

ADORE Research Tool No. 3

Questionnaire for the Description of the Reading Materials used in GP (good practice) [Finland]

The following questionnaire is designed for describing the reading materials used in the national examples of good practice (GP) in ADORE-project. In order to reduce the load of the respondents the questionnaire is partly a structured one.

The questionnaire consists of four parts:

1. In the first part consisting of Question 1 the aim is to find out on *which educational level the reading materials* used in the GP have been defined. The four levels (and one additional one) proposed in ADORE as the levels of practice have been the reference point in this part of the questionnaire. Since the level of practice and the level of defining the materials used in the instruction do not always coincide, this part has been found relevant. (For instance in classroom practices it might be that the reading materials to be used have been defined on the national level, in national standards.)
2. In the second part consisting of Question 2, the aim is to find out *who chooses* the reading materials in GP and the extent to which students themselves have a say in the matter. This question relates to the criterion 8 in the list of criteria for good practice proposed in Hungary.
3. In the third part consisting of Questions 3 - 9, the aim is to find out *what kinds of reading materials* and to what extent are used in the GP. The questions focus on *types of texts* (genres), *topics* and *multimodal elements* related to literary texts, real-life texts and electronic texts. Questions relate e.g. to criteria 6, 35, 37 and 42 in the list of criteria for good practice.
4. In the fourth part consisting of Question 10 - 11, the main aim is to find out *how struggling readers have been taken into account* in choosing the reading materials and *how texts are approached* in the practices of GP.

ADORE Research Tool No. 3: Questionnaire for the Description of Reading Materials used in Good Practice (Finnish team)

Q1 Are the reading materials used in the example of good practice outlined in any of the following?

(Please tick the boxes below. You can tick more than one yes-box if necessary.)

- | | Yes | No | <i>If yes, please specify how texts have been outlined.</i> |
|---|----------------|----------------|---|
| a) In the national framework curriculum or in the national standards. | O ₁ | O ₂ | |
| b) In conceptual framework of the project/programme for improving the reading literacy skills of adolescents. | O ₁ | O ₂ | |
| c) In the school curriculum. | O ₁ | O ₂ | |
| d) In the teacher's course plan or other classroom documents. | O ₁ | O ₂ | |
| e) In the individual student's personal curriculum or reading plan or reading recommendations. | O ₁ | O ₂ | |
| f) In other documents, please, specify which one: | O ₁ | O ₂ | |

ADORE Research Tool No. 3: Questionnaire for the Description of Reading Materials used in Good Practice (Finnish team)

Q2 Who chooses the reading materials used in the instruction of GP?

(Please tick one box on each row.)

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never or hardly ever</i>
a) Students themselves.	O ₁	O ₂	O ₃	O ₄
b) Students can choose from a list of texts.	O ₁	O ₂	O ₃	O ₄
c) Teacher.	O ₁	O ₂	O ₃	O ₄
d) Texts to be used have been listed by the national authorities.	O ₁	O ₂	O ₃	O ₄
e) Texts to be used have been listed by the project managers.	O ₁	O ₂	O ₃	O ₄
f) Texts to be used have been listed in the school curriculum.	O ₁	O ₂	O ₃	O ₄
g) Someone else, please, specify who:	O ₁	O ₂	O ₃	O ₄

ADORE Research Tool No. 3: Questionnaire for the Description of Reading Materials used in Good Practice (Finnish team)

Q3 How often do the reading materials used in the instruction of the GP include the following literary texts?

(Please tick one box on each row.)

	<i>In every lesson</i>	<i>In most of the lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
a) National classics (drama, prose or poetry).	O ₁	O ₂	O ₃	O ₄
b) International classics (drama, prose or poetry).	O ₁	O ₂	O ₃	O ₄
c) Youth literature.	O ₁	O ₂	O ₃	O ₄
d) Popular literature (e.g. science fiction, fantasy, romance).	O ₁	O ₂	O ₃	O ₄
e) Hyperfiction (as electronic texts).	O ₁	O ₂	O ₃	O ₄
f) Fanfiction (as electronic texts).	O ₁	O ₂	O ₃	O ₄
g) Other types of media literature (films, video games, audio books).	O ₁	O ₂	O ₃	O ₄
h) Other types of literature, please, specify:	O ₁	O ₂	O ₃	O ₄

Q4 In case literary texts are used in the GP, which topics do they deal with?

ADORE Research Tool No. 3: Questionnaire for the Description of Reading Materials used in Good Practice (Finnish team)

Q5 How often do the reading materials used in the instruction of the GP include the following non-literary texts?

(Please tick one box on each row.)

	<i>In every lesson</i>	<i>In most of the lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
a) Factual texts (e.g. newspaper reports, news texts, magazine articles, web pages).	O ₁	O ₂	O ₃	O ₄
b) Argumentative texts and opinion pieces (e.g. reviews of films or books, letters to the editor, opinion pieces on Internet discussion forum).	O ₁	O ₂	O ₃	O ₄
c) Advertising material (e.g. print or Internet advertisements, posters).	O ₁	O ₂	O ₃	O ₄
d) Instructions or manuals telling how to make or do something (e.g. how to play a game, how a machine works, how to write an essay).	O ₁	O ₂	O ₃	O ₄
e) Domain specific and/or scientific texts (e.g. textbook articles)	O ₁	O ₂	O ₃	O ₄
f) Other types of real-life texts, please, specify:	O ₁	O ₂	O ₃	O ₄

Q6 In case non-literary texts are used in the GP, which topics do they deal with?

ADORE Research Tool No. 3: Questionnaire for the Description of Reading Materials used in Good Practice (Finnish team)

Q7 How often do the reading materials used in the instruction of the GP include the following specific new electronic text forms?

(Please tick one box on each row.)

	<i>In every lesson</i>	<i>In most of the lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
a) Chat, ICQ, IRC, discussion forums	O ₁	O ₂	O ₃	O ₄
b) E-mails	O ₁	O ₂	O ₃	O ₄
c) Wikipedia and other wikis	O ₁	O ₂	O ₃	O ₄
d) FanWebPages including e.g. fanfiction	O ₁	O ₂	O ₃	O ₄
e) Blogs	O ₁	O ₂	O ₃	O ₄
f) Other types of electronic text forms, please specify:	O ₁	O ₂	O ₃	O ₄

Q8 In case electronic texts are used in the GP, which topics do they deal with?

ADORE Research Tool No. 3: Questionnaire for the Description of Reading Materials used in Good Practice (Finnish team)

Q9 How often do the reading materials used in the instruction include the following non-continuous elements?

(Please tick one box on each row.)

	<i>In every lesson</i>	<i>In most of the lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
a) Diagrams	O ₁	O ₂	O ₃	O ₄
b) Maps	O ₁	O ₂	O ₃	O ₄
c) Tables	O ₁	O ₂	O ₃	O ₄
d) Graphs	O ₁	O ₂	O ₃	O ₄
e) Lists	O ₁	O ₂	O ₃	O ₄
f) Photos	O ₁	O ₂	O ₃	O ₄
g) Drawings (e.g. comics)	O ₁	O ₂	O ₃	O ₄
h) Video clips	O ₁	O ₂	O ₃	O ₄
i) Animations	O ₁	O ₂	O ₃	O ₄
j) Other, please, specify:	O ₁	O ₂	O ₃	O ₄

Q10 In your opinion, are the reading materials appropriate and motivating for the struggling adolescent readers? How could the target group be considered more in selecting texts for the GP?

Q11 Which of the following approaches is adopted in using the texts in the GP?

(Please tick the boxes below.)

	<i>Primarily</i>	<i>To some extent</i>	<i>Not at all or hardly at all</i>
a) Developing technical basic skills (decoding, vocabulary).	O ₁	O ₂	O ₃
b) Using the text for functional purposes (learning by doing)	O ₁	O ₂	O ₃
c) Developing critical reading and critical awareness (empowering students)	O ₁	O ₂	O ₃
d) Promoting interest and engagement in reading	O ₁	O ₂	O ₃
e) Other approach, please specify:	O ₁	O ₂	O ₃