

Department of Education



Early Grade Reading Assessment (EGRA) Teacher Questionnaire

The National Department of Education (NDOE) in PNG is conducting a study to better understand how children learn to read. We would like to ask teachers some questions about how they teach reading.

- Your name will **not** be recorded on this form, or mentioned anywhere in the survey data. The information obtained in this questionnaire will be used by the Department of Education to help identify areas where additional support may be needed.
- The name of your school, the grade level and class you teach will be recorded, but only so that we can correctly link school, class and student data in order to analyze relationships between children’s learning and the characteristics of the schools in which they learn. Your school’s name will not be used in any report or presentation.
- If you agree to help with this study, please read the consent statement below, mark ‘X’ in the “Yes” box and answer the questions in this questionnaire as completely and accurately as you can. It should not take you more than 15 minutes. Please give the completed form to the EGRA supervisor before the team leaves the school.
- If, after reading this information, you prefer not to participate, please return the blank questionnaire to the study team. **You do not have to complete the questionnaire if you do not want to.**

CONSENT STATEMENT: I understand and agree to participate in this reading study by filling out this questionnaire as completely and accurately as possible. **YES**

SECTION 1: GENERAL INFORMATION

Please answer all questions honestly. Write each response in the space on the right across from each item. Where response options are given, clearly circle the number on the far right that corresponds most closely to your response. For example:

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| | | |
|---|---|---|
| 1 | Name of District | |
| 2 | Name of School | |
| 3 | What grade are you teaching this year? <i>[Circle ALL that apply]</i> | Elementary 11 Elementary 2.....2 Grade 3.....3 Grade 4.....4 |
| 4 | What is the name of your class? (e.g. 2 Red, 3A, 4B, etc) | |

| | | |
|----|--|--|
| 5 | What is your class enrolment? <i>[Indicate numbers by gender]</i> | Number of boys..... Number of girls..... Total number of students..... |
| 6 | How old are you? | Years_____ |
| 7 | What is your gender? | Male.....1 Female.....2 |
| 8 | What is your highest level of qualification? | None1 Certificate in Elementary Teaching.....2 Certificate in Primary Teaching.....3 Diploma in Primary Education.....4 Diploma in Primary Education/Inservice...5 Bachelor of Education (primary)6 Bachelor of Education (secondary).....7 Masters in Education8 Other (specify)9 |
| 9 | How many years have you been teaching? | Years_____ |
| 10 | How many days were you absent from school in the <u>last term</u>? | None.....1 1-5 days.....2 6-10 days.....3 Over 11 days.....4 |
| 11 | Does your school have a library that students can use? | No.....0 Yes.....1 |
| 12 | If yes to Question 11, approximately how many book titles are in the library? | Number of books_____ |
| 13 | If yes to Question 11, do you supervise your students when they use the library? | No.....0 Yes.....1 Don't know/No response.....99 |
| 14 | Do you have a reading corner (or classroom library) in your classroom? | No.....0 Yes.....1 |
| 15 | If yes to Question 14, how often do your students use the reading corner? | Every day.....1 Two or three times a week.....2 Once a week.....3 Less than once a week.....4 |
| 16 | Do you meet with the parents of your students to discuss their academic progress? | No.....0 Yes.....1 |
| 17 | If yes to Question 16, how often do you meet with the parents/guardians of your students? | About once per term or less.....1 About twice per term.....2 About three times per term.....3 About once a month.....4 |
| 18 | What kind of reading books for students do you have at your school? <i>[Circle ALL that apply]</i> | Shell books.....1 Commercial/published readers.....2 PNG School Journals.....3 Pacific series readers.....4 Melanesian series readers.....5 |

| | |
|--|-------------------------|
| | Mininda readers.....6 |
| | Big Books7 |
| | Others (specify)8 |

How often do you use the following books in reading lessons?

| | Book type | Never | Occasion ally | About half the time | Most but not every lesson | Every lesson |
|----|------------------------------|-------|---------------|---------------------|---------------------------|--------------|
| 19 | Shell books | 1 | 2 | 3 | 4 | 5 |
| 20 | Commercial/published readers | 1 | 2 | 3 | 4 | 5 |
| 21 | PNG School Journals | 1 | 2 | 3 | 4 | 5 |
| 22 | Pacific Series Readers | 1 | 2 | 3 | 4 | 5 |
| 23 | Melanesian Series Readers | 1 | 2 | 3 | 4 | 5 |
| 24 | Mininda Readers | 1 | 2 | 3 | 4 | 5 |
| 25 | Big Books | 1 | 2 | 3 | 4 | 5 |
| 26 | Others (please specify): | 1 | 2 | 3 | 4 | 5 |

SECTION 2: TEACHING AND LEARNING

Listed below are different activities you might do with your students in a reading lesson. Think about the **last five (5) school days** and indicate how often each of the following reading activities took place by circling the number that corresponds most closely.

| Activity | Never | On 1 or 2 days a week | On 3 or 4 days a week | Daily |
|---|-------|-----------------------|-----------------------|-------|
| 27 Listening comprehension (children listen to a story and answer questions)) | 1 | 2 | 3 | 4 |
| 28 Talk-Read-Ask-Read-Do | 1 | 2 | 3 | 4 |
| 29 Children orally retell a story that they have read | 1 | 2 | 3 | 4 |
| 30 Children learn new letter sounds | 1 | 2 | 3 | 4 |
| 31 Children sound out unfamiliar words using knowledge of letter sounds | 1 | 2 | 3 | 4 |
| 32 Children learn meanings of new words/vocabulary | 1 | 2 | 3 | 4 |
| 33 Whole class reading | 1 | 2 | 3 | 4 |
| 34 Guided reading (teacher listens to children read in small groups) | 1 | 2 | 3 | 4 |

| | | | | | |
|----|--|---|---|---|---|
| 35 | Listening to a child read aloud to you one-to-one | 1 | 2 | 3 | 4 |
| 36 | Students reading on their own silently | 1 | 2 | 3 | 4 |
| 37 | Reading comprehension activities (orally or in writing) | 1 | 2 | 3 | 4 |
| 38 | Home reading (children take books home to read with their parents) | 1 | 2 | 3 | 4 |
| 39 | Other activities (please describe): | 1 | 2 | 3 | 4 |

SECTION 3: READING IN THE CURRICULUM

Listed below are five important early reading skills which students must learn. For each reading skill, circle the number of the grade when you think students should master the skill.

| | Reading skill | Grade EP | Grade E1 | Grade E2 | Grade 3 | Grade 4 | Not important |
|----|--|----------|----------|----------|---------|---------|---------------|
| 40 | Recognise and say letter names | 1 | 2 | 3 | 4 | 5 | 6 |
| 41 | Understand stories heard in the classroom | 1 | 2 | 3 | 4 | 5 | 6 |
| 42 | Sound out words using phonics | 1 | 2 | 3 | 4 | 5 | 6 |
| 43 | Read aloud to teacher and other students | 1 | 2 | 3 | 4 | 5 | 6 |
| 44 | Understand simple texts read in class | 1 | 2 | 3 | 4 | 5 | 6 |

SECTION 4: IN-SERVICE TRAINING AND TEACHER SUPPORT MATERIALS

Finally, we would like your views on teacher support for reading.

| | | |
|----|---|--|
| 45 | Do you have a Teacher's Guide for Language? | No.....0 Yes.....1 |
| 46 | If yes to Question 40, how useful do you find the Teacher's Guide for teaching reading? | Not very useful.....1 Quite useful.....2 Very useful.....3 |
| 47 | If yes to Question 40, how can the Teacher's Guide be improved? | |
| 48 | Have you received any training on how to teach phonics in the last three years? | No.....0 Yes.....1 |

| | | |
|-----------|---|-------------------|
| 49 | If yes to Question 48, indicate how many hours of phonics training you have received in total (approximately). | Total hours _____ |
| 50 | If yes to Question 48, what was the most useful aspect of this training? | |

Thank you very much for taking the time to complete this questionnaire!