Evaluation of the Reading habits survey

This questionnaire was created to trace reading habits and strategies of our students at the beginning of the project and at the end. One of our priorities when writing the project was to motivate our students to read more, to acquire reading strategies that help them enjoy reading more and through reading learn about our cultural heritage of all the participating countries.

Question 1: How much do you enjoy reading?

The question should uncover how many students enjoy reading in their everyday life. As is evident from the graphs only less than 20% of students do not like reading at all. The rest of the students accept reading as something that is normal part of their life and for more than 20 % it is an activity that brings them pleasure. As we can see, the number of students that find reading enjoyable increased during the project by almost 5 percent. It is also obvious, that overall the situation hasn´t changed much during the project. But we hope that in the next few years the results can be better as now, when all the materials are complete and ready to use, we will incorporate them into our lessons.
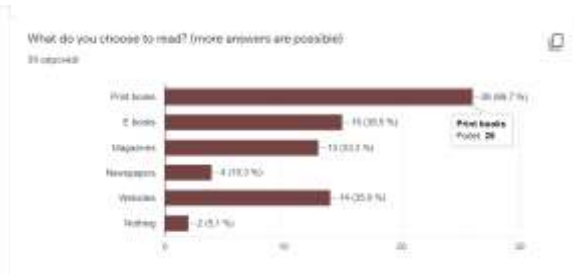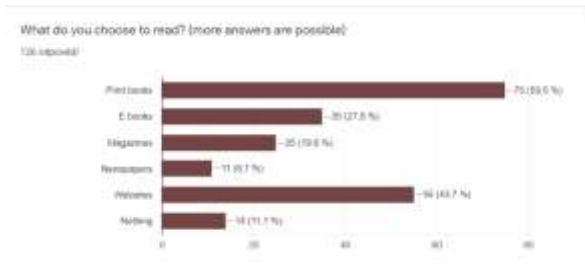

Question 2: How often do you read?

This question should unveil how often our students read in their free time. Again we can see, that only less than 20% of our students do not read at all. Most of them read once or twice a week. As we can see, the number of students who read once or twice a week increased

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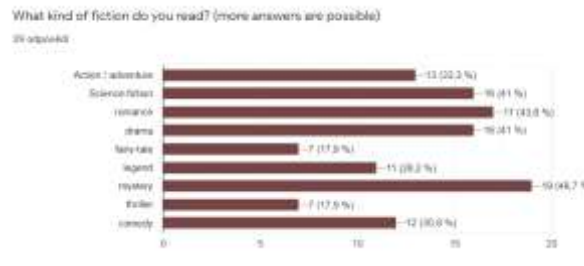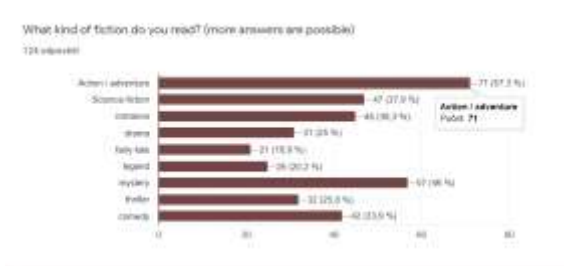Erasmus+ Programme
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during the project by 5% and the number of students who read three or four times a week increased by almost 14%, which is a very good result.
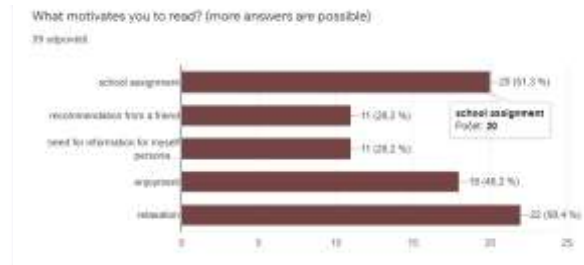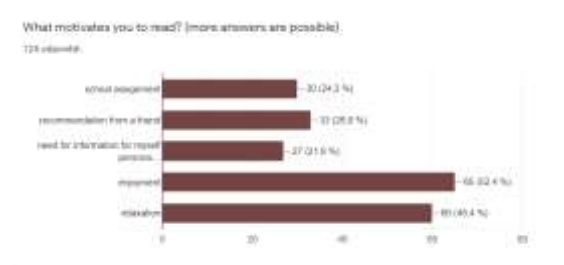

Question 3: What do you choose to read?

This question shows what type of media our students read. It is obvious, that print books were the most popular media at the beginning as well as at the end of the project, but we can see, that the preference of print books increased by 7 %, which is definitely a positive result. We also appreciate that E books became more popular among the students.

Question 4: What kind of fiction do you read?

In this question we wanted to find out what genres out students prefer to read. As our project is focused on legends and fairy tales, we hoped to raise awareness and motivation to read these kinds of books. It is obvious from the graph that we highly succeeded to meet our goals. At the beginning of the project the most popular kinds of literature were action and adventure books. At the end of the project the most popular genre are mystery books and as we can see, the preferences of legends increased by almost 8% .

Question 4: What motivates you to you read?

In this question we focused on the problem of motivation to read. As is obvious from the graph, at the beginning of the project students most often read for pleasure and enjoyment

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and also for relaxation. At the end of the project these two reasons were also at the peak (relaxation took over the leading role), but we can see that the school assignment became the second reason why students read. We believe that these are great results as they mirror the fact that during our project we tried to motivate our students to read in our Erasmus clubs and in the classes. We gave them reading assignments, worked with our stories and thus developed their reading competences and hopefully made reading an enjoyable activity for them.
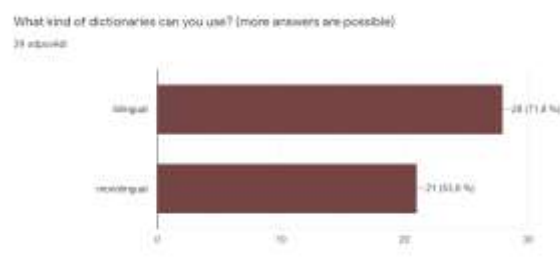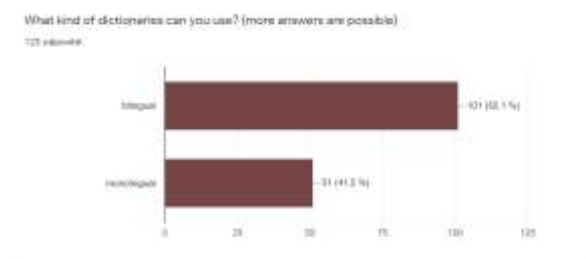
Question 5: I understand what I read.

This question should reveal how much students understand the texts they read. It is clear from the graphs that the reading competences of our students improved during the project. The answer "nothing!" completely disappeared from the graph which is a very positive mark. In addition, the number of students who understand everything or almost everything increased by 7%.

Question 6: When reading in English I understand…

In this question our students should have express how much they understand while reading in English. Even though the number of students who understand almost everything decreased by the time our project finished by 9%, it is obvious that reading competences for reading texts in English increased. The number of students who understand everything they read is 3% higher and the number of students who understand half of what they read increased by almost 10%.

Question 7: What kind of dictionaries can you use?

This question shows types of dictionaries our students can use. From the results it is clear that most of the students are able to use the dictionaries. Positive result of our project is, that a remarkable number of students learnt during the project how to use monolingual dictionaries.

What format of dictionaries do you prefer?
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What format of dictionaries do you prefer?

Question 8: What format of dictionaries do you prefer?

This last question of our questionnaire focused on the preferable types of dictionaries our students use. It is obvious that the preference of on-line dictionaries increased during the two years by 20%. This is a wonderful result of our project as we wished to teach our student to become more computer literate and learn how to use various kinds of tools. They were presented a range of on-line dictionaries to use for translating the legends and fairy-tales and they used them during the whole project.

Overall evaluation

To sum up, we can agree that the project activities helped to motivate our students to read (even though we had expected better results in this area), they raised their curiosity to read fantasy books, legends and fairy-tales, genres that develop children´s fantasy and imagination. Working on fairy-tales and legends also helped them to understand the history of their nation or region and also of all the partner countries. During the two-year project they improved their reading competences and incorporated reading into their daily routine. They learnt how to use monolingual dictionaries and started to use on-line dictionaries more than they used to. Working on the exercises for our workbook helped our students to develop various reading strategies that help them to understand more the texts they read. As a result, a lot of our students find reading an enjoyable activity.