

X. GIMNAZIJA „IVAN SUPEK“

Agencija za odgoj i obrazovanje
Liceo Scientifico Statale Seguenza
Gymnázium Pavla Jozefa Šafárika
Střední škola Náhorní
Aquilonis d.o.o.



Handbook for reluctant, struggling and poor readers

(project no. - 2016-1-HR01-KA201-022159)

Co-funded by the Erasmus+ Programme of the European Union

Reading habits questionnaire - Report

This publication reflects the views only of the author, and the Commission can not be held responsible for any use which may be made of the information contained there.



Tables	3
Figures	4
1. INTRODUCTION	5
2. QUESTIONNAIRE.....	5
2.1. Demographic data	5
2.2. Survey results	6

Tables

Table 1. Participants of survey by age and gender	5
Table 2. Level of enjoyment in reading	6
Table 3. Level of reading enjoyment with respect to the age of students.....	6
Table 4. Level of reading enjoyment with respect to the gender of students	7
Table 5. Type of texts that students choose to read.....	8
Table 6. Type of texts that students choose to read with respect to their age	8
Table 7. Type of texts that students choose to read with respect to gender	9
Table 8. The students' preference for science fiction or nonfiction literary works	10
Table 9. The students' preference for science fiction or nonfiction literary works with respect to their age.....	10
Table 10. The students' preference for science fiction or nonfiction literary works with respect to gender	11
Table 11. Reading frequency.....	11
Table 12. Frequency of reading with respect to age.....	13
Table 13. Frequency of reading with respect to gender	14
Table 14. The range of reading format preferences	15
Table 15. Choosing a reading location	16
Table 16. Choosing a reading location with the respect to age	17
Table 17. Choosing a location to read with respect to gender	18
Table 18. Pretending to read a book.....	18
Table 19. Recognizing the importance of being able to read	18
Table 20. Evaluation of your own reading and success in the current school year	19
Table 21. The range of the kind of books that students want to read.....	19
Table 22. Frequencies of reading by personal choice	20
Table 23. Motivation for reading	21
Table 24. Reading books from the school library.....	22
Table 25. Number of titles read during the school year	22
Table 26. Ranking of recognized reasons for reading	22
Table 27. Ranking of selection of literary works	23
Table 28. Ranking for reasons why students read	24
Table 29. Ranking of the reasons why students do not read more	25
Table 30. Existence of additional reasons for reduced reading of literary works.....	26
Table 31. The most probable moment for reading.....	26
Table 32. Identification of good and bad readers' habits	27

Figures

Figure 1. Level of reading enjoyment with respect to the age of students	7
Figure 2. Type of texts that students choose to read with respect to their age	9
Figure 3. Type of texts that students choose to read with regard to gender	10
Figure 4. Students' preference for science fiction or nonfiction literary works with respect to age.....	11
Figure 5. Reading frequency	12
Figure 6. Frequency of reading with respect to age	13
Figure 7. Frequency of reading with respect to gender.....	14
Figure 8. Range of reading format preferences	15
Figure 9. Choosing a reading location	16
Figure 10. Choosing a reading location with respect to age.....	17
Figure 11. Frequencies of reading by personal choice.....	20
Figure 12. Reasons for reading.....	21
Figure 13. Ranking of reasons for reading	23
Figure 14. Ranking of criteria for selecting literary works	24
Figure 15. Ranking of reasons why students read	25
Figure 16. Ranking of reasons why students do not read more	26
Figure 17. The most prominent reading time	27
Figure 18. Recognizing good and bad readers' habits.....	28

1. INTRODUCTION

This report is part of The Case Study of Handbook for Reluctant, struggling and poor readers project Co-Funded by the Erasmus + Program.

The instrument was designed for the project Erasmus+ project Handbook for Reluctant, struggling and poor readers. The questionnaire was filled by 8131 high school students aged 15 to 18.

A total of 8131 respondents participated in the study, co-funded by the Erasmus + Program. The report shows the results of the online questionnaire conducted using the Google Docs tool. The complete questionnaire is shown in the annex of this report.

2. QUESTIONNAIRE

The aim of this research is to analyze students's reading competences, with the aim of identifying possible problems and guidelines for further strengthening of reading competences. The instrument was designed for the project "...." The questionnaire was filled by 5331 high school students aged 15 to 18..

2.1. Demographic data

Table 1 shows basic demographic data of respondents. A total of 5331 respondents participated in the study, and the sample was relatively homogeneous with age groups (15, 16, 17 and 18). Several more students participated in the research (57,4%).

Table 1. Participants of survey by age and gender

AGE	f	%
15	1488	27,9
16	1321	24,8
17	1228	23,0
18	1294	24,3
Total	5331	100,0
GENDER	f	%
male	3062	57,4
female	2269	42,6
Total	5331	100,0

2.2. Survey results

2.2.1. Reading habits

Data on the level at which students participating in this survey *enjoy reading (question 3)* can be seen from Table 2 and graph 1.

Table 2. Level of enjoyment in reading

	f	%
Very much	919	17,2
Enjoyable	1316	24,7
Just okay	1468	27,5
Not at all	491	9,2
Only when it is my choice	1137	21,3
total	5331	100,0

From Table 3 and Figure x, it is evident that students aged 16 to 17 enjoy reading more than students aged 15 and 18. These results can be explained by the developmental reading approach for students of 15 years, and the recurrence of reading interest at age 18 can be linked to school commitments and decisions on further education.

Table 3. Level of reading enjoyment with respect to the age of students

	15		16		17		18	
	f	%	f	%	f	%	f	%
Very much	233	15,66	228	17,26	239	19,46	219	16,92
Enjoyable	379	25,47	328	24,83	296	24,10	313	24,19
Just okay	410	27,55	340	25,74	333	27,12	385	29,75
Not at all	134	9,01	114	8,63	118	9,61	125	9,66
Only when it is my choice	332	22,31	311	23,54	242	19,71	252	19,47
Total	1488	100,00	1321	100,00	1228	100,00	1294	100,00

Figure 1. Level of reading enjoyment with respect to the age of students

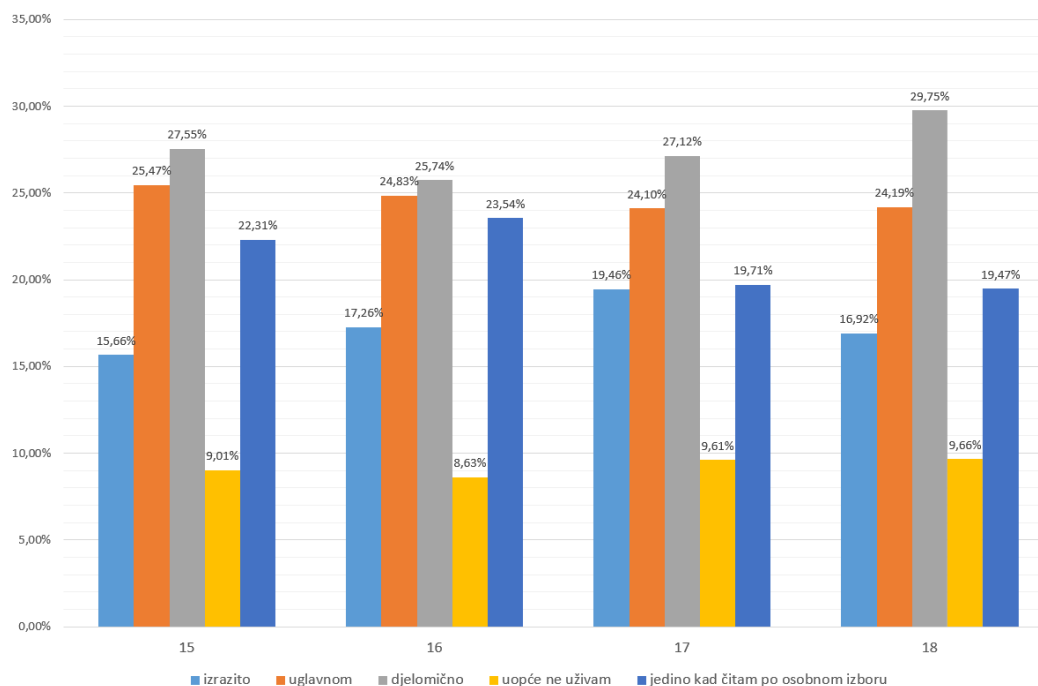


Table 4. Level of reading enjoyment with respect to the gender of students

		MALE		FEMALE	
	f	%	f	%	
Very much	720	23,51	199	8,77	
Enjoyable	853	27,86	463	20,41	
Just okay	672	21,95	796	35,08	
Not at all	157	5,13	334	14,72	
Only when it is my choice	660	21,55	477	21,02	
Total	3062	100,00	2269	100,00	

Information on **the types of texts that students choose to read and which are not within the school assignment titles (question 4)** are shown in Table x, which show that students most often choose print books (28.7%) and web pages (28, 3%) and the least they choose e-books (9.45).

Table 5. Type of texts that students choose to read

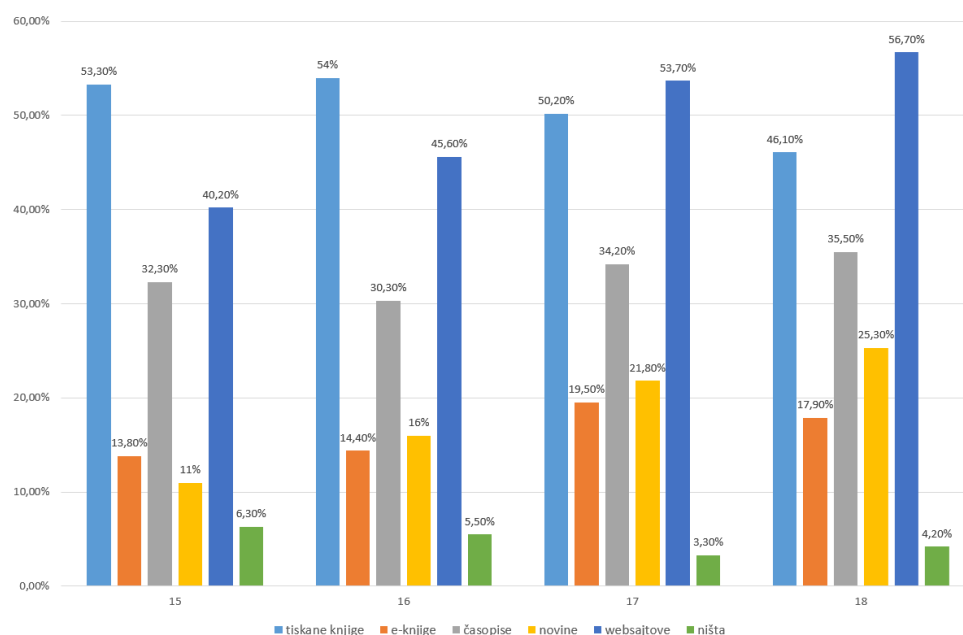
	f	%
Print Book	2719	29,7
E Books	866	9,4
Magazines	1760	19,2
Newspapers	970	10,6
Websites	2594	28,3
Nothing	261	2,8
Total	9170	100,0

A balanced selection of types of texts with respect to the age of students (Table 7 and Figure x).

Table 6. Type of texts that students choose to read with respect to their age

	15		16		17		18	
	f	%	f	%	f	%	f	%
Print Book	793	53,3	714	54,0	616	50,2	596	46,1
E Books	206	13,8	190	14,4	239	19,5	231	17,9
Magazines	481	32,3	400	30,3	420	34,2	459	35,5
Newspapers	163	11,0	212	16,0	268	21,8	327	25,3
Websites	598	40,2	602	45,6	660	53,7	734	56,7
Nothing	93	6,3	73	5,5	41	3,3	54	4,2
Total	1488	100,0	1321	100,0	1228	100,0	1294	100,0

Figure 2. Type of texts that students choose to read with respect to their age



The survey data shown in Table 6 and Figure x show the dominant selection of texts on websites (62.8%) by female students and print books (64.8%) by male students.

Table 7. Type of texts that students choose to read with respect to gender

	MALE		FEMALE	
	f	%	f	%
Print Book	1983	64,8	736	32,4
E Books	567	18,5	299	13,2
Magazines	1096	35,8	664	29,3
Newspapers	367	12,0	603	26,6
Websites	1170	38,2	1424	62,8
Nothing	83	20,7	178	7,8
Total	3062	100,0	2269	100,0

Figure 3. Type of texts that students choose to read with regard to gender

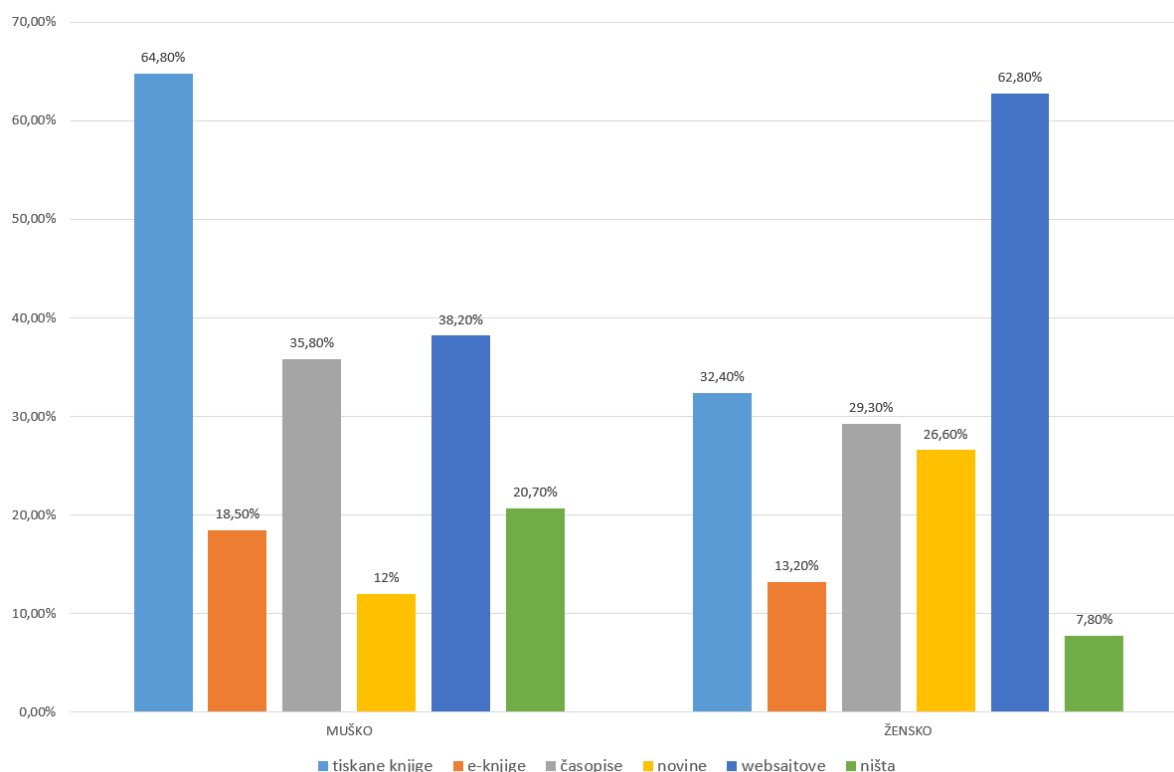


Table x shows students' **preferences for science fiction or nonfiction literary works (question 5)**. From the above mentioned data there is a small difference in the selection of certain type of literary work, with 51.9% of the students who prefer science fiction literary works.

Table 8. The students' preference for science fiction or nonfiction literary works

	f	%
Science fiction	2769	51,9
Nonfiction	2562	48,1
Total	5331	100,0

The biggest difference in the preference for science fiction or nonfiction literary works is among 16-year-old students, with a noticeable preference for science fiction works, similar to the age of 18.

Table 9. The students' preference for science fiction or nonfiction literary works with respect to their age

	15		16		17		18	
	f	%	f	%	f	%	f	%
Science fiction	760	51,1	717	54,3	608	49,5	684	52,9
Nonfiction	728	48,9	604	45,7	620	50,5	610	47,1
Total	1488	100,0	1321	100,0	1228	100,0	1294	100,0

Figure 4. Students' preference for science fiction or nonfiction literary works with respect to age

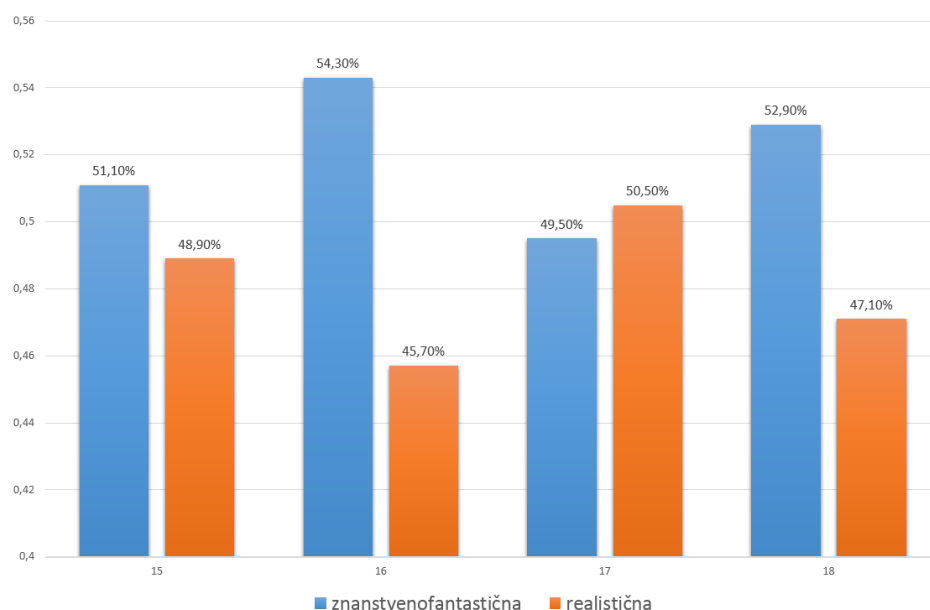


Table 10 and figure x show differences in students' preferences for literary works with respect to gender, where it is noted that a slightly higher number of male students prefer science fiction works (54.74%), whereas a larger number of female students prefer nonfiction literary works (51.83 %).

Table 10. The students' preference for science fiction or nonfiction literary works with respect to gender

	MALE		FEMALE	
	f	%	f	%
science fiction	1676	54,74	1093	48,17
Nonfiction	1386	45,26	1176	51,83
Total	3062	100,00	2269	100,00

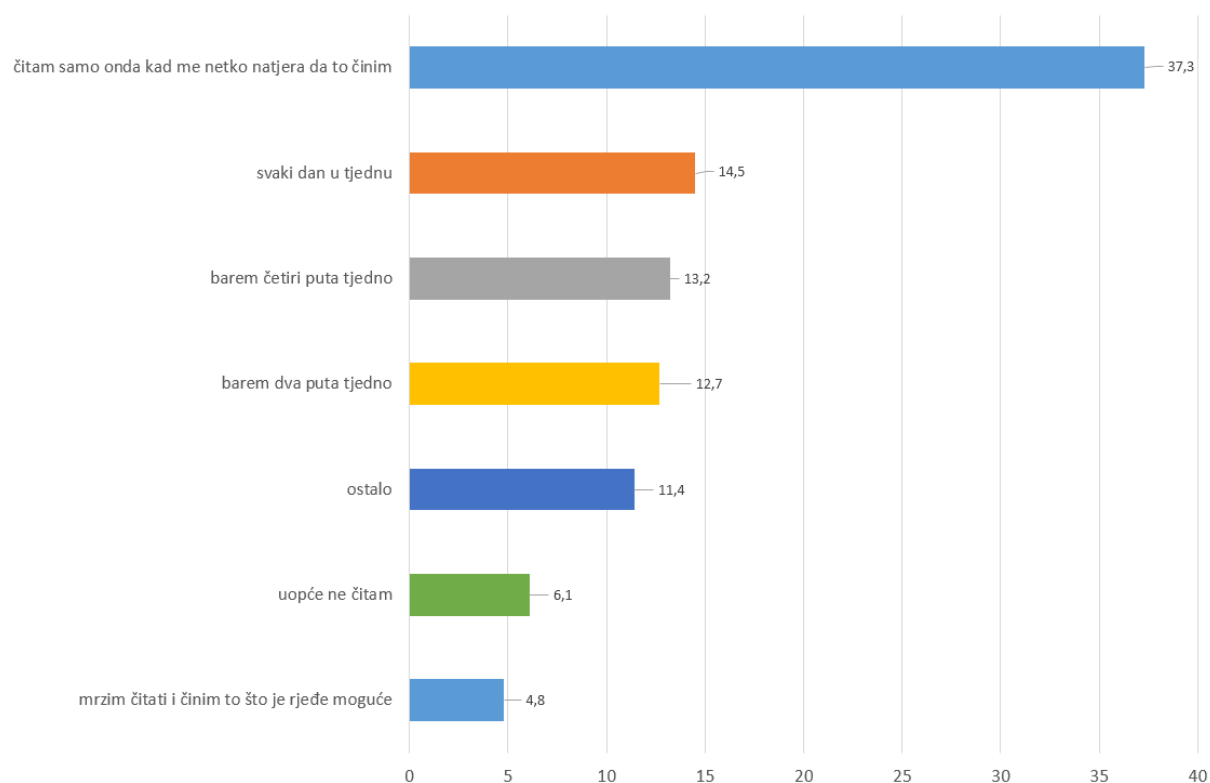
Based on the data from the question regarding **the time that students spend reading (question 6)** shown in Table 11 and Figure x, it is evident that the majority of students read only when someone makes them to read (37.3%), while 14.5 % students read every day of the week. On the other hand, only 4.8% of students have chosen the answer that they hate reading and do it as little as possible.

Table 11. Reading frequency

	f	%
I only read because someone makes me to	1989	37,3
I read every day of the week	774	14,5
I read at least 4 times per week	704	13,2
I read at least 2 times per week	678	12,7

Other	607	11,4
I don't read at all	324	6,1
I hate reading and read as little as possible	255	4,8
Total	5331	100,0

Figure 5. Reading frequency

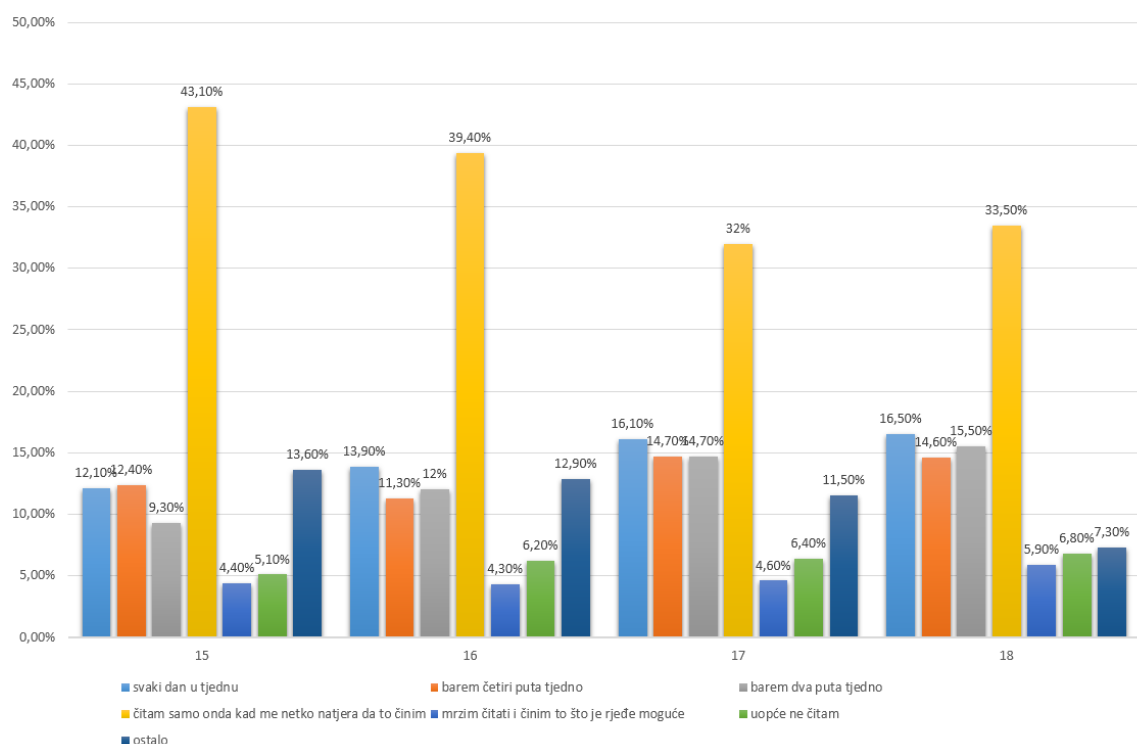


According to additional analyses in which data on frequency of reading and adolescents' age are compared, as shown in Table 12 in Figure x, there is a slight increase in the frequency of reading with respect to the age of adolescents.

Table 12. Frequency of reading with respect to age

	15		16		17		18	
	f	%	f	%	f	%	f	%
I read every day of the week	180	12,1	183	13,9	198	16,1	213	16,5
I read at least 4 times per week	185	12,4	149	11,3	181	14,7	189	14,6
I read at least 2 times per week	139	9,3	159	12,0	180	14,7	200	15,5
I only read because someone makes me to	641	43,1	521	39,4	393	32,0	434	33,5
I hate reading and read as little as possible	65	4,4	57	4,3	57	4,6	76	5,9
I don't read at all	76	5,1	82	6,2	78	6,4	88	6,8
Other	202	13,6	170	12,9	141	11,5	94	7,3
Total	1488	100,0	1321	100,0	1228	100,0	1294	100,0

Figure 6. Frequency of reading with respect to age

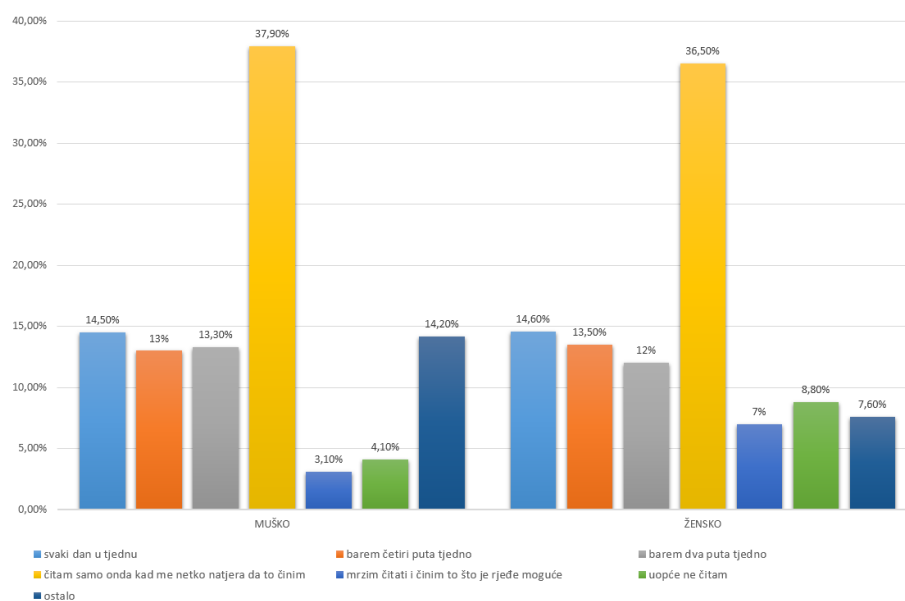


When comparing the frequency of reading with respect to gender as shown in Table 13 and Figure x, no greater differences have been observed between male and female students in reading frequency.

Table 13. Frequency of reading with respect to gender

	MALE		FEMALE	
	f	%	f	%
I read every day of the week	443	14,5	331	14,6
I read at least 4 times per week	397	13,0	307	13,5
I read at least 2 times per week	406	13,3	272	12,0
I read only when someone makes me to	1160	37,9	829	36,5
I hate reading and read as little as possible	96	3,1	159	7,0
I don't read at all	125	4,1	199	8,8
Other	435	14,2	172	7,6
Total	3062	100,0	2269	100,0

Figure 7. Frequency of reading with respect to gender

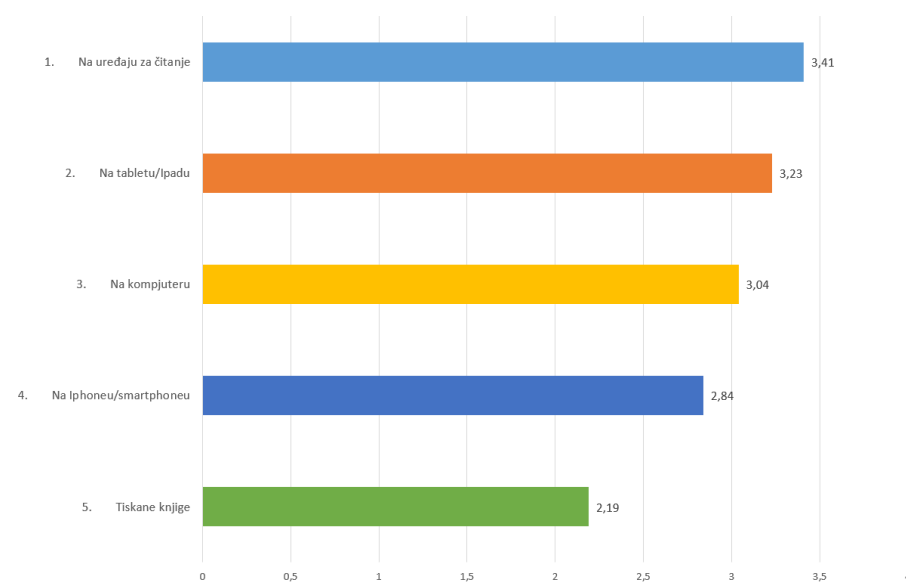


There are interesting data about **the reading format preference** (question 7) in adolescents shown in Table 14 and in Figure x. Students largely prefer reading on a reading device ($M = 3.41$; $SD = 1.285$) and their choice is *in the smallest extent the print book* ($M=2,19$; $SD=1,543$).

Table 14. The range of reading format preferences

S	N	M	SD
1. reader device	4379	3,41	1,285
2. tablet/Ipap	4405	3,23	1,204
3. computer	4486	3,04	1,319
4. iphone/smartphone	4576	2,84	1,416
5. print book	5018	2,19	1,543

Figure 8. Range of reading format preferences

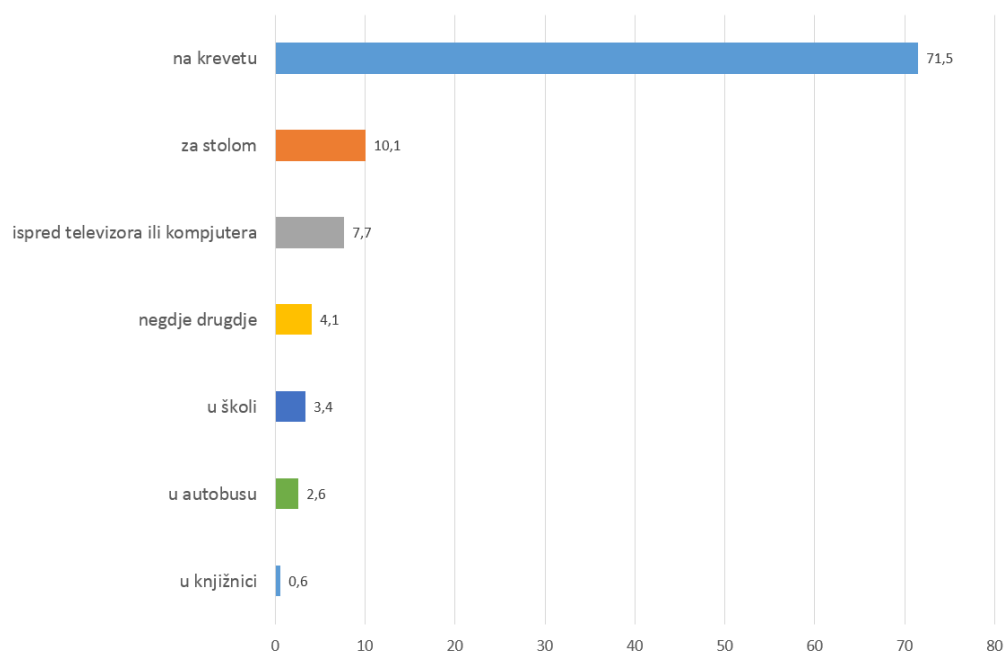


The results shown in Table 15 and Figure x refer to **the location that students choose to read (question 8)**. According to the data obtained, adolescents largely choose a bed (71.5%), and the least read at the library (0.6%).

Table 15. Choosing a reading location

	f	%
In bed	3811	71,5
At the table	539	10,1
In front of the TV or computer	411	7,7
Other	219	4,1
At school	183	3,4
On the bus	136	2,6
At the library	32	0,6
Total	5331	100,0

Figure 9. Choosing a reading location



Comparing the choice of reading location with the respect to age shown in Table 16 and Figure x, there was no greater difference between the male and female students in the choice of reading location with respect to the age range.

Table 16. Choosing a reading location with the respect to age

	15		16		17		18	
	f	%	f	%	f	%	f	%
In bed	1158	77,8	983	74,4	846	68,9	824	63,7
In front of the TV or computer	59	4,0	94	7,1	104	8,5	154	11,9
on the bus	16	1,1	33	2,5	38	3,1	49	3,8
At the library	4	0,3	5	0,4	8	0,7	15	1,2
At school	26	1,7	28	2,1	65	5,3	64	4,9
At the table	165	11,1	127	9,6	121	9,9	126	9,7
other	60	4,0	51	3,9	46	3,7	62	4,8
Total	1488	100,0	1321	100,0	1228	100,0	1294	100,0

Figure 10. Choosing a reading location with respect to age

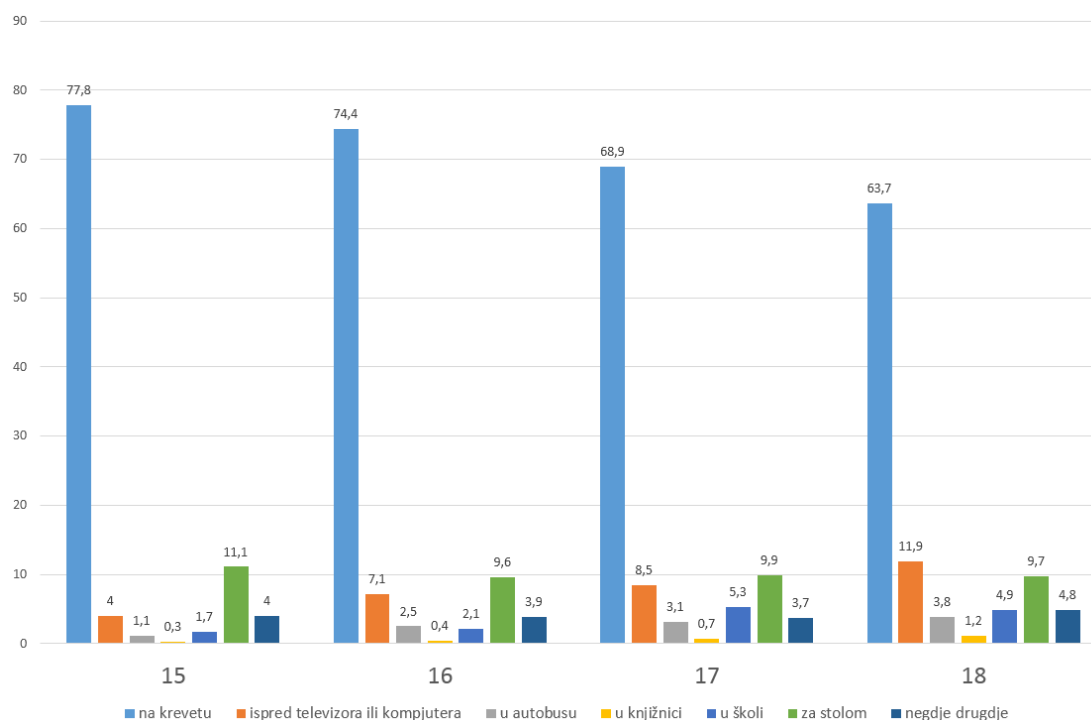


Table 17 shows more frequent reading in front of a TV and a computer with female students which can point to their disposition of doing more things at the same time.

Table 17. Choosing a location to read with respect to gender

	MALE		FEMALE	
	f	%	f	%
In bed	2488	81,3	1323	58,3
In front of the TV or a computer	77	2,5	334	14,7
On the bus	78	2,5	58	2,6
At a library	9	0,3	23	1,0
At school	56	1,8	127	5,6
At a table	258	8,4	281	12,4
other	96	3,1	123	5,4
Total	3062	100,0	2269	100,0

1.1 9. Have you ever pretended to read a book when you weren't really reading it?

Table 18. Pretending to read a book

	f	%
Yes	2717	51,0
No	2614	49,0
total	5331	100,0

1.2 10. Do you think that being able to read is important?

Table 19. Recognizing the importance of being able to read

	f	%
Yes, it is	4966	93,2
No, it is not	365	6,8
Total	5331	100,0

1.3 11. If you were to give yourself a grade today based on how well you read (for your age/grade level), which would you choose?

Table 20. Evaluation of your own reading and success in the current school year

	Reading self-evaluation		success in the current school year	
	f	%	f	%
Insufficient (1)	887	17,2	805	15,8
Sufficient (2)	1042	20,2	969	19,0
Good (3)	1120	21,7	1018	19,9
Very good (4)	1311	25,4	1429	28,0
Excellent (5)	809	15,7	887	17,4
Total	5169	100,0	5108	100,0

Table x lists **the kind of books the students want to read (question 12)**, which shows that magazines and newspapers are the most common choice ($M = 8.33$, $SD = 3.953$), followed by adventure books ($M = 8.07$; $SD = 2.945$) and nonfiction ($M = 7.84$; $SD = 3.046$). The students are least able to read the books on sports ($M = 4.88$; $SD = 4.399$) and poetry ($M=5,6$; $SD=3,235$).

Table 21. The range of the kind of books that students want to read

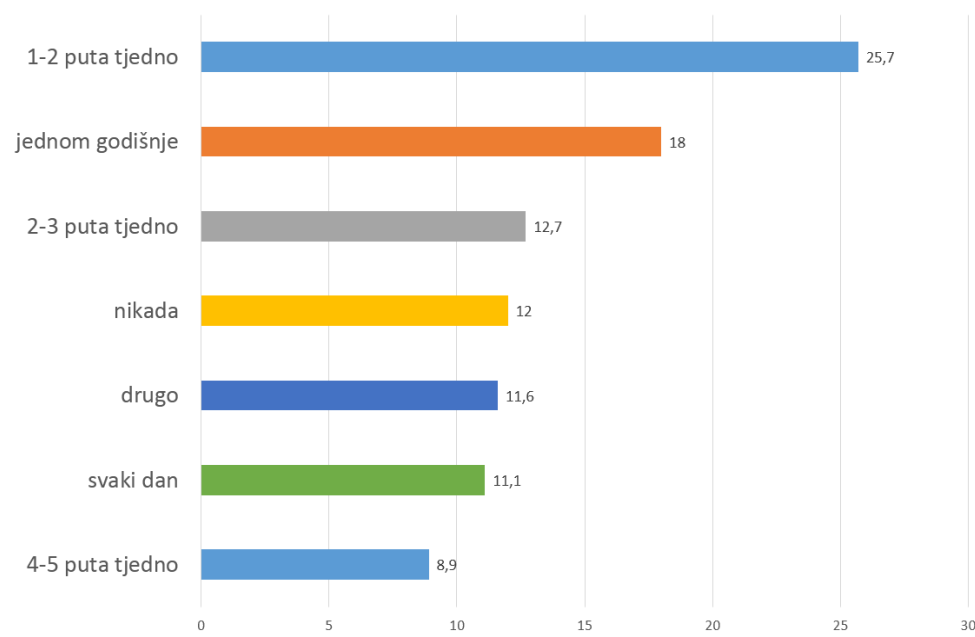
	N	M	SD
Magazines and newspapers	4821	8,33	3,953
Adventure	4818	8,07	2,945
Nonfiction	4711	7,84	3,046
Crime stories	4864	7,73	3,324
Fantasy, Myths and legends	4899	7,49	3,811
Historical fiction	4663	7,11	3,214
Biographies and Autobiographies	4720	7,07	3,95
Horror	4845	6,98	3,489
Science Fiction	4862	6,84	3,878
Western	4649	6,29	3,751
Infomational	4823	5,83	3,696
Poetry	4748	5,6	3,235
Sports	4908	4,88	4,399

The students were asked about **the frequency of reading by their personal choice outside the school assignment titles (question 13)** and it was found that 25.7% of students read outside the school reading list titles 1-2 times a week, while 18% of students read once a year by their personal choice. These data are presented in Table 22 and Figure x.

Table 22. Frequencies of reading by personal choice

	f	%
Never	639	12,0
Once a year	961	18,0
1-2 times a week	1372	25,7
2-3 times a week	678	12,7
4-5 times a week	473	8,9
Every day	591	11,1
Other	617	11,6
Total	5331	100,0

Figure 11. Frequencies of reading by personal choice



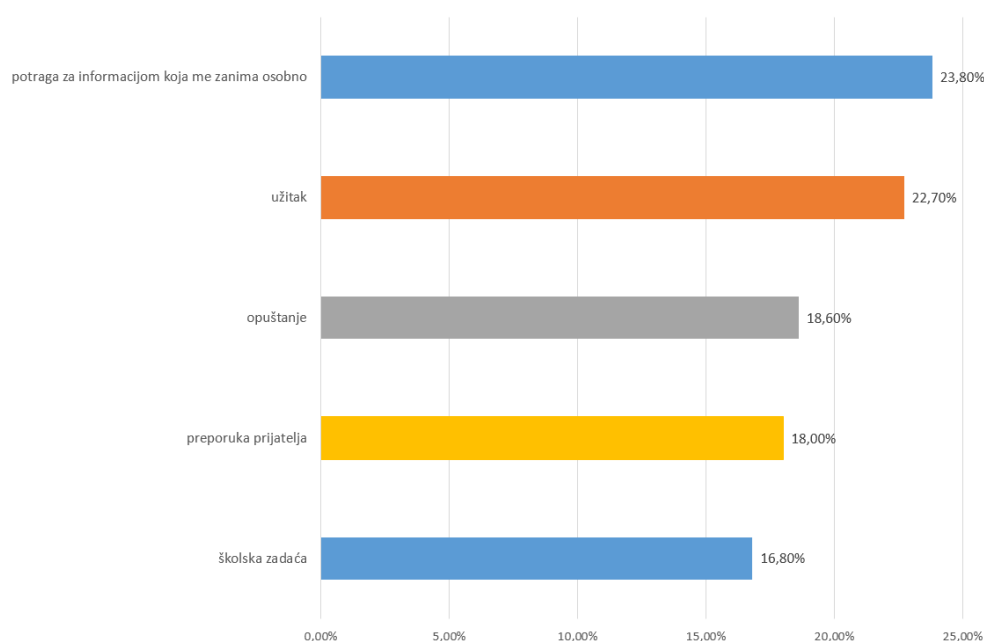
I) 2.2.2. Motivation for reading

When it comes to **reading motivation (question 14)**, as shown in Table 23 and Figure x, the most common reading motive is the search for information that students are interested in personally (23.8%) and enjoyment (22.7%) .

Table 23. Motivation for reading

	f	%
Need for information that interests me personally	1324	23,80%
Enjoyment	1265	22,70%
Relaxation	1037	18,60%
Recommendation from a friend	1002	18,00%
School assignments	937	16,80%
Total	5565	100,0%

Figure 12. Reasons for reading



An open question was raised in the questionnaire, **if students had a chance to answer in which case they would read more (question 15)**. The students mostly answered that they would read more if :

1. they had more free time
2. the books were more interesting
3. they had less school obligations

Question 16 related to the use of the school library (borrowing and reading books from the school library). The results obtained are shown in Table 24, and according to the data, students recognized that they would read more when if they had more free time (55.6%), while a slightly smaller percentage thought they would read more if the books were more entertaining (44,4%).,

Table 24. Reading books from the school library

	N	%	% odgovora
If had more free time	2967	55,6%	67,0%
If the books were more entertaining	2369	44,4%	53,5%
	5336	100,0%	120,5%

Table 25 shows the data about the **number of book that students read as non-mandatory literary titles, fiction, SF, fantasy, criminal genres during the regular school year (question 17)**. From the above data it is apparent that almost half of the students read 1-4 non-mandatory titles during the school year (47.4%), while 21.1% of the students never read non-mandatory titles.

Table 25. Number of titles read during the school year

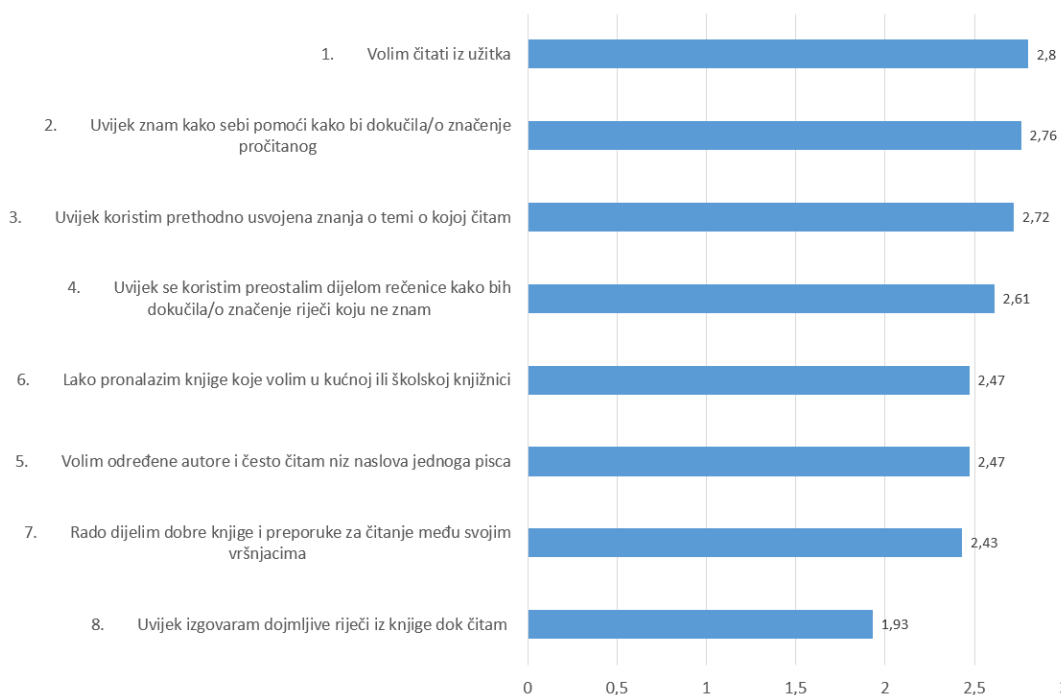
	non-mandatory titles		School assigned titles	
	f	%	f	%
1-4	2527	47,4	1675	31,4
5-10	999	18,7	1499	28,1
10-15	377	7,1	1039	19,5
More than 16	301	5,6	535	10,0
I never read non assigned titles	1127	21,1	583	10,9
Total	5331	100,0	5331	100,0

Table 26 and Figure x show **the reasons for reading (question 19)**, which show that most students like to read for pleasure ($M = 2.80$; $SD = 1.079$) and *to help themselves and understand the meaning of reading* ($M=2,76$; $SD=1,009$).

Table 26. Ranking of recognized reasons for reading

	N	M	SD
1. I like to read for fun	4925	2,80	1,079
2. I always know how to help myself understand what I'm reading	4940	2,76	1,009
3. I use what I already know to help me understand what I'm reading	4957	2,72	,964
4. I use the rest of the sentence to help me guess the meaning of the word I don't know	4979	2,61	,997
5. I have some favourite authors and usually read several books by the same author one after the other	3927	2,47	1,152
6. I can easily find the books that I like to read at home or in the school library	4890	2,47	1,058
7. I always share the titles of good books with my friends	4940	2,43	1,128
8. I always sound out the words in the books when I read	5022	1,93	,956

Figure 13. Ranking of reasons for reading



1.4

The students are asked about **the criteria according to which they choose literary works (question 20)**, and the results are shown in Table 27 and Figure x. Students usually choose *books that inspire themselves* ($M = 2.53$; $SD = 1.033$) and *books with a good love affair plot* ($M = 2.43$, $SD = 1.119$). The books their parents encourage them to read are read minimally ($M=1,64$; $SD=0,872$).,

Table 27. Ranking of selection of literary works

	N	M	SD
1. I choose books that will make me think about myself	4953	2,53	1,033
2. I choose books that have good love affair plots	4909	2,43	1,119
3. I choose books with heroes I can relate to	4894	2,38	1,026
4. I choose those types of books which enable me to imagine a different ending	4919	2,35	1,073
5. I choose books with nice covers and catchy titles	4912	2,33	1,035
6. I choose books with elements of fantasy and SF	4917	2,32	1,145
7. I choose those types of books that will enable me to have a discussion with my friends later on	4903	2,3	1,039
8. I read books that my teachers encourage me to read	4920	2,11	0,95
9. I choose books that are short	4931	2,02	1,022
10. I choose books by famous authors	5004	1,99	0,981
11. I choose books with historical elements	4889	1,95	0,983
12. I choose books that are long	4925	1,74	0,844
13. I read that my parents encourage me to read	4913	1,64	0,872

Figure 14. Ranking of criteria for selecting literary works

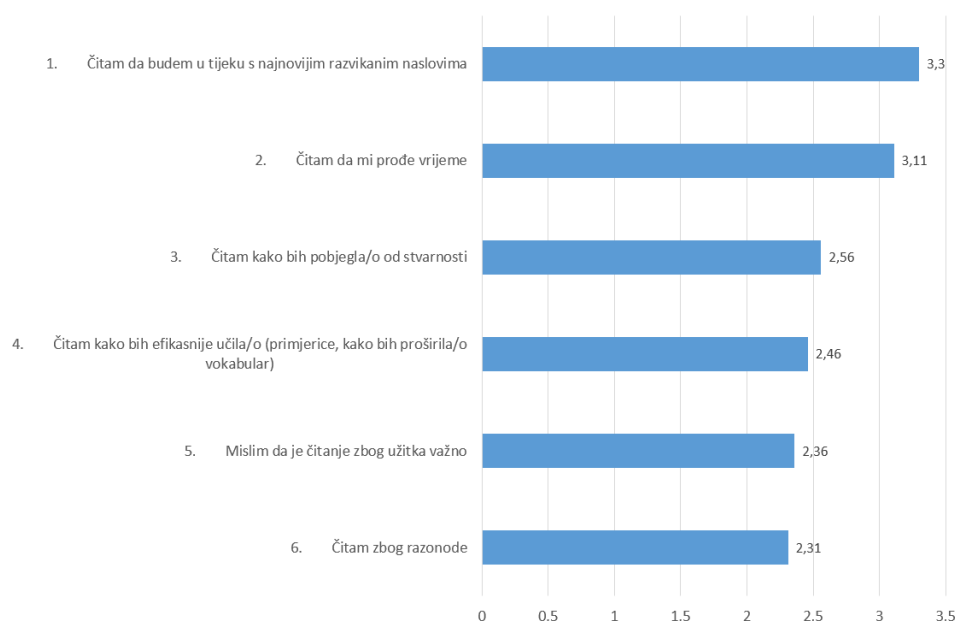


Table 28 and figure x show the **main reasons why students read (question 21)**. The largest number of students read *to keep up with what's popular and to be 'in the know'* ($M = 3.3$; $SD = 1.182$) and *simply to pass the time* ($M = 3.11$; $SD = 1.237$). The students least read *to have fun* ($M=2.31$; $SD=1,147$).

Table 28. Ranking for reasons why students read

	N	M	SD
1. I read to keep up with what's popular and to be 'in the know'	4952	3,3	1,182
2. I read simply to pass the time	4961	3,11	1,237
3. I read as an escape from the real world	4991	2,56	1,299
4. I read to learn (e.g. broaden my vocabulary)	4967	2,46	1,079
5. I think reading for pleasure is important	4971	2,36	1,258
6. I read for pleasure	4983	2,31	1,147

Figure 15. Ranking of reasons why students read



In the questionnaire, the question was raised about **the reasons why students do not read more (questions 22 and 23)**, according to the data presented in Table 29 and Figure x, the main reason why students do not read is *the feeling that they are too slow at reading* ($M = 3.55$; $SD = 1.322$) and *the poor self-confidence they have while reading* ($M = 3.41$; $SD = 1.223$). *Lack of time* is recognized as the least significant reason for not reading ($M = 1.77$, $SD = 1.062$). In order to get more detailed information on reasons for not reading, the question was raised for additional reasons (Table 30), with 85.5% of students responding for no other reasons why they are not reading.

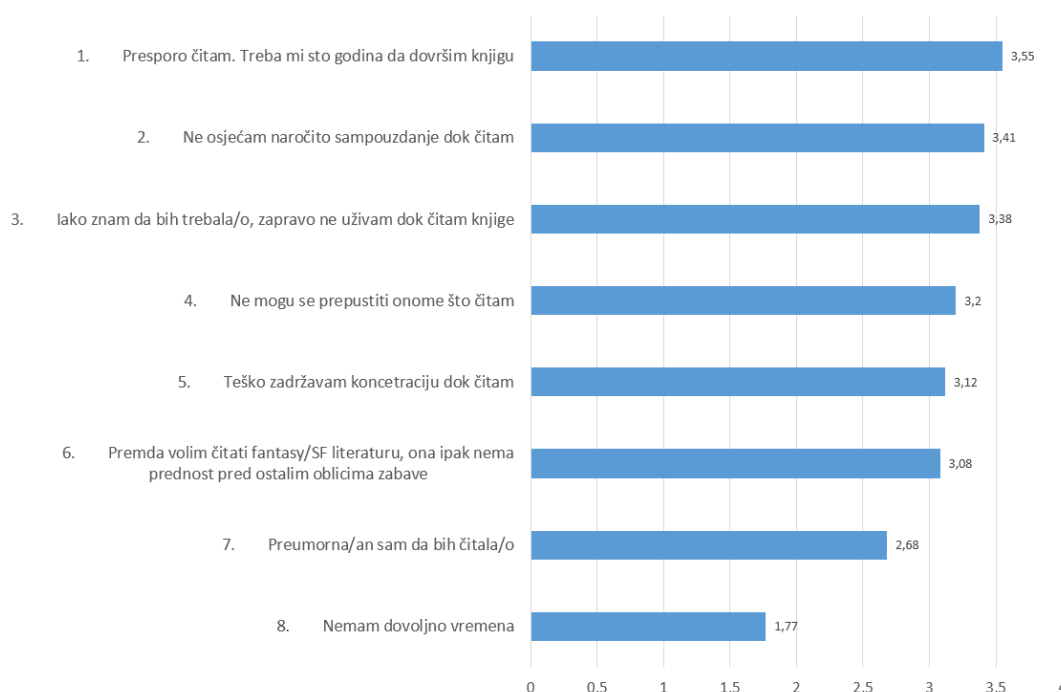
Table 29. Ranking of the reasons why students do not read more

	N	M	SD
1. I am too slow at reading. It takes ages to finish the book.	4901	3,55	1,322
2. I'm not very confident while reading	4919	3,41	1,223
3. I don't really enjoy reading books, but feel I should do it	4898	3,38	1,307
4. I cannot lose myself in what I'm reading	4904	3,20	1,200
5. I have a problem holding my concentration while reading	4907	3,12	1,324
6. I like reading fiction books but it's not as much of a priority as other pastimes	4909	3,08	1,238
7. I am too tired to read books	4911	2,68	1,238
8. I dont have enough time to read books	5040	1,77	1,062

Table 30. Existence of additional reasons for reduced reading of literary works

	f	%
Yes	758	14,2
No	4573	85,8
total	5331	100,0

Figure 16. Ranking of reasons why students do not read more

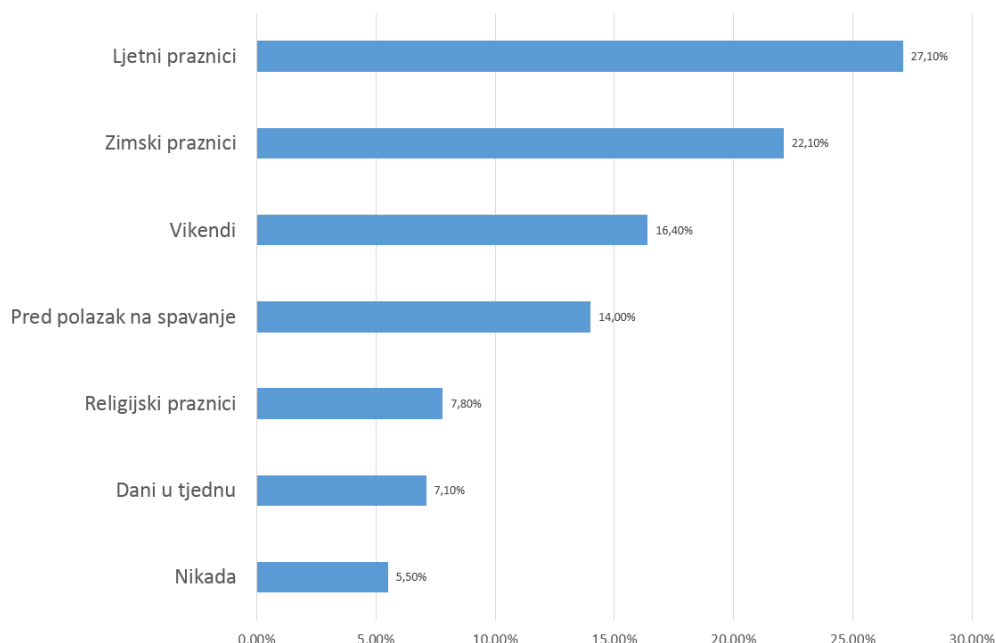


The students were asked **about the most probable reading point in time (question 24)** and the results shown in Table 31 and Figure x indicate that holidays are the time when students read most often. During *summer holidays*, 27.10% of students read, while during *winter holidays* 22.10% do.

Table 31. The most probable moment for reading

	f	%
Summer holidays	2985	27,10%
Winter holidays	2433	22,10%
Weekends	1804	16,40%
Before going to bed	1538	14,00%
Religious holidays	863	7,80%
Weekdays	787	7,10%
Never	606	5,50%
Total	11016	100,0%

Figure 17. The most prominent reading time

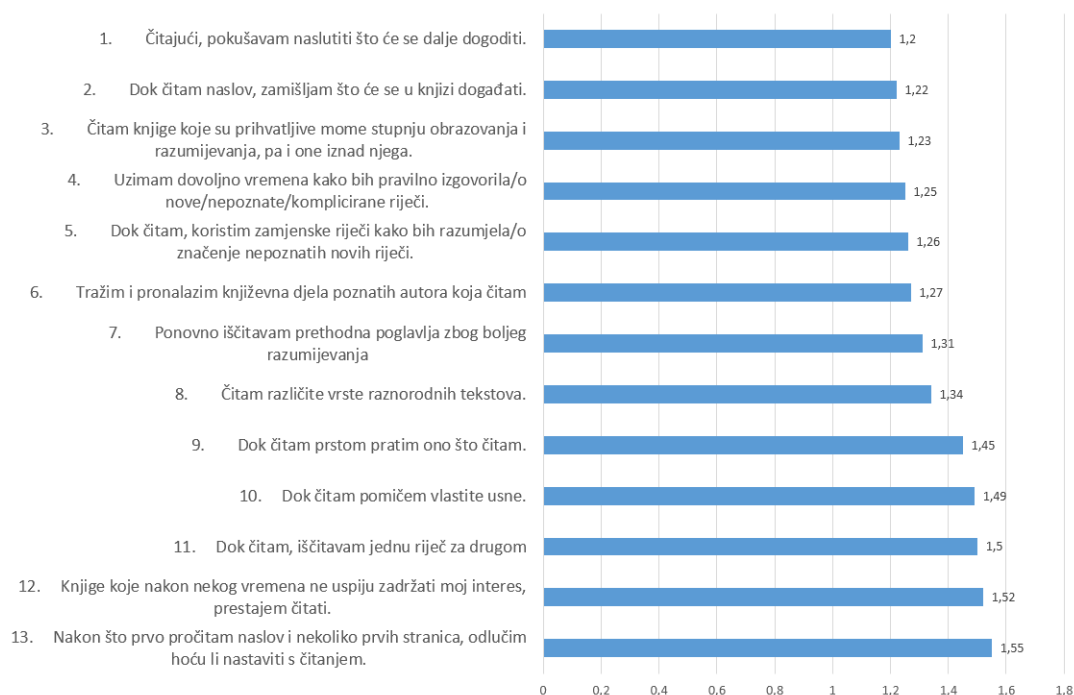


As shown in Table 32 and Figure x, the students marked all **13 statements (question 25)**, as a good habit (1) or a bad habit (2). For less-than-average claims it can be argued that students recognize them as good habits. For example, when *While reading I'm trying to figure out what's going to happen*, the students recognize it as a good habit ($M = 1.2$, $SD = 0.403$), and as a bad habit they recognize the claim. *After reading the title and several first pages I decide if I am going to continue reading* ($M=1,55$; $SD=0,497$).

Table 32. Identification of good and bad readers' habits

	N	M	SD
1. While reading I try to guess what may happen next	4926	1,2	0,403
2. While reading the title, imagining what happens in the story	4927	1,22	0,414
3. I try to read books that are at my ability level or higher	4911	1,23	0,423
4. I take the time to sound difficult new words out	4897	1,25	0,435
5. I use other words in the book to understand the meaning of difficult new words	4920	1,26	0,439
6. I find books by popular authors to read	4993	1,27	0,446
7. I go back to the previous chapter and read again	4948	1,31	0,461
8. I read a number of different texts	4885	1,34	0,473
9. I place a finger beneath the words being read	4924	1,45	0,497
10. Moving my lips while reading	4930	1,49	0,5
11. I look at one word at a time while reading	4921	1,5	0,5
12. I stop reading self-selected books that don't hold my interest	4922	1,52	0,5
13. I Read the book cover and the first few pages when choosing what to read	4918	1,55	0,497

Figure 18. Recognizing good and bad readers' habits





Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+

ANNEX

http://handbook4rspreaders.org/files/Reading-habits-questionnaire_f.pdf

This publication reflects the views only of the author, and the Commission can not be held responsible for any use which may be made of the information contained there.