

Starting Cohort 3: 5th Grade (SC3)

Starting Cohort 4: 9th Grade (SC4)

Main Study 2010/11 (A28, A56)

German Teachers

*PAPI Questionnaire with Variables (ID 35)*

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University of Bamberg, National Educational Panel Study (NEPS), 96045 Bamberg

<https://www.neps-data.de>

Principal Investigator: Prof. Dr. Hans-Günther Roßbach

Vice Managing Director: Prof. Dr. Sabine Weinert

Executive Director of Research: Dr. Jutta von Maurice

Executive Director of Administration: Dipl. sc. pol. Univ. Dipl.-Betriebswirt (FH) Gerd Bolz  
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## General Questions on German Classes

First of all, we would like to ask you questions on how you conduct and organize the German lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

<b>1 How many hours of German lessons per week have been regularly planned for the current six months of the year and how many minutes does one lesson last?</b>	
<i>Please enter figures right-aligned.</i>	
[Number of lessons]	_ _ _
[Minutes per lesson]	_ _ _

Variables	
ed0001h	Lessons German lessons (number)
ed0001m	Lessons German lessons (min.)

<b>2 How many lessons per week have been planned for additional remedial teaching in the current six months of the year?</b>	
<i>If no additional remedial teaching in German is planned, please enter "Zero" (0). Please enter figures right-aligned.</i>	
_ _ _  [Number of lessons]	

Variables	
ed0002h	Lessons German remedial teaching

<b>3 How many of the planned German lessons have been cancelled in the current school year so far?</b>	
<i>If no German lessons were cancelled, please enter "Zero" (0). Please enter figures right-aligned.</i>	
_ _ _  [Number of lessons]	

Variables	
ed0003h	Cancellation lessons

<b>4 How often do you use the following social forms of learning in this class?</b>						
<i>Please check one box in each line.</i>						
	never [1]	once to twice per school year [2]	every few months [3]	every two to four times per week [4]	once per week [5]	(almost) every lesson [6]
Work with small student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion rounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups of homogeneous gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students acting as tutors (“Learning by Teaching“, peer tutoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project-based learning: the students work in groups on a certain subject and then present the results of their work,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class and I have discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students work on job sheets by themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One student presents something to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explain something to the entire class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0004a	Social forms- student groups
ed0004b	Social forms- partner work
ed0004c	Social forms- discussion rounds
ed0004d	social forms- groups of homogeneous gender
ed0004e	Social forms- tutoring
ed0004f	Social forms- project-based learning
ed0004g	Social forms- discussion
ed0004h	Social forms- individual work
ed0004i	Social forms- presentation
ed0004j	Social forms- explaining

<b>5 How often do the following statements apply to German lessons in this class? The students...</b>						
<i>Please check one box in each line.</i>						
	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]	
... have the freedom to develop their own understanding during reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
... consciously and selectively discuss things with me and their classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
... are requested to comment orally, express their own views or personal impressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
... are asked questions that show whether they have understood the subject matter in depth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
... are asked questions that show whether they are able to critically assess and analyze the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
... may steer discussion in new directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

... are requested by me to pick up the questions and comments of the classmates..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... actually pick up the questions and comments of the classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... answer me or their classmates by providing counterarguments or comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... question the interpretation of texts (e.g. by showing alternative perspectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are asked questions during which the subject matter has to be critically reviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0005a	Cognitive activation- own understanding
ed0005b	Cognitive activation- selected discussion
ed0005c	Cognitive activation- expressing views
ed0005d	Cognitive activation- in-depth understanding
ed0005e	Cognitive activation- analysis and assessment
ed0005f	Cognitive activation- new discussion
ed0005g	Cognitive activation- picking up comments 1
ed0005h	Cognitive activation- picking up comments 2
ed0005i	Cognitive activation- counterarguments
ed0005j	Cognitive activation- critical interpretation
ed0005k	Cognitive activation- critical reflexion

<b>6 To what extent do the following statements apply to the assignments that you give your students during German lessons in this class?</b>					
<i>Please check one box in each line.</i>					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I give them assignments that do not only involve the identification of standard solutions but also the right approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give them assignments for which the students need time to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give them assignments for which the students have to show different approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give them assignments that require explanations and profound comments rather than simple solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
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ed0006a	Assignments- solution right approach
ed0006b	Assignments- time to solve
ed0006c	Assignments- different approaches
ed0006d	Assignments- explanations rather than simple solutions

<b>7 How often do you use the following types of learning success control?</b>						
<i>Please check one box in each line.</i>						
	never [1]	once to twice per school year [2]	every few months [3]	every two to four times per week [4]	once per week [5]	(almost) every lesson [6]
Tests/ written class tests developed by me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/ comparative work, i.e. the same written class tests for all classes and learning groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation of degree of cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student folders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0007a	Learning success control- tests
ed0007b	Learning success control- comparative work
ed0007c	Learning success control- cooperation
ed0007d	Learning success control- oral testing
ed0007e	Learning success control- diagnostic tests
ed0007f	Learning success control- project-based work
ed0007g	Learning success control- homework
ed0007h	Learning success control- student folders
ed0007i	Learning success control- portfolios

<b>8 For what purpose have you used the following types of learning success control?</b>		
<i>If you do not use one of the following types of learning success control at all, do not check anything in the respective line. Several checks are possible in each line.</i>		
	not checked [0]	checked [1]
Tests/ written class tests developed by me	<input type="checkbox"/>	<input type="checkbox"/>
Tests/ written class tests developed by me [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>

Tests/ written class tests developed by me [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Tests/ written class tests developed by me [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/ comparative work, i.e. the same written class tests for all classes and learning groups [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/ comparative work, i.e. the same written class tests for all classes and learning groups [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/ comparative work, i.e. the same written class tests for all classes and learning groups [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Parallel/ comparative work, i.e. the same written class tests for all classes and learning groups [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of degree of cooperation [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of degree of cooperation [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of degree of cooperation [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Observation of degree of cooperation [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Oral testing of students [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>

Diagnostic tests or externally developed standardized tests [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic tests or externally developed standardized tests [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Project-based work [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Homework, home assignments [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Student folders [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning process [for grading]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning process [to check whether the students have done their work seriously]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning process [to use the results for planning the lesson and/or select new assignments and exercises]	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of the learning process [to analyse mistakes of weaker students]	<input type="checkbox"/>	<input type="checkbox"/>
Variables		



ed0108a	Tests: grading
ed0208a	Tests: checking
ed0308a	Tests: planning
ed0408a	Tests: analysis of mistakes
ed0108b	Parallel/comparative class tests: grading
ed0208b	Parallel/comparative class tests: checking
ed0308b	Parallel/comparative class tests: planning
ed0408b	Parallel/comparative class tests: analysis of mistakes
ed0108c	Observation of degree of cooperation: grading
ed0208c	Observation of degree of cooperation: checking
ed0308c	Observation of degree of cooperation: planning
ed0408c	Observation of degree of cooperation: analysis of mistakes
ed0108d	Oral testing: grading
ed0208d	Oral testing: checking
ed0308d	Oral testing: planning
ed0408d	Oral testing: analysis of mistakes
ed0108e	Diagnostic/standardized tests: grading
ed0208e	Diagnostic/standardized tests: checking
ed0308e	Diagnostic/standardized tests: planning
ed0408e	Diagnostic/standardized tests: analysis of mistakes
ed0108f	Project-based work: grading
ed0208f	Project-based work: checking
ed0308f	Project-based work: planning
ed0408f	Project-based work: analysis of mistakes
ed0108g	Homework: grading
ed0208g	Homework: checking
ed0308g	Homework: planning
ed0408g	Homework: analysis of mistakes
ed0108h	Student folders: grading
ed0208h	Student folders: checking
ed0308h	Student folders: planning
ed0408h	Student folders: analysis of mistakes
ed0108i	Portfolio of the learning process: grading
ed0208i	Portfolio of the learning process: checking
ed0308i	Portfolio of the learning process: planning
ed0408i	Portfolio of the learning process: analysis of mistakes

<b>9 To what extent do the following statements apply to your German lessons in this case?</b>					
<i>Please check one box in each line.</i>					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I demand much less from students who are less capable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I form groups of students with similar capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I form groups of students with different capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give students differently complex homework based on their capability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let quicker students move on to the next assignment while I am still practicing or reviewing things with the slower ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If students have not understood a problem, I give them additional assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give more capable students extra assignments that are really challenging for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0009a	Groups of students- demand
ed0009b	Groups of students- similar capabilities
ed0009c	Groups of students- different capabilities
ed0009d	Groups of students- different homework
ed0009e	Groups of students- slow/ quick students
ed0009f	Groups of students- additional assignments
ed0009g	Groups of students- extra assignments

### Questions on Spelling Lessons

At high school level I, the survey of competences in the written language, particularly in spelling, is a core feature of NEPS. Therefore, we are interested in finding out how you pick out spelling as a central theme in German lessons.

<b>10</b>	<b>How much time of the German lessons do you put at an average into spelling per week in this class?</b>
<i>Please check only one answer.</i>	
None [1]	<input type="checkbox"/>
Just a small portion [2]	<input type="checkbox"/>
About one-fourth [3]	<input type="checkbox"/>
About one-third [4]	<input type="checkbox"/>
About one-half [5]	<input type="checkbox"/>
More than half [6]	<input type="checkbox"/>

Variables	
ed00100	Time (week) for spelling

**11 Do you consider the teaching time available for spelling sufficient?***Please check only one answer.*I would not need more time [1] I would need a little more time [2] I would need much more time [3] **Variables**

ed00110 Required time spelling

**12 How much spelling homework do you give students at an average per week?***If you do not give any spelling homework, please enter "Zero" (0). Please enter figures right-aligned.*

[Minutes per week of spelling homework] |\_\_|\_\_|\_\_|

**Variables**

ed0012m Spelling homework per week (min.)

**13 How often does the following occur in your spelling lessons?***Please check only one box in each line.*

	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]
I explain spelling rules to the entire class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone deals with his/her individual spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students practice spelling rules in partner work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students independently work on spelling job sheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We pick out spelling phenomena as a central theme and expound their problems jointly in spelling discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

ed0013a Methods spelling lessons- explain rules- teacher-centered

ed0013b Methods spelling lessons- individual work

ed0013c Methods spelling lessons- practice rules- partner work


ed0013d Methods spelling lessons- job sheets- independently

ed0013e Methods spelling lessons- spelling discussions


**14 To what extent are the following statements true?***Please check only one box in each line.*

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
In German spelling there are more exceptions than rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German spelling is mainly structured logically and understandably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In order to command German spelling, you have to learn much by heart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling competence will promote reading competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling competence will promote writing of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling competence will positively influence oral linguistic competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faulty spelling will affect my judgement of a student's text in terms of content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who read a lot will exhibit secure spelling abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0014a	Attitude (teacher)- spelling- more exceptions
ed0014b	Attitude (teacher)- spelling- logically and understandably
ed0014c	Attitude (teacher)- spelling- learning by heart
ed0014d	Attitude (teacher)- spelling- promotes reading
ed0014e	Attitude (teacher)- spelling- promotes writing
ed0014f	Attitude (teacher)- spelling- promotes linguistics
ed0014g	Attitude (teacher)- spelling- influence judgement content
ed0014h	Attitude (teacher)- spelling- read a lot

<b>15 What knowledge do you impart to your students during spelling lessons?</b>					
<i>Please check one box in each line.</i>					
	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]
Knowledge of rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely:					

Variables	
ed0015a	Spelling knowledge- rules
ed0015b	Spelling knowledge- problem solving
ed0015x	Spelling knowledge- other
ed0015c	Spelling knowledge- other: open

<b>16 What strategies and methods do you impart to your students?</b>					
<i>Please check one box in each line.</i>					
	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]
Deriving word spelling from speaking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizing word spelling by practicing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizing techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using PC spelling aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deriving word spelling based on the stem principle (terminal devoicing, umlauts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing complex words (prefix and suffix as well as conjugation and declination endings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Other, namely:]	 _____				

Variables	
ed0016a	Strategies- deriving (from speaking)
ed0016b	Strategies- memorizing (by practicing)
ed0016c	Strategies- memorizing techniques
ed0016d	Strategies- dictionaries
ed0016e	Strategies- PC spelling aids
ed0016f	Strategies- stem principle
ed0016g	Strategies- word analysis
ed0016x	Strategies- other
ed0016h	Strategies- other: open

<b>17 How often does the following occur in your spelling lessons?</b>					
<i>Please check one box in each line.</i>					
	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]
I give the students time to exchange views on spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give the students time to help each other with spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage the students to independently present their spelling problems in the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage the students to discuss spelling problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I ask the students not only to give the right answer but also to provide an explanation.

Variables	
ed0017a	Occurrence- time for exchange
ed0017b	Occurrence- mutual help
ed0017c	Occurrence- independence
ed0017d	Occurrence- discussion
ed0017e	Occurrence- explanation

<b>18 What is the basis for the assessment of your students' spelling performance?</b>					
<i>Please check one box in each line.</i>					
	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]
I have the students do dictations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I employ standardized tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use essay corrections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assess spelling in portfolios, project work and homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0018a	Assessment by dictations
ed0018b	Assessment by standardized tests
ed0018c	Assessment by essay correction
ed0018d	Assessment by assignments

<b>19 I impart the following control strategies in my spelling lessons:</b>					
<i>Please check one box in each line.</i>					
	Very seldom [1]	Seldom [2]	Sometimes [3]	Often [4]	Very often [5]
Controlling with the aid of dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling with the aid of partner work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling with the aid of rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlling with the aid of PC spelling aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0019a	Control strategies- dictionaries
ed0019b	Control strategies- partner work
ed0019c	Control strategies- rules
ed0019d	Control strategies- PC spelling aid

**20 How do you handle students who are not yet sufficiently proficient in spelling at the beginning of fifth grade? If all students you are teaching are sufficiently proficient in spelling, please proceed with question 21.**

*Please check one box in each line.*

	Not true [1]	Rather not true [2]	Rather true [3]	True [4]
I do not manage to consider these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach differentiated spelling lessons and consider the special educational requirement of these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the students participate in the in-house remedial spelling lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0020a	Special educational requirements- no consideration
ed0020b	Special educational requirements- differentiate
ed0020c	Special educational requirements- in-house remedial lessons

**21 How do you judge the possibilities in your school of promoting students with insufficient spelling proficiency?**

*Please check one box in each line.*

	Not true [1]	Rather not true [2]	Rather true [3]	True [4]
Remedial teaching time is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remedial teaching measures are available in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currently, selective advanced education programs are available for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0021a	Weaker students- remedial teaching time
ed0021b	Weaker students- Remedial teaching measures
ed0021c	Weaker students- advanced education programs

**22 To what extent are the following statements true?**


*Please check one box in each line.*

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
Good spelling performance is important for success in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good spelling performance is important for private life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good spelling is important for career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling is a "necessary evil" for students and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0022a	Importance spelling- success in school
ed0022b	Importance spelling- private life
ed0022c	Importance spelling- career opportunities
ed0022d	Importance spelling- necessary evil

<b>23 And what do you think about the following statements?</b>				
<i>Please check one box in each line.</i>				
	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
I am secure in new German spelling rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy teaching spelling lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is worth the time required for the spelling lessons in view of my students' learning success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
ed0023a	Attitude (teacher)- security
ed0023b	Attitude (teacher)- enjoy teaching
ed0023c	Attitude (teacher)- time required is worth it

<b>24 Do you have any comments on NEPS and/or this questionnaire? We would appreciate receiving any kind of critical comments and proposals!</b>	
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Variables	
ed00240	Comments on NEPS