



IEA-Reading Literacy Study:

# Population B

# Teacher Questionnaire

International Coordinating Center  
Hamburg 1990



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

Reading Literacy:  
Teacher Questionnaire  
Population B

**Directions:**

*The following questionnaire is part of an international study of Reading Literacy and attempts to identify differences in [language of test] 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 7)**

1 Your sex:  
(Circle one number only)

- BT SEX

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

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

- BT MOTON

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

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.] **- BTSCHEd**

\_\_\_\_\_ years (or full-time years equivalent [e.g., two half-years equal one full year] 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.] **- BT TETRA**

\_\_\_\_\_ 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.] **- BTSECEd**

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

6 By the end of this school year how many years will you have been teaching altogether?  
**- BT YEARS**

\_\_\_\_\_ years (or years equivalent)

7 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	1	2	3	4	5	<b>- BTFRRE 1</b>
b) Articles on reading comprehension	1	2	3	4	5	<b>- BTFRRE 2</b>
c) Books on history or politics	1	2	3	4	5	<b>- BTFRRE 3</b>
d) Books on the arts	1	2	3	4	5	<b>- BTFRRE 4</b>
e) Books on science	1	2	3	4	5	<b>- BTFRRE 5</b>
f) Novels or short stories	1	2	3	4	5	<b>- BTFRRE 6</b>
g) Poems	1	2	3	4	5	<b>- BTFRRE 7</b>
h) Plays	1	2	3	4	5	<b>- BTFRRE 8</b>
i) Articles on literature	1	2	3	4	5	<b>- BTFRRE 9</b>

**B. This set of questions has to do with your class being tested  
(Questions 8 to 12)**

- 8 How many students are enrolled in **this** class?  
\_\_\_\_\_ students - BTCLSIZ
- 9 How many students in **this** class do **not** have [*language of test*] as their first language?  
(If none, please enter '0'.)  
\_\_\_\_\_ students - BTOTLAN
- 10 How many students in this class **need** remedial help in reading?  
(If none, please enter '0'.)  
\_\_\_\_\_ students - BTNHELP
- 11 How many students in this class **receive** remedial help in reading?  
(If none, please enter '0'.)  
\_\_\_\_\_ students - BTR HELP
- 12 What is the number of hours and minutes of **total instructional time** (see explanation in the accompanying notes) excluding breaks for **this** class in a typical week in your school? (For all subject areas)  
\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week - BTINSTH  
- BTINSTM

**C. The following set of questions has to do with your teaching  
(Questions 13 to 20)**

- 13 How much time **per school week** is devoted to the teaching of [*language of test*] for this class?  
(If [*language of test*] is not taught, please enter '0'.)  
\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week - BTTLANH  
- BTTLANM

14 What assessment methods do you use most often in the [language of test] class?  
 (Rank order by assigning a '1' to the most frequent, '2' to the next, and '7' to the least frequent.)

- a) Teacher quizzes - BTASME1
- b) Multiple-choice questions - BTASME2
- c) Records of student interests - BTASME3
- d) Oral discussions - BTASME4
- e) Oral discussions on material read - BTASME5
- f) Written open-ended questions on material read - BTASME6
- g) Essays in response to literature - BTASME7

15 How frequently did you teach in your class this year how to understand each of the following kinds of text?  
 (Circle one number per line only)

Frequency

		3 or 4 almost never	times a year	about once a month	at least once a week	nearly every day
a) <b>Narration:</b> texts that tell a story or give the order in which things happen	- BTFRTE1	1	2	3	4	5
b) <b>Exposition:</b> texts that describe things or people or explain how things work or why things happened	- BTFRTE2	1	2	3	4	5
c) <b>Documents:</b> tables, charts, diagrams, lists, maps	- BTFRTE3	1	2	3	4	5

16 What do you **regularly** do (i.e. at least once a week) to encourage your students to read outside school?  
 (Choose the two you do most frequently)

- a) Hold discussions about books ..... 2 - BTENC01
- b) Suggest titles/authors..... 2 - BTENC02
- c) Encourage them to borrow books from the school library..... 2 - BTENC03
- d) Give special reading assignments ..... 2 - BTENC04
- e) Other (please specify) ..... 2 - BTENC05

17 How often are your **students** typically **involved** in the following activities?  
*(Circle one number per line only)*

Activities	Frequency				
	almost never	about once a month	about 1 or 2 times a week	almost every day	
a) Silent reading in class	1	2	3	4	- BTACT01
b) Answering text comprehension questions in writing	1	2	3	4	- BTACT02
c) Independent silent reading in a library	1	2	3	4	- BTACT03
d) Listening to students reading aloud	1	2	3	4	- BTACT04
e) Discussion of books	1	2	3	4	- BTACT05
f) Learning new vocabulary systematically ( <i>e.g. from lists</i> )	1	2	3	4	- BTACT06
g) Learning new vocabulary from texts	1	2	3	4	- BTACT07
h) Learning library skills	1	2	3	4	- BTACT08
i) Reading plays or dramas	1	2	3	4	- BTACT09
j) Summarizing their reading	1	2	3	4	- BTACT10
k) Relating experiences to reading	1	2	3	4	- BTACT11
l) Reading other students' writing	1	2	3	4	- BTACT12
m) Studying the style or structure of a text	1	2	3	4	- BTACT13
n) Reading in other subject areas	1	2	3	4	- BTACT14
o) Writing in response to reading	1	2	3	4	- BTACT15
p) Participating in a discussion of texts led by students	1	2	3	4	- BTACT16
q) Learning to use illustrations (graphs, diagrams, tables) to understand text	1	2	3	4	- BTACT17

- 18 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 a lasting interest in reading	<u>- BT AIM 01</u>
b) Improving students' reading comprehension strategies	<u>- BT AIM 02</u>
c) Developing students' research and study skills	<u>- BT AIM 03</u>
d) Extending students' vocabulary	<u>- BT AIM 04</u>
e) Developing students' critical thinking	<u>- BT AIM 05</u>
f) Expanding students' world views	<u>- BT AIM 06</u>
g) Increasing speed of reading	<u>- BT AIM 07</u>
h) Expanding students' variety of reading choice	<u>- BT AIM 08</u>
i) Teaching students how to apply study strategies to other subjects	<u>- BT AIM 09</u>
j) Increasing students' appreciation of literature	<u>- BT AIM 10</u>
k) Teaching students how to interpret diagrams and graphs	<u>- BT AIM 11</u>

- 19 How often do you teach or help students to increase their comprehension by...?  
(Circle one number on each line)

	Never	Once in a while	Quite often	Most of the time	
a) Thinking about what they know already about the same topic	1	2	3	4	- <u>BTSTR A:</u>
b) Remembering other things they have read about the same topic	1	2	3	4	- <u>BTSTR A:</u>
c) Trying to predict what will happen or what information they might learn	1	2	3	4	- <u>BTSTR A:</u>
d) Talking to somebody else about what they will read	1	2	3	4	- <u>BTSTR A:</u>

- 20 How often do you teach or encourage students to improve their comprehension by using these strategies?  
(Circle one number on each line)

	Never	Once in a while	Quite often	Most of the time	
a) Picturing in their mind what is happening as they read	1	2	3	4	- <u>BTSTR B:</u>
b) Trying to predict what will come next	1	2	3	4	- <u>BTSTR B:</u>
c) Looking back over what they have read	1	2	3	4	- <u>BTSTR B:</u>
d) Writing down notes or ideas about what they have read	1	2	3	4	- <u>BTSTR B:</u>
e) Comparing what they have read with experiences they have had	1	2	3	4	- <u>BTSTR B:</u>
f) Thinking about similar things they have read	1	2	3	4	- <u>BTSTR B:</u>
g) Talking to somebody else about what they have read	1	2	3	4	- <u>BTSTR B:</u>
h) Writing something of their own on what they have read	1	2	3	4	- <u>BTSTR B:</u>



**D.** The following set of questions has to do with your school library and class resources (Questions 21 to 24)

- 21 In a normal [*language of test*] period how many [*language of test*] textbooks are available for each student in the class tested?  
(Circle only the most appropriate answer)

- BTTEXBO

- 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

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

- BTSCHLI

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

If you answered 'No' to Question 22, please go to Question 25.  
 Thank you.

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

- BTVISIT

- Hardly ever ..... 1  
 Once a month ..... 2  
 Once a week ..... 3  
 More than once a week ..... 4

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

- BTSLBOR

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

**E. The last set of questions are to do with school organisation  
(Questions 25 to 28)**

25 Is your work as a teacher evaluated by the school principal (or deputy school principal)?

- BTEVALU

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

26 Does the school principal (or deputy principal)...  
(Check the appropriate answer.)

No            Yes

- a) discuss with you explicit achievement standards for the subject that you teach - BT PRIN 1
- b) ask for evaluation results or progress of your students in reading - BT PRIN 2
- c) make suggestions about the choice of instructional methods in reading - BT PRIN 3
- d) encourage contacts among teachers - BT PRIN 4
- e) initiate activities directed at the professional development of teachers - BT PRIN 5
- f) make suggestions about the content that must be covered in reading - BT PRIN 6

	1	2
1	1	2
1	1	2
1	1	2
1	1	2
1	1	2

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

- BTSTAMF

- Never.....1
- Once a year.....2
- Once a term.....3
- Monthly .....4
- Weekly .....5

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

		all staff meetings	most staff meetings	some staff meetings	not in any staff meetings	
a)	curriculum content	1	2	3	4	- BTSTAM 1
b)	the way the subject matter is presented	1	2	3	4	- BTSTAM 2
c)	professional development of teachers	1	2	3	4	- BTSTAM 3
d)	issues of 'pastoral care' (e.g. student problems, guidance, welfare)	1	2	3	4	- BTSTAM 4
e)	organizational issues (e.g. school climate, co-ordination of work among teachers, the way decision-making procedures are conducted)	1	2	3	4	- BTSTAM 5
f)	other topics (e.g. purely administrative tasks, leisure and social activities)	1	2	3	4	- BTSTAM 6

Thank you very much for your cooperation



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Accompanying Notes

Question 3:

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 in valid range information.

Questions 4-5:

Same type of comment as for Population A. NRCs must check the validity of replies. Also send in valid range information.

Question 12:

Note that this is a check question against Question 15 in the School Questionnaire.

'Total instructional time' here includes both language and/or literature.

Questions 25-28:

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