



OECD Program for International Student Assessment

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT



USA

Field Trial PISA 2009

Date of Test

/ / 2008

STUDENT (

Month Day

FORM C

Place Label Here

Student ID

Participation Status

English₃₁₃

Multiple coding Office Use Only

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O.M.B. No. xxxx-xxxx, Approval Expires xx/xx/200x



Learning for Living

- Core B Consortium
- Cito Institute for Educational Measurement
- University of Twente
- University of Jyväskylä, Institute for Educational Research
- Direction de l'Evaluation de la Prospective et de la Performance (DEPP)

In this booklet you will find questions about:

- You
- Your family and your home
- Your reading activities
- Learning time
- Classroom and school climate
- Your English classes
- Libraries
- Your strategies in reading and understanding texts

In some of the questions you will be asked about *reading*. We specifically mean by reading the skill to understand, use and think about *written* texts. This skill is needed to reach one's goals, to develop one's knowledge and potential, and to take part in society.

Please read each question carefully and answer as accurately as you can. In the test you usually circled your answers. For this questionnaire, you will normally answer by checking a box. For a few questions you will need to write a short answer.

If you make a mistake when checking a box, cross out or erase your mistake and mark the correct box. If you make an error when writing an answer, simply cross it out and write the correct answer next to it.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you.

You may ask for help if you do not understand something or are not sure how to answer a question.

Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential.

ABOUT YOU

ST01

Q1 What grade are you in?

grade

ST01b

Q2 How long have you been in this school?

(Please check only one box)

Less than one year

 ₁

One to two years

 ₂

Three to four years

 ₃

More than four years

 ₄

ST03

Q3 On what date were you born?

(Please write the month, day, and year you were born)

_____ 19____
Month Day Year

Q4 Are you female or male?*Female*_1*Male*_2

ST04a

Q5 Which best describes you?*(Please check only one box)*

I am Hispanic or Latino

_1I am not Hispanic or Latino_2

ST04b

Q6 What of these categories best describes your race?*(Please check one or more)*

American Indian or Alaskan Native

_1

Asian

_1

Black or African American

_1

Native Hawaiian or Other Pacific Islander

_1

White

_1

Q7 What is the highest grade or level of school you expect to complete?

(Please check only one box)

Less than high school..... 1.....

High school 2.....

Vocational or technical certificate (such as cosmetology or auto mechanics)..... 3.....

Associate's degree (2-year degree from a community college) 4.....

Bachelor's degree (4-year college degree) 5.....

Master's degree 6.....

Doctoral or professional degree such as medicine or law 7.....

YOUR FAMILY AND YOUR HOME

In this section you will be asked some questions about your family and your home. Some of the following questions are about your mother and father or those persons who are like a mother or father to you — for example, guardians, step-parents, foster parents, etc.

If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/guardians you spend the most time with.

ST08

Q8 Who usually lives at home with you?

(Please check one box in each row)

	Yes	No
a) Mother	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Other female guardian (e.g., stepmother or foster mother)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Father	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Other male guardian (e.g., stepfather or foster father)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Brother(s) (including stepbrothers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Sister(s) (including stepsisters)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Grandparent(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Others (e.g. cousin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

- Q9 What is your mother's main job?**
 (e.g. school teacher, cook, sales manager)
(If she is not working now, please tell us her last main job)

Please write in the job title. _____

- Q10 What does your mother do in her main job?**
 (e.g. teaches high school students, helps prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work she does or did in that job.

- Q11 What is your father's main job?**
 (e.g. school teacher, cook, sales manager)
(If he is not working now, please tell us his last main job)

Please write in the job title. _____

- Q12 What does your father do in his main job?**
 (e.g. teaches high school students, helps prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work he does or did in that job.

Q13 What language do you speak at home most of the time?

(Please check only one box)

English

 313

Spanish

 156

Other language

 859

Q14 Which of the following are in your home?*(Please check one box in each row)*

	<i>Yes</i>	<i>No</i>
a) A desk to study at	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) A room of your own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) A quiet place to study	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) A computer you can use for school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Educational software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) A link to the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Classic literature (e.g. Shakespeare)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Books of poetry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Works of art (e.g. paintings)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Books to help with your school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) A dictionary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) A dishwasher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) A DVD player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) A guest room	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) A high-speed internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) An iPod or MP3 player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

YOUR READING ACTIVITIES

The questions in this section are mainly about your reading activities outside school.

ST24

Q15 How much do you agree or disagree with these statements about reading?

(Please check only one box in each row)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) I read only if I have to	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Reading is one of my favorite hobbies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I like talking about books with other people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I find it hard to finish books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I feel happy if I receive a book as a present	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) For me, reading is a waste of time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I enjoy going to a bookstore or a library	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I read only to get information that I need	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I cannot sit still and read for more than a few minutes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I like to express my opinions about books I have read	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I like to select books on topics I am interested in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
l) I like to exchange books with my friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I prefer to read and think about books by myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST25

Q16 How often do you read these materials because you want to?

(Please check only one box in each row)

	<i>Never or almost never</i>	<i>A few times a year</i>	<i>About once a month</i>	<i>Several times a month</i>	<i>Several times a week</i>
a) Magazines	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Comic books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Fiction (novels, narratives, stories)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Non-fiction books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Manuals, instructions, directions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Tables, graphs, diagrams, maps	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Science fiction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Subtitles on television	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

LEARNING TIME

ST31

Q17 On average, how much time do you spend *each week* on homework and study for the subject of English?

(Please check only one box)

I do not spend time on homework and study for the subject of English

 ₁

Less than 1 hour a week

 ₂

Between 1 and 3 hours a week

 ₃

3 or more hours a week

 ₄

Q18 What type of out-of-school-time lessons do you attend currently?

*These are lessons in subjects that you are learning at school, that you spend learning extra time outside of normal school hours. The lessons may be given at your school, at your home or somewhere else. These are **only** lessons in subjects that you also learn at school.*

(Please check only one box in each row)

	Yes	No
a) Enrichment lessons in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Enrichment lessons in other school subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Remedial lessons in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Remedial lessons in other school subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Lessons to improve your study skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Private tutoring on a one-to-one basis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q19 How many hours do you typically spend per week attending out-of-school-time lessons in the subject of English (at school, at home or somewhere else)?

(Please check only one box)

I do not attend out-of-school-time lessons in the subject of English ₁

Less than 2 hours a week ₂

2 or more but less than 4 hours a week ₃

4 or more but less than 6 hours a week ₄

6 or more hours a week ₅

YOUR ENGLISH CLASSES

ST36

Q20 On average, about how many students attend your English class?

_____ students

ST37

Q21 How often do these things happen in your English classes?

(Please check only one box in each row.)

	<i>Never or hardly ever</i>	<i>In some classes</i>	<i>In most classes</i>	<i>In all classes</i>
a) Students don't listen to what the teacher says.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The teacher has to wait a long time for the students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students cannot work well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students don't start working for a long time after the class begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q22 When students have to read or study texts in your English classes, how often does the following occur?

(Please check only one box in each row)

	<i>Never or hardly ever</i>	<i>In some classes</i>	<i>In most classes</i>	<i>In all classes</i>
a) The teacher only helps after we have tried to understand a difficult text ourselves.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) We have to discover by ourselves what is important in the text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The teacher only helps, after we have tried to do the reading assignment ourselves.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) We have to explain how we have gone about understanding the text and answering the questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 How often do you do the following at your school?

Please note that this question does not refer specifically to your English classes. We should like to know if the activities mentioned below occur in any of the classes you attend.

(Please check only one box in each row)

	<i>Never or hardly ever</i>	<i>Once or twice a month</i>	<i>Once or twice a week</i>	<i>Almost every day</i>
a) Do a group assignment or project about something that you have read.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Read books you have chosen yourself.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Talk to other students about what you have read.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Write something about what you have read.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Have a class discussion about a book, poem, play or article.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Work in pairs or small groups to talk about something you have read.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Give an oral presentation to the class about something that you have read.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Work on a book report.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

YOUR STRATEGIES IN READING AND UNDERSTANDING TEXTS

There are several approaches to studying and understanding texts. Some of them are more useful than others, depending on the kind of reading task. The next six questions present a number of reading tasks, followed by a list of these approaches or “strategies”. We want to know your opinion about the usefulness of these strategies for the different reading tasks.

Each of the six questions starts with a short description of a particular reading task. Then several possible reading strategies are listed. Think about the usefulness of each of the strategies in relation to the given reading task only. Some strategies may be useful for one reading task but not for another.

Give a score between 1 and 6 to every strategy. A score of 1 means you think it is not a useful strategy at all for this reading task. A score of 6 means you think it is a very useful strategy for this reading task.

You can use the same score more than once if you think two or more strategies are similarly useful, but please check only one box in each row.

Here is an example question that a student has completed. (This example is about playing table tennis, not reading.)

Example Question

Task: You want to improve at playing table tennis so you can win a local competition.

How do you rate the usefulness of the following strategies for improving at playing table tennis?

Possible strategy	Score					
	(1) not useful at all	(2)	(3)	(4)	(5)	(6) very useful
a) I read a book about table tennis technique.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I practice playing table tennis against a friend as often as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) I do general fitness exercises every morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I watch expert players and try to figure out their techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 Reading task: You have to understand and remember the information in a text.

How do you rate the usefulness of the following strategies for understanding and memorizing the text?

Possible strategy	Score					
	<i>Not useful at all</i>			<i>Very useful</i>		
	(1)	(2)	(3)	(4)	(5)	(6)
a) I concentrate on the parts of the text that are easy to understand.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) I quickly read through the text twice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) After reading the text, I discuss its content with other people.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) I underline important parts of the text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) I summarize the text in my own words.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) I read the text aloud to another person.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Q25 Reading task: You have just read a long and rather difficult two-page text about fluctuations in the water level of a lake in Africa. You have to write a summary.

How do you rate the usefulness of the following strategies for writing a summary of this two-page text?

Possible strategy	Score					
	<i>Not useful at all</i> <i>Very useful</i>					
	(1)	(2)	(3)	(4)	(5)	(6)
a) I write a summary. Then I check that each paragraph is covered in the summary, because the content of each paragraph should be included.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) I try to copy out accurately as many sentences as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) I write a summary. Then I check whether a friend understands my summary without reading the original text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) Before writing the summary, I read the text as many times as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) When summarizing the text, I try to visualize the content of the text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) I carefully check whether the most important facts in the text are represented in the summary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) I read through the text, underlining the most important sentences. Then I write them in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

my own words as a summary.

ST51

Q26 Reading task: You have to study and understand information about the origins of the universe from a long text of about five pages. There will be a written test about this text in school the next day.

How do you rate the usefulness of the following strategies for studying and understanding this five-page text to prepare for the test?

Possible strategy	Score					
	Not useful at all			Very useful		
	(1)	(2)	(3)	(4)	(5)	(6)
a) I read the text very thoroughly twice, and then check whether I can summarize it in my own words. If I can't, I repeat the whole process.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) I quickly read the text once, and then write down the words that I'm not familiar with.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) I read the text once thoroughly, and then underline the sentences that I consider to be most important.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) I read the text through twice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) I quickly read the text once, underlining the most important words.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) I ask someone else to read the text aloud to me twice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Q27 Reading task: You have to answer several multiple-choice questions related to a particular text. Four alternatives are given for each question. You have unlimited time and you may refer to the text while you are answering the questions.

How do you rate the usefulness of the following strategies for answering the multiple-choice questions?

Possible strategy	Score					
	<i>Not useful at all</i>			<i>Very useful</i>		
	(1)	(2)	(3)	(4)	(5)	(6)
a) I carefully read the part of the text that is relevant to each question.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) I read every alternative for each question to check which of them can be excluded as wrong.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) If I do not immediately know the answer to a multiple-choice question, I skip this question until later.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) When answering the multiple-choice questions, I only look at the parts of the text that I have understood.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) I read each multiple-choice question thoroughly and check which parts of the text the question refers to.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) If I do not understand a multiple-choice question, I try to find a pattern among the alternative answers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Q28 Reading task: Your class has to learn about the origin of rain from a particular text. Different strategies can be used to help the class to learn from this text.

How do you rate the usefulness of the following strategies to help the class learn from the text about the origin of rain?

Possible strategy	Score					
	<i>Not useful at all</i>			<i>Very useful</i>		
	(1)	(2)	(3)	(4)	(5)	(6)
a) The class watches a short film that illustrates the content of the text with specific examples.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) The class reads the text silently while the teacher reads it aloud.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) Students first read the text independently, and then look at an illustration that explains the origin of rain.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) The teacher reads the text to the students, and at the same time shows some photos illustrating the content of the text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) A student reads the text aloud, while the other students listen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) The teacher reads aloud a different text on the same topic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Q29 Reading task: You want to help a 12-year-old student to understand a three-page text about animals and plants of the forest.

How do you rate the usefulness of the following strategies for helping the 12-year old student to understand the three-page text?

Possible strategy	Score					
	<i>Not useful at all</i>			<i>Very useful</i>		
	(1)	(2)	(3)	(4)	(5)	(6)
a) First the 12-year-old student writes a summary of the text. After that we check together whether the summary covers the most important points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I ask the 12-year-old student to read the text out loud twice, and then to copy it out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) After the 12-year-old student has read the text aloud, we discuss difficult words that he did not understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I provide a second text about the same topic which we read together immediately after reading the first one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I read the text aloud while the 12-year-old student underlines words he doesn't understand. I then try to help him clear up what he doesn't understand. Then he writes a summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Not useful at
all*

Very useful

(1)

(2)

(3)

(4)

(5)

(6)

- f) The 12-year-old student reads the text aloud and I correct him whenever he makes a mistake. Then I explain the meaning of the words that he did not read correctly.

₁₂₃₄₅₆

***Thank you very much for your co-operation in
completing this questionnaire!***