

TCIntro1

Dear English Teacher,

Thank you for participating in this study.

This questionnaire asks for information about:

- *Background information*
- *Your initial education and professional development*
- *Your collaboration with teachers and parents*
- *Teacher beliefs and attitudes*
- *Teaching practices*
- *Your school*

This information will help illustrate the similarities and differences between groups of teachers in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement - both within and between countries.

The questionnaire should be completed by you only. It should take about 25 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other teachers to calculate totals and averages in which no single teacher can be identified.

To answer questions in this questionnaire, please consider the following definition:

<School reminder note>

Are you female or male?

(Please select one response.)

Female	TC001Q01NA01 <input type="radio"/>
Male	TC001Q01NA02 <input type="radio"/>

How old are you?

(Please move the slider to the appropriate number of years.)

TC002Q01NA01

20 years or younger

70 years or older

What is your current employment status as a teacher?

	Full-time (more than 90% of full-time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full-time hours)
My employment status at this school	TC005Q01NA01 <input type="radio"/>	TC005Q01NA02 <input type="radio"/>	TC005Q01NA03 <input type="radio"/>	TC005Q01NA04 <input type="radio"/>

How many years of work experience do you have?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option did not apply to you select "0" (zero).)

Year(s) working as a teacher <u>at this school</u>	<div>TC007Q01NA01</div> <div><div></div><div>0 years</div><div>50 years or more</div></div>
Year(s) working as a teacher <u>in total</u>	<div>TC007Q02NA01</div> <div><div></div><div>0 years</div><div>50 years or more</div></div>

Consistency check rule

Rule: If ^TC007Q01NA01 > ^TC007Q02NA01

Message: The number of years working at this school is greater than the number of years working in total. Please check your response.

Did you complete a teacher education or training programme?*(Please select one response.)*

Yes, a programme of 1 year or less	TC014Q01HA01 <input type="radio"/>
Yes, a programme longer than 1 year	TC014Q01HA02 <input type="radio"/>
No	TC014Q01HA03 <input type="radio"/>

How did you receive your initial teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training programme at a university or teacher education college.	TC015C01NA01 <input type="radio"/>
I attended an in-service teacher education or training programme.	TC015C01NA02 <input type="radio"/>
I attended a work-based teacher education or training programme.	TC015C01NA03 <input type="radio"/>
Other	TC015C01NA04 <input type="radio"/>

Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the Secondary 4/ Grade 10 students in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

(Please select all that apply.)

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

Technology: orientation in technology, including information technology, computer studies, architecture/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Ancient Chinese)

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technical, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, science and engineering, secretarial studies, tourism and hospitality, handicraft.

	Included in my teacher education or training programme or other professional qualification	I teach it to the Secondary 4/ Grade 10 students in the current school year
Reading, writing and literature	TC018Q01NA01 <input type="checkbox"/>	TC018Q01NB01 <input type="checkbox"/>
Mathematics	TC018Q02NA01 <input type="checkbox"/>	TC018Q02NB01 <input type="checkbox"/>
Science	TC018Q03NA01 <input type="checkbox"/>	TC018Q03NB01 <input type="checkbox"/>
Technology	TC018Q04NA01 <input type="checkbox"/>	TC018Q04NB01 <input type="checkbox"/>
Social studies	TC018Q05NA01 <input type="checkbox"/>	TC018Q05NB01 <input type="checkbox"/>
Modern foreign languages	TC018Q06NA01 <input type="checkbox"/>	TC018Q06NB01 <input type="checkbox"/>
Ancient languages (e.g. Ancient Chinese)	TC018Q07NA01 <input type="checkbox"/>	TC018Q07NB01 <input type="checkbox"/>
Arts	TC018Q08NA01 <input type="checkbox"/>	TC018Q08NB01 <input type="checkbox"/>
Physical education	TC018Q09NA01 <input type="checkbox"/>	TC018Q09NB01 <input type="checkbox"/>
Religion and/or ethics	TC018Q10NA01 <input type="checkbox"/>	TC018Q10NB01 <input type="checkbox"/>
Practical and vocational skills	TC018Q11NA01 <input type="checkbox"/>	TC018Q11NB01 <input type="checkbox"/>

TC018E01

Consistency check rule

Rule: If ^TC018Q01NA01=0 and ^TC018Q02NA01=0 and ^TC018Q03NA01=0 and ^TC018Q04NA01=0 and ^TC018Q05NA01=0 and ^TC018Q06NA01=0 and ^TC018Q07NA01=0 and ^TC018Q08NA01=0 and ^TC018Q09NA01=0 and ^TC018Q10NA01=0 and ^TC018Q11NA01=0 and ^TC018Q01NB01=0 and ^TC018Q02NB01=0 and ^TC018Q03NB01=0 and ^TC018Q04NB01=0 and ^TC018Q05NB01=0 and ^TC018Q06NB01=0 and ^TC018Q07NB01=0 and ^TC018Q08NB01=0 and ^TC018Q09NB01=0 and ^TC018Q10NB01=0 and ^TC018Q11NB01=0

Message: Please select a response.

What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for reading literacy.)

(Note that the percentages must add up to 100.)

Reading literacy: knowledge and skills related to reading literacy domain	TC203Q01HA01 <input type="text"/>
Pedagogy of reading literacy: knowledge and methodology of reading literacy, instructional skills (teaching reading comprehension strategies, structure of texts or literature)	TC203Q02HA01 <input type="text"/>
General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	TC203Q03HA01 <input type="text"/>

TC203E01

Consistency check rule

Rule: If $((^{\wedge}\text{TC203Q01HA01} + ^{\wedge}\text{TC203Q02HA01} + ^{\wedge}\text{TC203Q03HA01}) > 100)$ OR $((^{\wedge}\text{TC203Q01HA01} + ^{\wedge}\text{TC203Q02HA01} + ^{\wedge}\text{TC203Q03HA01}) < 100)$

Message: Sum does not add to 100%, please check your response.

As part of your formal education and/or training, to what extent did you study the following areas?
(Please select one response in each row.)

	Not at all	Overview or introduction to topic	It was an area of emphasis
English	TC150Q01HA01 <input type="radio"/>	TC150Q01HA02 <input type="radio"/>	TC150Q01HA03 <input type="radio"/>
Pedagogy/teaching English	TC150Q02HA01 <input type="radio"/>	TC150Q02HA02 <input type="radio"/>	TC150Q02HA03 <input type="radio"/>
Educational psychology	TC150Q03HA01 <input type="radio"/>	TC150Q03HA02 <input type="radio"/>	TC150Q03HA03 <input type="radio"/>
Remedial English	TC150Q04HA01 <input type="radio"/>	TC150Q04HA02 <input type="radio"/>	TC150Q04HA03 <input type="radio"/>
Theoretical models and processes of reading	TC150Q05HA01 <input type="radio"/>	TC150Q05HA02 <input type="radio"/>	TC150Q05HA03 <input type="radio"/>
Special education	TC150Q06HA01 <input type="radio"/>	TC150Q06HA02 <input type="radio"/>	TC150Q06HA03 <input type="radio"/>
Pedagogy/teaching English as a second or foreign language	TC150Q07HA01 <input type="radio"/>	TC150Q07HA02 <input type="radio"/>	TC150Q07HA03 <input type="radio"/>
Assessment methods in reading comprehension	TC150Q08HA01 <input type="radio"/>	TC150Q08HA02 <input type="radio"/>	TC150Q08HA03 <input type="radio"/>

Are you required to take part in professional development activities?*(Please select one response.)*

Yes	TC021Q01NA01 <input type="radio"/>
No	TC021Q01NA02 <input type="radio"/>

During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for reading literacy.)

(Note that the percentages must add up to 100.)

Reading Literacy: knowledge and skills related to reading literacy domain	TC204Q01HA01 <input type="text"/>
Pedagogy of reading literacy: knowledge and methodology of reading literacy, instructional skills (teaching reading comprehension strategies, structure of texts or literature)	TC204Q02HA01 <input type="text"/>
General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	TC204Q03HA01 <input type="text"/>

TC204E01

Consistency check rule

Rule: If ($\text{^TC204Q01HA01} + \text{^TC204Q02HA01} + \text{^TC204Q03HA01} > 100$) OR ($\text{^TC204Q01HA01} + \text{^TC204Q02HA01} + \text{^TC204Q03HA01} < 100$)

Message: Sum does not add to 100%, please check your response.

Were any of the topics listed below included in your teacher education or training programme or other professional qualification and your professional development activities?

(Please select all that apply.)

	Included in my teacher education or training programme or other professional qualification	Included in my professional development activities during the last 12 months
Knowledge and understanding of my subject field(s)	TC045Q01NA01 <input type="checkbox"/>	TC045Q01NB01 <input type="checkbox"/>
Pedagogical competencies in teaching my subject field(s)	TC045Q02NA01 <input type="checkbox"/>	TC045Q02NB01 <input type="checkbox"/>
Knowledge of the curriculum	TC045Q03NA01 <input type="checkbox"/>	TC045Q03NB01 <input type="checkbox"/>
Student assessment practices	TC045Q04NA01 <input type="checkbox"/>	TC045Q04NB01 <input type="checkbox"/>
ICT (information and communication technology) skills for teaching	TC045Q05NA01 <input type="checkbox"/>	TC045Q05NB01 <input type="checkbox"/>
Student behaviour and classroom management	TC045Q06NA01 <input type="checkbox"/>	TC045Q06NB01 <input type="checkbox"/>
School management and administration	TC045Q07NA01 <input type="checkbox"/>	TC045Q07NB01 <input type="checkbox"/>
Approaches to individualised learning	TC045Q08NA01 <input type="checkbox"/>	TC045Q08NB01 <input type="checkbox"/>
Teaching students with special needs	TC045Q09NA01 <input type="checkbox"/>	TC045Q09NB01 <input type="checkbox"/>
Teaching in a multicultural or multilingual setting	TC045Q10NA01 <input type="checkbox"/>	TC045Q10NB01 <input type="checkbox"/>
Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	TC045Q11NA01 <input type="checkbox"/>	TC045Q11NB01 <input type="checkbox"/>
Student career guidance and counselling	TC045Q12NA01 <input type="checkbox"/>	TC045Q12NB01 <input type="checkbox"/>
Internal evaluation or self-evaluation of schools	TC045Q13NA01 <input type="checkbox"/>	TC045Q13NB01 <input type="checkbox"/>
Use of evaluation results	TC045Q14NA01 <input type="checkbox"/>	TC045Q14NB01 <input type="checkbox"/>
Teacher-parent cooperation	TC045Q15NA01 <input type="checkbox"/>	TC045Q15NB01 <input type="checkbox"/>
Second language teaching	TC045Q16HA01 <input type="checkbox"/>	TC045Q16HB01 <input type="checkbox"/>
Communicating with people from different cultures or countries	TC045Q17HA01 <input type="checkbox"/>	TC045Q17HB01 <input type="checkbox"/>
Teaching about equity and diversity	TC045Q18HA01 <input type="checkbox"/>	TC045Q18HB01 <input type="checkbox"/>

We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
The advantages of being a teacher clearly outweigh the disadvantages.	TC198Q01HA01 <input type="radio"/>	TC198Q01HA02 <input type="radio"/>	TC198Q01HA03 <input type="radio"/>	TC198Q01HA04 <input type="radio"/>
If I could decide again, I would still choose to work as a teacher.	TC198Q02HA01 <input type="radio"/>	TC198Q02HA02 <input type="radio"/>	TC198Q02HA03 <input type="radio"/>	TC198Q02HA04 <input type="radio"/>
I would like to change to another school if that were possible.	TC198Q03HA01 <input type="radio"/>	TC198Q03HA02 <input type="radio"/>	TC198Q03HA03 <input type="radio"/>	TC198Q03HA04 <input type="radio"/>
I regret that I decided to become a teacher.	TC198Q04HA01 <input type="radio"/>	TC198Q04HA02 <input type="radio"/>	TC198Q04HA03 <input type="radio"/>	TC198Q04HA04 <input type="radio"/>
I enjoy working at this school.	TC198Q05HA01 <input type="radio"/>	TC198Q05HA02 <input type="radio"/>	TC198Q05HA03 <input type="radio"/>	TC198Q05HA04 <input type="radio"/>
I wonder whether it would have been better to choose another profession.	TC198Q06HA01 <input type="radio"/>	TC198Q06HA02 <input type="radio"/>	TC198Q06HA03 <input type="radio"/>	TC198Q06HA04 <input type="radio"/>
I would recommend my school as a good place to work.	TC198Q07HA01 <input type="radio"/>	TC198Q07HA02 <input type="radio"/>	TC198Q07HA03 <input type="radio"/>	TC198Q07HA04 <input type="radio"/>
I think that the teaching profession is valued in society.	TC198Q08HA01 <input type="radio"/>	TC198Q08HA02 <input type="radio"/>	TC198Q08HA03 <input type="radio"/>	TC198Q08HA04 <input type="radio"/>
I am satisfied with my performance in this school.	TC198Q09HA01 <input type="radio"/>	TC198Q09HA02 <input type="radio"/>	TC198Q09HA03 <input type="radio"/>	TC198Q09HA04 <input type="radio"/>
All in all, I am satisfied with my job.	TC198Q10HA01 <input type="radio"/>	TC198Q10HA02 <input type="radio"/>	TC198Q10HA03 <input type="radio"/>	TC198Q10HA04 <input type="radio"/>

About how much time per week do you spend reading for your work (e.g. articles, magazines, books, manuals and websites) out of your classes?

(Please select one response.)

Less than 1 hour a week	TC175Q01HA01 <input type="radio"/>
1-3 hours a week	TC175Q01HA02 <input type="radio"/>
4-6 hours a week	TC175Q01HA03 <input type="radio"/>
More than 6 hours a week	TC175Q01HA04 <input type="radio"/>

How much do you agree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Every teacher should be trained to teach reading comprehension.	TC152Q01HA01 <input type="radio"/>	TC152Q01HA02 <input type="radio"/>	TC152Q01HA03 <input type="radio"/>	TC152Q01HA04 <input type="radio"/>
Every teacher has a responsibility to improve students' reading comprehension skills.	TC152Q02HA01 <input type="radio"/>	TC152Q02HA02 <input type="radio"/>	TC152Q02HA03 <input type="radio"/>	TC152Q02HA04 <input type="radio"/>
I know how to diagnose the students' reading comprehension problems.	TC152Q03HA01 <input type="radio"/>	TC152Q03HA02 <input type="radio"/>	TC152Q03HA03 <input type="radio"/>	TC152Q03HA04 <input type="radio"/>
I am very confident in my capability to teach reading comprehension strategies.	TC152Q04HA01 <input type="radio"/>	TC152Q04HA02 <input type="radio"/>	TC152Q04HA03 <input type="radio"/>	TC152Q04HA04 <input type="radio"/>

How important do you consider teaching the following skills in your lessons?

(Please select one response in each row.)

	Not important	Somewhat important	Important	Very important
Skills related to reading comprehension	TC163Q01HA01 <input type="radio"/>	TC163Q01HA02 <input type="radio"/>	TC163Q01HA03 <input type="radio"/>	TC163Q01HA04 <input type="radio"/>
Skills related to writing	TC163Q02HA01 <input type="radio"/>	TC163Q02HA02 <input type="radio"/>	TC163Q02HA03 <input type="radio"/>	TC163Q02HA04 <input type="radio"/>
Skills related to listening comprehension	TC163Q03HA01 <input type="radio"/>	TC163Q03HA02 <input type="radio"/>	TC163Q03HA03 <input type="radio"/>	TC163Q03HA04 <input type="radio"/>
Skills related to oral communication	TC163Q04HA01 <input type="radio"/>	TC163Q04HA02 <input type="radio"/>	TC163Q04HA03 <input type="radio"/>	TC163Q04HA04 <input type="radio"/>

How often do these situations occur in your English lessons?

(Please select one response in each row.)

	Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
I tailor my teaching to meet the needs of my students.	TC202Q01HA01 <input type="radio"/>	TC202Q01HA02 <input type="radio"/>	TC202Q01HA03 <input type="radio"/>	TC202Q01HA04 <input type="radio"/>
I provide individual help when a student has difficulties understanding a topic or task.	TC202Q02HA01 <input type="radio"/>	TC202Q02HA02 <input type="radio"/>	TC202Q02HA03 <input type="radio"/>	TC202Q02HA04 <input type="radio"/>
I change the structure of my lesson on a topic that most students find difficult to understand.	TC202Q03HA01 <input type="radio"/>	TC202Q03HA02 <input type="radio"/>	TC202Q03HA03 <input type="radio"/>	TC202Q03HA04 <input type="radio"/>
I provide individual support for advanced students.	TC202Q04HA01 <input type="radio"/>	TC202Q04HA02 <input type="radio"/>	TC202Q04HA03 <input type="radio"/>	TC202Q04HA04 <input type="radio"/>
I tell students how they are performing in my course.	TC202Q05HA01 <input type="radio"/>	TC202Q05HA02 <input type="radio"/>	TC202Q05HA03 <input type="radio"/>	TC202Q05HA04 <input type="radio"/>
I give students feedback on their strengths in my course.	TC202Q06HA01 <input type="radio"/>	TC202Q06HA02 <input type="radio"/>	TC202Q06HA03 <input type="radio"/>	TC202Q06HA04 <input type="radio"/>
I tell students in which areas they can still improve.	TC202Q07HA01 <input type="radio"/>	TC202Q07HA02 <input type="radio"/>	TC202Q07HA03 <input type="radio"/>	TC202Q07HA04 <input type="radio"/>
I tell students how they can improve their performance.	TC202Q08HA01 <input type="radio"/>	TC202Q08HA02 <input type="radio"/>	TC202Q08HA03 <input type="radio"/>	TC202Q08HA04 <input type="radio"/>
I advise students on how to reach their learning goals.	TC202Q09HA01 <input type="radio"/>	TC202Q09HA02 <input type="radio"/>	TC202Q09HA03 <input type="radio"/>	TC202Q09HA04 <input type="radio"/>

How often do these things happen in your English lessons?

(Please select one response in each row.)

	Every lesson	Most lessons	Some lessons	Never or hardly ever
Many students don't listen to what I say.	TC170Q01HA01 <input type="radio"/>	TC170Q01HA02 <input type="radio"/>	TC170Q01HA03 <input type="radio"/>	TC170Q01HA04 <input type="radio"/>
There is noise and disorder.	TC170Q02HA01 <input type="radio"/>	TC170Q02HA02 <input type="radio"/>	TC170Q02HA03 <input type="radio"/>	TC170Q02HA04 <input type="radio"/>
I have to wait a long time for students to quiet down.	TC170Q03HA01 <input type="radio"/>	TC170Q03HA02 <input type="radio"/>	TC170Q03HA03 <input type="radio"/>	TC170Q03HA04 <input type="radio"/>
Students cannot work well.	TC170Q04HA01 <input type="radio"/>	TC170Q04HA02 <input type="radio"/>	TC170Q04HA03 <input type="radio"/>	TC170Q04HA04 <input type="radio"/>
Students don't start working for a long time after the lesson begins.	TC170Q05HA01 <input type="radio"/>	TC170Q05HA02 <input type="radio"/>	TC170Q05HA03 <input type="radio"/>	TC170Q05HA04 <input type="radio"/>

How often do the following things happen in your English lessons?

(Please select one response in each row.)

	Every lesson	Most lessons	Some lessons	Never or hardly ever
I set clear goals for the students' learning.	TC171Q01HA01 <input type="radio"/>	TC171Q01HA02 <input type="radio"/>	TC171Q01HA03 <input type="radio"/>	TC171Q01HA04 <input type="radio"/>
I ask questions to check whether students have understood what was taught.	TC171Q02HA01 <input type="radio"/>	TC171Q02HA02 <input type="radio"/>	TC171Q02HA03 <input type="radio"/>	TC171Q02HA04 <input type="radio"/>
At the beginning of a lesson, I present a short summary of the previous lesson.	TC171Q03HA01 <input type="radio"/>	TC171Q03HA02 <input type="radio"/>	TC171Q03HA03 <input type="radio"/>	TC171Q03HA04 <input type="radio"/>
I tell students what they have to learn.	TC171Q04HA01 <input type="radio"/>	TC171Q04HA02 <input type="radio"/>	TC171Q04HA03 <input type="radio"/>	TC171Q04HA04 <input type="radio"/>

How often do you teach the following aspects of reading comprehension in your lessons?

(Please select one response in each row.)

	Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
Summarizing strategies	TC155Q02HA01 <input type="radio"/>	TC155Q02HA02 <input type="radio"/>	TC155Q02HA03 <input type="radio"/>	TC155Q02HA04 <input type="radio"/>
Connecting texts with prior content knowledge	TC155Q03HA01 <input type="radio"/>	TC155Q03HA02 <input type="radio"/>	TC155Q03HA03 <input type="radio"/>	TC155Q03HA04 <input type="radio"/>
Monitoring comprehension	TC155Q04HA01 <input type="radio"/>	TC155Q04HA02 <input type="radio"/>	TC155Q04HA03 <input type="radio"/>	TC155Q04HA04 <input type="radio"/>
Adapting the mode of reading depending on reading purposes	TC155Q05HA01 <input type="radio"/>	TC155Q05HA02 <input type="radio"/>	TC155Q05HA03 <input type="radio"/>	TC155Q05HA04 <input type="radio"/>
Assessing credibility of information available on the Internet	TC155Q06HA01 <input type="radio"/>	TC155Q06HA02 <input type="radio"/>	TC155Q06HA03 <input type="radio"/>	TC155Q06HA04 <input type="radio"/>
Searching and selecting relevant information on the Internet	TC155Q07HA01 <input type="radio"/>	TC155Q07HA02 <input type="radio"/>	TC155Q07HA03 <input type="radio"/>	TC155Q07HA04 <input type="radio"/>

In your English lessons, how often does the following occur?

(Please select one response in each row.)

	Never or hardly ever	In some lessons	In most lessons	In all lessons
I encourage students to express their opinion about a text.	TC156Q05IA01 <input type="radio"/>	TC156Q05IA02 <input type="radio"/>	TC156Q05IA03 <input type="radio"/>	TC156Q05IA04 <input type="radio"/>
I help students relate the stories they read to their lives.	TC156Q06IA01 <input type="radio"/>	TC156Q06IA02 <input type="radio"/>	TC156Q06IA03 <input type="radio"/>	TC156Q06IA04 <input type="radio"/>
I show students how the information in texts builds on what they already know.	TC156Q07IA01 <input type="radio"/>	TC156Q07IA02 <input type="radio"/>	TC156Q07IA03 <input type="radio"/>	TC156Q07IA04 <input type="radio"/>
I pose questions that motivate students to participate actively.	TC156Q08IA01 <input type="radio"/>	TC156Q08IA02 <input type="radio"/>	TC156Q08IA03 <input type="radio"/>	TC156Q08IA04 <input type="radio"/>

How often do you ask the students to do the following things to develop their reading comprehension skills or strategies?

(Please select one response in each row.)

	Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day
Identify the main ideas of what they have read	TC157Q02HA01 <input type="radio"/>	TC157Q02HA02 <input type="radio"/>	TC157Q02HA03 <input type="radio"/>	TC157Q02HA04 <input type="radio"/>
Explain or support their understanding of what they have read	TC157Q03HA01 <input type="radio"/>	TC157Q03HA02 <input type="radio"/>	TC157Q03HA03 <input type="radio"/>	TC157Q03HA04 <input type="radio"/>
Draw inferences based on what they have read	TC157Q07HA01 <input type="radio"/>	TC157Q07HA02 <input type="radio"/>	TC157Q07HA03 <input type="radio"/>	TC157Q07HA04 <input type="radio"/>
Describe the style or structure of the text they have read	TC157Q08HA01 <input type="radio"/>	TC157Q08HA02 <input type="radio"/>	TC157Q08HA03 <input type="radio"/>	TC157Q08HA04 <input type="radio"/>
Determine the author's perspective or purpose	TC157Q09HA01 <input type="radio"/>	TC157Q09HA02 <input type="radio"/>	TC157Q09HA03 <input type="radio"/>	TC157Q09HA04 <input type="radio"/>

During this academic year, how many pages was the longest piece of text your Secondary 4/ Grade 10 students had to read for your lessons?

(Please select one response.)

One page or less	TC164Q01HA01 <input type="radio"/>
Between 2 and 10 pages	TC164Q01HA02 <input type="radio"/>
Between 11 and 50 pages	TC164Q01HA03 <input type="radio"/>
Between 51 and 100 pages	TC164Q01HA04 <input type="radio"/>
Between 101 and 500 pages	TC164Q01HA05 <input type="radio"/>
More than 500 pages	TC164Q01HA06 <input type="radio"/>

In your lessons, have you ever taught any of the following things?

(Please select one response in each row.)

	Yes	No
How to use keywords when using a search engine such as Google®, Yahoo®, etc.	TC166Q01HA01 <input type="radio"/>	TC166Q01HA02 <input type="radio"/>
How to decide whether to trust information from the Internet	TC166Q02HA01 <input type="radio"/>	TC166Q02HA02 <input type="radio"/>
How to compare different web pages and decide what information is more relevant for the students' school work	TC166Q03HA01 <input type="radio"/>	TC166Q03HA02 <input type="radio"/>
To understand the consequences of making information publicly available online on Facebook®, Instagram®, etc.	TC166Q04HA01 <input type="radio"/>	TC166Q04HA02 <input type="radio"/>
How to use the short description below the links in the list of results of a search	TC166Q05HA01 <input type="radio"/>	TC166Q05HA02 <input type="radio"/>
How to detect whether the information is subjective or biased	TC166Q06HA01 <input type="radio"/>	TC166Q06HA02 <input type="radio"/>
How to detect phishing or spam emails	TC166Q07HA01 <input type="radio"/>	TC166Q07HA02 <input type="radio"/>

Within the last month, have digital devices (such as a tablet, computer, smartphone, e-reader or interactive whiteboard) been used in your teaching of English lessons?

(Please select one response.)

Yes	TC167Q01HA01 <input type="radio"/>
No	TC167Q01HA02 <input type="radio"/>

During the last month, did you ask your English lessons students to use digital devices for any of the following purposes?

(Please select one response in each row.)

	Yes	No
Searching for subject-related information online	TC168Q01HA01 <input type="radio"/>	TC168Q01HA02 <input type="radio"/>
Working on extended projects (e.g. over several weeks)	TC168Q02HA01 <input type="radio"/>	TC168Q02HA02 <input type="radio"/>
Working on short assignments (e.g. within a week)	TC168Q03HA01 <input type="radio"/>	TC168Q03HA02 <input type="radio"/>
Working at their individual pace	TC168Q04HA01 <input type="radio"/>	TC168Q04HA02 <input type="radio"/>
Working on individualized material	TC168Q05HA01 <input type="radio"/>	TC168Q05HA02 <input type="radio"/>
Planning a sequence of learning activities for themselves	TC168Q06HA01 <input type="radio"/>	TC168Q06HA02 <input type="radio"/>
Submitting homework or classwork	TC168Q07HA01 <input type="radio"/>	TC168Q07HA02 <input type="radio"/>
Practicing or drilling	TC168Q08HA01 <input type="radio"/>	TC168Q08HA02 <input type="radio"/>
Coordinating schoolwork with other students	TC168Q09HA01 <input type="radio"/>	TC168Q09HA02 <input type="radio"/>
Following up on missed lessons or material	TC168Q10HA01 <input type="radio"/>	TC168Q10HA02 <input type="radio"/>
Reading texts electronically instead of paper versions	TC168Q11HA01 <input type="radio"/>	TC168Q11HA02 <input type="radio"/>
Writing a text such as a blog or a wiki	TC168Q12HA01 <input type="radio"/>	TC168Q12HA02 <input type="radio"/>

In your lessons, do you include opportunities to promote the following skills?

(Please select one response in each row.)

	Yes	No
Communicating with people from different cultures or countries	TC207Q01HA01 <input type="radio"/>	TC207Q01HA02 <input type="radio"/>
Knowledge of different cultures	TC207Q02HA01 <input type="radio"/>	TC207Q02HA02 <input type="radio"/>
Openness to people from other cultural backgrounds	TC207Q03HA01 <input type="radio"/>	TC207Q03HA02 <input type="radio"/>
Respect for cultural diversity	TC207Q04HA01 <input type="radio"/>	TC207Q04HA02 <input type="radio"/>
Foreign languages	TC207Q05HA01 <input type="radio"/>	TC207Q05HA02 <input type="radio"/>
Critical thinking skills	TC207Q06HA01 <input type="radio"/>	TC207Q06HA02 <input type="radio"/>

In your lessons, do you include the following global challenges and trends?

(Please select one response in each row.)

	Yes	No
Climate change and global warming	TC178Q01HA01 <input type="radio"/>	TC178Q01HA02 <input type="radio"/>
Global health (e.g. epidemics)	TC178Q02HA01 <input type="radio"/>	TC178Q02HA02 <input type="radio"/>
Migration (movement of people)	TC178Q04HA01 <input type="radio"/>	TC178Q04HA02 <input type="radio"/>
International conflicts	TC178Q07HA01 <input type="radio"/>	TC178Q07HA02 <input type="radio"/>
Hunger or malnutrition in different parts of the world	TC178Q08HA01 <input type="radio"/>	TC178Q08HA02 <input type="radio"/>
Causes of poverty	TC178Q09HA01 <input type="radio"/>	TC178Q09HA02 <input type="radio"/>
Equality between men and women in different parts of the world	TC178Q12HA01 <input type="radio"/>	TC178Q12HA02 <input type="radio"/>

To what extent do you agree with the following statements about regular cooperation among your fellow teachers of English lessons and yourself?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
We discuss the achievement requirements for English lessons when setting tests.	TC031Q04NA01 <input type="radio"/>	TC031Q04NA02 <input type="radio"/>	TC031Q04NA03 <input type="radio"/>	TC031Q04NA04 <input type="radio"/>
We discuss the criteria we use to grade written tests.	TC031Q11NA01 <input type="radio"/>	TC031Q11NA02 <input type="radio"/>	TC031Q11NA03 <input type="radio"/>	TC031Q11NA04 <input type="radio"/>
We exchange tasks for lessons and homework that cover a range of different levels of difficulty.	TC031Q13NA01 <input type="radio"/>	TC031Q13NA02 <input type="radio"/>	TC031Q13NA03 <input type="radio"/>	TC031Q13NA04 <input type="radio"/>
I prepare a selection of teaching units with my fellow teachers of English lessons.	TC031Q14NA01 <input type="radio"/>	TC031Q14NA02 <input type="radio"/>	TC031Q14NA03 <input type="radio"/>	TC031Q14NA04 <input type="radio"/>
We discuss ways to teach learning strategies and techniques to our students.	TC031Q15NA01 <input type="radio"/>	TC031Q15NA02 <input type="radio"/>	TC031Q15NA03 <input type="radio"/>	TC031Q15NA04 <input type="radio"/>
My fellow teachers of English lessons benefit from my specific skills and interests.	TC031Q18NA01 <input type="radio"/>	TC031Q18NA02 <input type="radio"/>	TC031Q18NA03 <input type="radio"/>	TC031Q18NA04 <input type="radio"/>
We discuss ways to better identify students' individual strengths and weaknesses.	TC031Q20NA01 <input type="radio"/>	TC031Q20NA02 <input type="radio"/>	TC031Q20NA03 <input type="radio"/>	TC031Q20NA04 <input type="radio"/>

Is there any formal curriculum for English lessons in Secondary 4/ Grade 10?

(Please consider national, state, regional, or school policies.)

(Please select one response.)

Yes	TC039Q01NA01 <input type="radio"/>
No	TC039Q01NA02 <input type="radio"/>

Are parents informed about the availability and content of the English lessons curriculum (e.g. in a parent-teacher conference or a newsletter)?

(Please select one response.)

Yes	TC043Q01NA01 <input type="radio"/>
No	TC043Q01NA02 <input type="radio"/>

Does your school have special programmes for students who have the following characteristics?

(Please consider that students may fall into multiple categories.)

(Please select one response in each row.)

	Yes	No
Students with special needs	TC182Q01HA01 <input type="radio"/>	TC182Q01HA02 <input type="radio"/>
Students whose Mother tongue is different from English	TC182Q02HA01 <input type="radio"/>	TC182Q02HA02 <input type="radio"/>
Students who struggle with reading	TC182Q03HA01 <input type="radio"/>	TC182Q03HA02 <input type="radio"/>

Does your school have a policy concerning the use of digital devices for teaching?*(Please select one response.)*

Yes	TC184Q01HA01 <input type="radio"/>
No	TC184Q01HA02 <input type="radio"/>

Which of the following statements best describes how you read books (on any topic)?

(Please select one response.)

I rarely or never read books.	TC172Q01HA01 <input type="radio"/>
I read books more often in paper format.	TC172Q01HA02 <input type="radio"/>
I read books more often on digital devices (e.g. e-reader, tablet, smartphone, computer).	TC172Q01HA03 <input type="radio"/>
I read books equally often in paper format <u>and</u> on digital devices.	TC172Q01HA04 <input type="radio"/>

Which of the following statements best describes how you read the news (e.g. politics, culture, sport, local news)?

(Please select one response.)

I do not follow the news at all.	TC173Q01HA01 <input type="radio"/>
I only watch or listen to the news (e.g. radio, television, podcasts).	TC173Q01HA02 <input type="radio"/>
I read the news more often on digital devices (e.g. tablet, smartphone, computer).	TC173Q01HA03 <input type="radio"/>
I read the news more often on paper (e.g. newspapers, magazines).	TC173Q01HA04 <input type="radio"/>
I read the news equally often in paper format <u>and</u> on digital devices.	TC173Q01HA05 <input type="radio"/>

How often are you involved in the following reading activities?

(Please select one response in each row. If you don't know what the activity is, select "I don't know what it is.")

	I don't know what it is	Never or almost never	Several times a month	Several times a week	Several times a day
Reading emails	TC176Q01HA01 <input type="radio"/>	TC176Q01HA02 <input type="radio"/>	TC176Q01HA03 <input type="radio"/>	TC176Q01HA04 <input type="radio"/>	TC176Q01HA05 <input type="radio"/>
Chat on line (e.g. Whatsapp®, Messenger®)	TC176Q02HA01 <input type="radio"/>	TC176Q02HA02 <input type="radio"/>	TC176Q02HA03 <input type="radio"/>	TC176Q02HA04 <input type="radio"/>	TC176Q02HA05 <input type="radio"/>
Reading online news	TC176Q03HA01 <input type="radio"/>	TC176Q03HA02 <input type="radio"/>	TC176Q03HA03 <input type="radio"/>	TC176Q03HA04 <input type="radio"/>	TC176Q03HA05 <input type="radio"/>
Searching information online to learn about a particular topic	TC176Q05HA01 <input type="radio"/>	TC176Q05HA02 <input type="radio"/>	TC176Q05HA03 <input type="radio"/>	TC176Q05HA04 <input type="radio"/>	TC176Q05HA05 <input type="radio"/>
Taking part in online group discussions or forums	TC176Q06HA01 <input type="radio"/>	TC176Q06HA02 <input type="radio"/>	TC176Q06HA03 <input type="radio"/>	TC176Q06HA04 <input type="radio"/>	TC176Q06HA05 <input type="radio"/>
Searching for practical information online (e.g. schedules, events, tips, recipes)	TC176Q07HA01 <input type="radio"/>	TC176Q07HA02 <input type="radio"/>	TC176Q07HA03 <input type="radio"/>	TC176Q07HA04 <input type="radio"/>	TC176Q07HA05 <input type="radio"/>

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