle one number only)

- *ATSCHLI*

No 1

Yes..... 2

⇒ If you answered 'No' to Question 40, then go to Question 43.

41 How often do your students visit the **school library** as a class?
(Circle one number only)

- *ATVISIT*

Hardly ever 1

Once a month 2

Once a week 3

More than once a week 4

42 Can your students borrow books from the **school library** to take home?
(Circle one number only)

- *ATSLBOR*

No 1

Yes..... 2

F. The last set of questions are to do with school organisation
(Questions 43 to 46)

43 Is your work as a teacher evaluated by the school principal (or deputy school principal)?
(Circle one number only)

- *ATEVALU*

No1

Yes.....2

44 Does the school principal (or deputy principal)...
(Check the appropriate answers.)

	No	Yes
a) discuss with you explicit achievement standards for the subject that you teach	ATPRIN1 1	2
b) ask for evaluation results or progress of your students in reading	ATPRIN2 1	2
c) make suggestions about the choice of instructional methods in reading	ATPRIN3 1	2
d) encourage contacts among teachers	ATPRIN4 1	2
e) initiate activities directed at the professional development of teachers	ATPRIN5 1	2
f) make suggestions about the content that must be covered in reading	ATPRIN6 1	2

45 How often do you have staff meetings at your school?
(Check one only.)

- Never.....1
- Once a year.....2
- Once a term.....3
- Monthly4
- Weekly.....5

- ATSTAMF

46 If you have staff meetings, please indicate how often the following items occur as subjects of discussion during staff meetings.
(Circle one number per line only.)

	all staff meetings	most staff meetings	some staff meetings	not in any staff meetings	
a) curriculum content	1	2	3	4	ATSTAM1
b) the way the subject matter is presented	1	2	3	4	ATSTAM:
c) professional development of teachers	1	2	3	4	ATSTAM:
d) issues of 'pastoral care' (e.g. student problems, guidance, welfare)	1	2	3	4	ATSTAM:
e) organizational issues (e.g. school climate, co-ordination of work among teachers, the way decision-making procedures are conducted)	1	2	3	4	ATSTAM:
f) other topics (e.g. purely administrative tasks, leisure and social activities)	1	2	3	4	ATSTAM:

Thank you very much for your cooperation