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TITLE IEA Six-Subject Survey Instruments: Literature Student Questionnaires.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

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IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are a student literature questionnaire and a literature attitude scale for student populations II, IV. These two measures survey information about the student and his study of Literature including background, study time and habits; and what part books, films, etc. play in the lives of these students. Population I consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 085 709. (RC)

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
 IEA/M2 Manual for School Coordinators
 IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
 IEA/M2/Stage 3 Manual for School Coordinators
 IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH
 EDUCATION & WELFARE
 NATIONAL INSTITUTE OF
 EDUCATION

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
 Q = Questionnaire (student)
 T = Teacher questionnaire
 S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
 R = Reading Comprehension
 L = Literature
 M = Mother Tongue (Reading Comprehension and Literature)
 E = English as a Foreign Language
 F = French as a Foreign Language
 C = Civic Education
 2 = All Stage 2 Subjects
 3 = All Stage 3 Subjects
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Student Literature Questionnaire
 Data Bank Instrument Number Q6LC

ED102176

TM 004 45

H. 1/15

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Pop IV, p. 11

"The questions in this section are about you and your study of literature. The answers to the questions in Section Q should be marked in Section Q on the answer card. Answer the questions as accurately as you can. If you have any difficulty understanding what is asked by a particular question, please ask me. You should be able to answer all the questions in this section within fifteen minutes. Are there any questions?"

H. 1/15

Pop IV, p. 11

"The questions in Section Q of the booklet are about you and your study of literature. The answers to the questions in Section Q should be marked in Section Q on the answer card. Answer the questions as accurately as you can. If you have any difficulty understanding what is asked by a particular question, please ask me. You should be able to answer all the questions in this section within fifteen minutes. Are there any questions?"

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STUDENT QUESTIONNAIRE (ST 2)LITERATURE

1. Indicate how many students there are in the class in which you study literature.
 - A. I do not take (Mother Tongue) Literature
 - B. ≤ 20
 - C. 21 - 35
 - D. 36 - 50
 - E. 51 or more

2. Indicate about how many hours of homework you do each week in literature.
 - A. I do not take (Mother Tongue) Literature
 - B. $> 0 \leq 2$ hours
 - C. $> 2 \leq 5$ hours
 - D. $> 5 \leq 10$ hours
 - E. > 10 hours

3. Indicate about how many hours of instruction you receive each week in literature.
 - A. I do not take (Mother Tongue) Literature
 - B. $> 0 \leq 2$ hours
 - C. $> 2 \leq 5$ hours
 - D. $> 5 \leq 10$ hours
 - E. > 10 hours

4. Including this year, indicate how many years you have studied literature.
 - A. I have never studied (Mother Tongue) Literature
 - B. 1 - 2 years
 - C. 3 - 4 years
 - D. 5 - 6 years
 - E. 7 or more years

5. Indicate the proportion of your time in (Mother Tongue) class which is devoted to literature as opposed to composition, language study, and the like. (indicate one only)
 - A. I do not take (Mother Tongue) Literature
 - B. $\leq 25\%$
 - C. 26 - 50%
 - D. 51 - 75%
 - E. 76% +

Indicate how often class time is devoted to studying each of the following:

6. Poetry
- BEST COPY AVAILABLE
- A. I do not take (Mother Tongue) Literature
- B. rarely or never
- C. occasionally, but less than once a week
- D. regularly, about once a week
- E. several times a week
7. Drama
- A. I do not take (Mother Tongue) Literature
- B. rarely or never
- C. occasionally, but less than once a week
- D. regularly, about once a week
- E. several times a week
8. Prose Fiction
- A. I do not take (Mother Tongue) Literature
- B. rarely or never
- C. occasionally, but less than once a week
- D. regularly, about once a week
- E. several times a week
9. Prose non-fiction (essay, biography, and belles lettres)
- A. I do not take (Mother Tongue) Literature
- B. rarely or never
- C. occasionally, but less than once a week
- D. regularly, about once a week
- E. several times a week
10. Mass Media (Movies, television)
- A. I do not take (Mother Tongue) Literature
- B. rarely or never
- C. occasionally, but less than once a week
- D. regularly, about once a week
- E. several times a week

11. Indicate which of the following types of books is most frequently used in your literature classes. (indicate one)
- A. I do not take (Mother Tongue) Literature
 - B. Anthologies
 - C. Individual editions for each work or author
 - D. Both anthologies and individual editions equally
 - E. Impossible to say what is most frequently used
12. Indicate the extent you have to write about literature. (indicate one)
- A. I do not take (Mother Tongue) Literature
 - B. never
 - C. one or two papers during the school year
 - D. about one paper per month
 - E. one or more papers per week
13. Indicate the extent you have to read literature aloud, either singly or in groups.
- A. I do not take (Mother Tongue) Literature
 - B. rarely or never
 - C. occasionally
 - D. frequently
14. Indicate the extent you have to recite passages of literature from memory.
- A. I do not take (Mother Tongue) Literature
 - B. rarely or never
 - C. occasionally
 - D. frequently
15. Indicate whether or not you take part in amateur dramatics or school dramatics in any way?
- A. Yes
 - B. No

In the study of literature in general, students are asked to consider different kinds of questions. Some of them are more important to understanding literature than others. Read the list of questions below and choose the five (5) that you think are most important to you understanding of literary works in general. Indicate these five (5) by blackening the space A next to them on your answer card. When you have done this, blacken the space B for the fifteen (15) questions that you did not choose. (Answer even though you are not taking (Mother Tongue) Literature now). We have used the word story in each question, but you may think of stories, poems, or plays.

16. Is there any one part of the story that explains the whole?
17. What does the story tell us about people I know?
18. What metaphors (or comparisons), images (or references) to things outside the story) or other writer's devices are used in the story?
19. Is there anything in the story that has a hidden meaning?
20. How is the way of telling the story related to what it is about?
21. Is the story well written?
22. What type of story is this? Is it like any other story I know?
23. Are any of the characters in the story like people I know?
24. What happens in the story?
25. Does the story tell me anything about people or ideas in general?
26. Is the story about important things? Is it a trivial or a serious work?
27. Has the writer used words or sentences differently from the way people usually write?
28. How can we explain the way people behave in the story?
29. How does the story build up? How is it organized?
30. Is there a lesson to be learned from the story?
31. Is this a proper subject for a story?
32. When was the story written? What is the historical background of the story and the writer?
33. Does the story succeed in getting me involved in the situation?
34. What emotions does the story arouse in me?
35. What is the writer's opinion of, or attitude toward the people in the story?

AGGREGATE SUBJECT MATTER (SM 2)

GENERAL SUBJECT MATTER (SM 1)

Note: Please ensure that the proposed national versions of this go through the language and is approved to the following level of approval by the committee.

The General Subject Matter is divided into a general section for all students to answer and separate specific subject sections. The specific subject sections are to be given to students tested in specific subject areas. Thus, a student being tested in Science only will receive the General Subject Questionnaire and the Science Subject Questionnaire. A student being tested in Science, D.C. and History will receive the General Subject Questionnaire and the Science, D.C. and History Subject Questionnaire.

It is noted that the following are to provide the committee with the necessary information to help national questionnaires in conducting the general matter. If you have any further questions, please contact the following individuals:

GENERAL NOTES

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1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 26-57 in the Teacher Mother Tongue questionnaire which M.T. teachers not teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MCQ answer card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. All questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Wherever Mother Tongue is printed in parentheses, the actual Mother Tongue should be inserted.
6. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
7. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a national scale which will

be appropriate for use within their country and which agree with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorization between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to the IEA International.

8. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as 'home tasks' for the student. Students would be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as 'home tasks' include: Father's Occupation and Father's and Mother's Education.
9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

12. Whenever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

IEA SIX-SUBJECT SURVEY INSTRUMENTS BEST COPY AVAILABLE

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R = Reading Comprehension
L = Literature
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2 = All Stage 2 Subjects
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4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Literature Attitude Scales

Data Bank Instrument Number Q6LR

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IEA/M3

Pop II, p. 17

Pop IV, p. 18

"Turn to Section R of your test booklet. The next set of questions are also about Literature. Answer them as quickly and as accurately as you can. Mark your answers in the spaces in Section R of your answer card. You will have about fifteen minutes to complete this section. Are there any questions?"

SECTION R

IEA/9R

These questions are being put to pupils in several countries with different cultures. Their purpose is to find out what part books, films, etc. play in the lives of young people. This material is confidential, and will not be seen by anyone in your school.

Read each question carefully, select the one answer most appropriate for you, and mark it in the appropriate space on your answer card.

1. Have you done something you would not ordinarily have done because you read about it in a story, poem or play? (for example, when you were younger have you dressed up as a pirate because you read a story about pirates.)
 - A. Often.
 - B. Occasionally.
 - C. Once or twice.
 - D. Never.
2. While you were reading a book have you thought of yourself as one of the people in it?
 - A. Often.
 - B. Occasionally.
 - C. Once or twice.
 - D. Never.
3. Have you compared a person you meet in real life with people you have read about? (For instance, have you ever called a strong person Samson?).
 - A. Often.
 - B. Occasionally.
 - C. Once or twice.
 - D. Never.
4. Have you been in a situation and asked yourself what some person in a story you read would have done in that situation?
 - A. Often.
 - B. Occasionally.
 - C. Once or twice.
 - D. Never.
5. When you read a novel or a story, do you imagine that what is happening in the story takes place in some town or city that you have seen?
 - A. I have never done it.
 - B. I have done it once or twice.
 - C. I have done it occasionally.
 - D. I have done it often.
6. Have you done something or gone somewhere, felt that this has happened before, and then realized that in fact it happened in a book you read?
 - A. Never.
 - B. Once or twice.
 - C. Occasionally.
 - D. Often.

7. When you read a story, how often do you imagine that the people in the story look like people you know?
- Often.
 - Occasionally.
 - Seldom.
 - Never.
8. When you meet a new person, how often do you compare the person to someone you saw in a film?
- Often.
 - Occasionally.
 - Seldom.
 - Never.
9. How often do you think that the people you are reading about in a story are real people and not simply people in a story?
- Never.
 - Once or twice.
 - Occasionally.
 - Often.
10. When you read a story or a play, do you try to remember something that happened to you that is like what you are reading about? Do you say to yourself "Something like this happened to me once"?
- Never.
 - Once or twice.
 - Occasionally.
 - Often.
11. How many books have you read for your own pleasure in the past year?
- None.
 - Fewer than 5.
 - 5 to 10.
 - More than 10.
12. During the past year, have you read any plays for your own pleasure?
- None.
 - One or two.
 - 3 to 5.
 - More than 5.
13. During the past year, have you read any novels for your own pleasure?
- None.
 - One or two.
 - 3 to 5.
 - More than 5.
14. During the past year, have you read any biographies for your own pleasure?
- None.
 - One or two.
 - 3 to 5.

15. When you choose a story or novel to read, which one of the following is most likely to be the reason for your choice.
- Friends or parents recommend it.
 - I have read other books by the same author.
 - The title attracts me.
 - I just choose any.
16. How often do you re-read novels, stories or plays?
- Never.
 - Once or twice.
 - Occasionally.
 - Frequently.
17. Have you ever gone to a film because you read the story in a book?
- Often.
 - Occasionally.
 - Once or twice.
 - Never.
18. Have you ever read a book because you saw the story in a film?
- Never.
 - Once or twice.
 - Occasionally.
 - Frequently.
19. Have you ever read a book because you saw the story on television or heard the story on the radio?
- Often.
 - Occasionally.
 - Once or twice.
 - Never.
20. After you have seen a play or film, would you want to read a criticism of the work?
- Often.
 - Occasionally.
 - Once or twice.
 - Never.

END OF BOOKLET 2

1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 28-59 in the Teacher Mother Tongue questionnaire which M.T. teachers not teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
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