

Reading in English in lower secondary school in Norway

1. Introduction

It has been discussed in the media that the development of the reading skills of Norwegian pupils is back on track after PISA 2009. By answering the questions in this survey you will shed light on how English teachers in lower secondary school work with reading. Your answers will be made anonymous and treated confidentially.

The results of this survey will be used in my master's thesis which has the following title: "'I Just Wish They'd Read More" - a Study of Teaching Reading and Reading Strategies to English Language Learners in Lower Secondary School in Norway'. As a sign of appreciation, I will send a copy of the thesis to each of the schools that have participated in the survey.

I thank you for your cooperation and wish you good luck with answering the survey.

Kindly read the instructions and try to answer as precisely as possible. It will take about 10 minutes to answer all the questions. Thank you for your time!

Iva Klara Vignjevic
Master's Degree "Foreign languages in school"
University College in Østfold

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2. The Curriculum

In the Norwegian curriculum, LK06, a lot of weight is put on training of the five basic skills in all subjects. Here are some questions about how the work with reading skills is carried out in English.

1. Read the following statements and choose ONE alternative:

	Strongly agree	Agree	Disagree	Strongly disagree
Generally speaking, my pupils are well-motivated for reading in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know enough about reading strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pupils use different strategies when they read English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I teach 8th graders, I put more weight on reading strategies than in 9th and 10th grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend a lot of time on reading in my English classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading is a skill that I expect my pupils to develop on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pupils have good reading habits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often give my pupils reading tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pupils are good readers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pupils mostly work with texts in their textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my pupils read some English texts in their spare time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my pupils can reach the goals in the English curriculum by working with their textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to integrate reading strategies into my English teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is quite possible for me as an English teacher to reach every goal in the curriculum with my pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbook we use in the classroom is a suitable tool for achieving the goals in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Our English textbook stimulates the training of different reading strategies.

The head teacher of my school stresses the significance of reading and reading skills.

2. One of the competence aims in the English curriculum after year 10 is that the pupil shall be able to read and understand texts of different lengths and genres. How often do your pupils read these texts in English:

	Weekly	2-3 times a month	Once a month	2-3 times a semester	Once a semester
Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Novel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter/e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

3. Reading skills in English

This section is about working on reading skills in English.

3. How often do your pupils practice on the following reading methods?

	Once a week or more often	Twice a month	Once a month	Few times a school year
Skimming: gaining a general impression of a text (overview)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scanning: searching for a specific piece of information in a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Super-reading: reading as quickly as one can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photo-reading: getting a quick overview over the structure in a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speed reading: reading so quickly that one only decodes the words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective reading: analyzing and reflecting upon a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

4. Range the five basic skills according to the importance you attach to them in your English class:

	Very important (1)	Important (2)	Not so important (3)
Being able to express oneself orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to express oneself in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having skills in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to use digital tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

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5. Evaluate the statements below and choose one alternative:

	Strongly agree	Agree	Disagree	Strongly disagree
I communicate to my students what the goal with their reading of every text is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary is of crucial importance for how quickly and efficiently pupils read and understand a text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach reading skills to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I include reading skills in other learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my experience, pupils choose a reading strategy suitable for the type of text they read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are encouraged to make notes in the text in order to understand it better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I check how much my students comprehend when they read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pupils train on techniques that help them read quicker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have enough time to train on reading skills in our English lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We usually repeat and review new learning material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my pupils to enlarge their vocabulary in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. During the past 5 years, have you been offered a course in teaching reading strategies?

- Yes No I don't remember

7. If yes, what has this course resulted in?

4. Your English pupils

Here I ask about information that can help me to form an impression about the group that you work with in your English lessons.

If you teach at several levels/grades (including the 8th), please think first and foremost on your 8th graders when you answer.

If you teach several classes on one level, please choose only one of these.

8. At what level do you teach English this year?

8. 9. 10. I don't teach English this year.

*9. I have:

- 1 English class
 2 English classes
 3 English classes

Other (please specify):

10. How many pupils are there in your English class?

11. How many pupils in this group have special needs (individual learning plan) in English?

- None 1-3 More than 3

*12. How many pupils in this group have special needs (individual learning plan) in Norwegian?

- None 1-3 More than 3

13. How many pupils from different language minorities are there in this group?

- None 1-3 More than 3

14. Describe the group briefly including some information about their English skills and their motivation for learning English:

***15. Total number of pupils at my school (all levels/grades):**

16. Is there a sufficient amount of teaching material at your school in order to cater for the reading interests of all pupils?

- We have enough reading material
- We need more reading material
- I don't know how much reading material is available at my school

17. How is the cooperation between the English teachers at your school organized?

- As teams of teachers that teach at the same level (but different subjects)
- English teachers have their own section/department
- I have no other English teachers to cooperate with
- At the municipality level (English teachers from different schools cooperate)

Other (please specify):

5. Your personal profile

18. Sex:

*19. Highest level of education in English:

*20. Teaching experience in English (number of years):

*21. In addition to English, I teach:... (several alternatives possible):

- Maths Science Norwegian Social science Physical education Religion and ethics Second foreign language Music/Art/Home economics

*22. Which textbook do you use in your English class? If you don't use any textbooks, please write that.

23. If you use any other teaching material in addition to the textbook, please specify here what that is.

24. I work in:

Other (please specify):