



CSLP Literacy Instruction Questionnaire

This questionnaire is part of a study being conducted by the *Centre for the Study of Learning and Performance* (CSLP) at *Concordia University* in Montreal, Quebec. One of the goals of our centre is to study how components such as the English Language Arts lesson and early literacy software are used to provide literacy instruction for young students. In order to learn more about this, we need an active association with teachers, students and administrators. In this regard, we have developed a questionnaire to gain an accurate understanding of how and why you teach literacy in your own unique way.

All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released to the school or the administration of the school board. Participation in this project is voluntary and you are free to discontinue participation at any time. However, your professional experiences and opinions are crucial to helping us understand teaching from the educator's point of view. We would greatly appreciate your taking the time to complete our questionnaire. If you would like to obtain a copy of the report on our findings from this study, please fill out the enclosed form or contact us at the address above.

If you have any questions about the questionnaire or study, please feel free to call Gia Deleveaux at (514) 848-2424 ext. 5922 or by email at gia.deleveaux@education.concordia.ca. If you have any questions about your rights as a research participant, please contact Adela Reid at (514) 848-2424 ext. 7481 or at adela.reid@concordia.ca.

Thank you for your participation.

Philip C. Abrami, Ph.D.,
Centre Director and Professor
CSLP

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Literacy Projects Coordinator
CSLP

School: _____ *Name:* _____ *Date:* _____

Literacy Instruction Questionnaire

1. How much time did you devote to literacy instruction over the past 12 weeks?

Less than 20 hours 20-30 hours 30-40 hours More than 40 hours

2. In what manner do you usually teach English Language Arts (ELA)?

Whole class Small group Individual student Combination of ways

3. How much emphasis was placed on teaching alphabetics?

None Some A moderate amount A great deal

If none, explain why _____

4. In a typical ELA lesson, how much time did you spend doing *Blending* activities?

1-5 mins 5-10 mins 10-15 mins more than 15 mins

5. In a typical ELA lesson, how much time did you spend doing *Segmenting* activities?

1-5 mins 5-10 mins 10-15 mins more than 15 mins

6. In a typical ELA lesson, how much time did you spend doing *Rhyming* activities?

1-5 mins 5-10 mins 10-15 mins more than 15 mins

7. In a typical ELA lesson, how much time did you spend doing *Decoding* activities?

1-5 mins 5-10 mins 10-15 mins more than 15 mins

8. How much emphasis was placed on teaching reading fluency?

None Some A lot of A large amount of

If none, explain why _____

9. In a typical ELA lesson, how much time was spent doing *Individual/group reading* activities?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

10. In a typical ELA lesson, how much time did you spend doing *Flash Card* activities?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

11. In a typical ELA lesson, how much time was spent helping students to read with expression?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

12. How much emphasis was placed on teaching comprehension?

- None Some A lot of A large amount of

If none, explain why _____

13. In a typical ELA lesson, how much time did you spend doing *Sequencing* activities?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

14. In a typical ELA lesson, how much time did you spend doing *Summarizing* activities?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

15. In a typical ELA lesson, how much time was spent doing *Vocabulary development* activities?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

16. In a typical ELA lesson, how much time was spent doing activities that focused on *Story elements* (e.g. story plot, characters, themes)?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

17. How much emphasis was placed on teaching writing?

- None Some A lot of A large amount of

If none, explain why _____

18. In a typical ELA lesson, how much time did students spend filling in worksheets?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

19. In a typical ELA lesson, how much time did students spend doing journal writing?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

20. In a typical ELA lesson, how much time did students spend writing answers to questions?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

21. In a typical ELA lesson, how much time did students spend giving responses in creative ways such as drawing, writing plays, and the like?

- 1-5 mins 5-10 mins 10-15 mins more than 15 mins

22. How often have other events (school, weather, community) hindered the teaching of ELA?

- Not at all Sometimes Frequently Always

23. Tick the types of technology you used to support your ELA teaching?

- None Computer Smartboard Projectors

24. What did you think about this questionnaire? _____

25. Is there anything we should have asked that relates to ELA teaching but did not ask on this questionnaire? _____

THE PORTION BELOW IS TO BE DONE ONLY BY TEACHERS WHO USED ABRACADABRA!

1. How much of the above time was spent using ABRA?

- 10-20 hours 20-30 hours 30-40 hours More than 40 hours

2. In what instructional format was ABRA used primarily?

- Whole class Small group Individual student Combination of ways

3. How often was your use of ABRA affected negatively by technological problems and limitations?

- Not at all Sometimes Frequently Always

If so, explain: _____

4. How often was the use of ABRA affected negatively by your knowledge of the software?

- Not at all Sometimes Frequently Always

If so, explain: _____

5. How often was the use of ABRA affected negatively by pedagogical problems or limitations?

- Not at all Sometimes Frequently Always

If so, explain: _____
