1. ABOUT THE DATASET

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Title: GCSE English language adolescent reading survey

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Organisation(s): Institute of Education, University of Reading

Rights-holder(s): Beverley Jennings

Publication Year: 2025

Description: This is the survey, the code book and the primary data collected from a survey of students about their reading habits and their English language GCSE attainment. This data was used as part of a PhD project that examined the language of the English language GCSE exam texts and the challenge that this might present to students. The data from this survey was used to analyse the relationship between students’ English language GCSE attainment and their reading habits.

Changelog: n/a

Cite as: Jennings, Beverley (2025): GCSE English language student reading survey. University of Reading. Dataset. http://dx.doi.org/10.17864/1947.001404

Related publication: Jennings, B. Powell, D. Joseph, H. Are some types of reading more equal than others? Adolescent reading experience and the requirements of high-stakes assessments,

submitted to the *European Journal of Education* in November 2024 – under review

Contact: n/a

Acknowledgements: n/a

2. TERMS OF USE

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This dataset is licensed under a Creative Commons Attribution 4.0 International Licence: https://creativecommons.org/licenses/by/4.0/.

3. PROJECT AND FUNDING INFORMATION

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Title: The vocabulary challenge of the English Language GCSE Exam and the implications for adolescent reading experience

Dates: 2018-2025

Funding organisation: n/a

Grant no.: n/a

This dataset was part of a PhD project

4. CONTENTS

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File listing

GCSEEngLangStudentReadingSurvey.pdf

GCSEEngLangSurveyData.csv

GCSEEngLangSurveyCodebook.csv

5. METHODS

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The survey was created using an online survey tool (REDCap) and distributed to students via their educational institution email addresses, to be completed in their own time. The survey started with five questions asking for demographic information, then there was a question about attainment in the English language GCSE, and then respondents were asked about their reading habits. There were self-report indications of the types of genres that they read. They were asked to indicate which genres they read at all, which they read most often, which they enjoyed, which they read at school/college and which they read for pleasure. Respondents were then asked to estimate the time they spent reading each day and then to compare their own reading and enjoyment of reading to others on a five-point Likert scale. The survey then moved onto an author recognition test (ART) and finished with a vocabulary test.