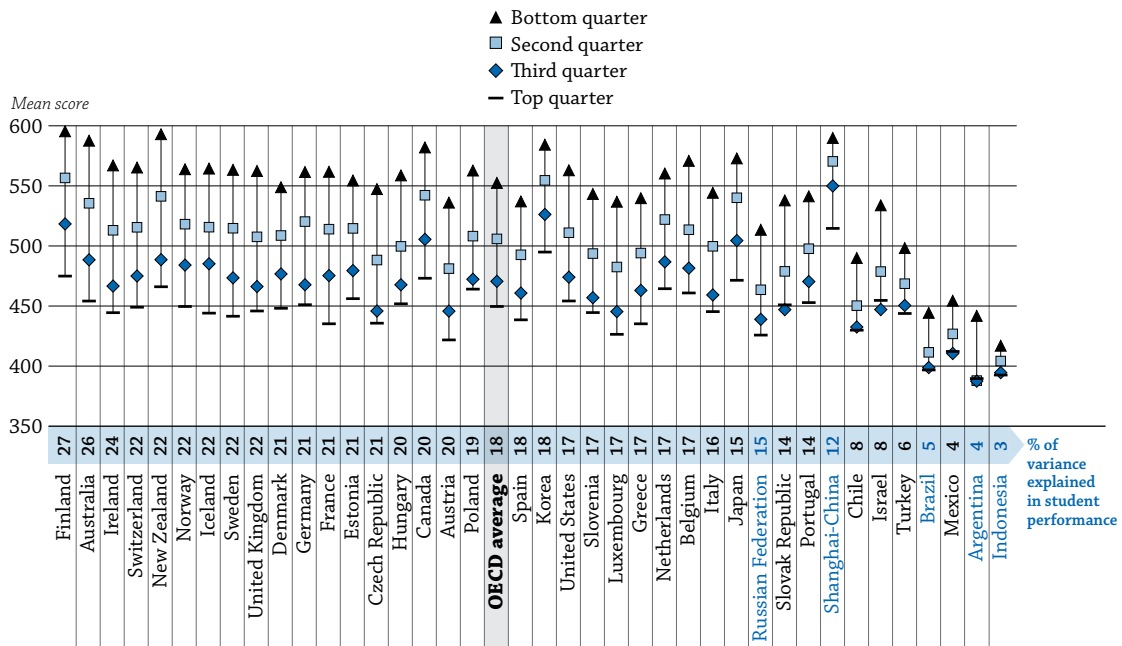


## ARE STUDENTS WHO ENJOY READING BETTER READERS?

- Across OECD countries, the quarter of students who most enjoy reading score one-and-a-half proficiency levels higher in reading than the quarter who enjoy reading the least.
- In most countries, students who read fiction for enjoyment are much more likely to be good readers.

**Chart A6.1. Relationship between enjoying reading and performance in reading**  
By national quarters of the index of enjoyment in reading



Countries are ranked in descending order of the percentage of explained variance in student performance.

Source: OECD, PISA 2009 Database, Table A6.1.

StatLink <http://dx.doi.org/10.1787/888932460306>

### How to read this chart

The chart shows the variation in student reading performance according to the quarter of the *index of enjoyment of reading* in which students are classified (see Definitions below). Countries are ranked according to the percentage of the variation in reading performance explained by the *index of enjoyment of reading* which is indicated next to the name of the country; thus, countries on the left part of the chart are those where a large share of variation in student performance can be explained by how much students reported enjoying reading. Countries where a relatively small share of this variation can be explained by how much students reported enjoying reading are in the right part of this chart.

### Context

Students who enjoy reading, and therefore make it a regular part of their lives, are able to build their reading skills through practice. PISA shows strong associations between reading enjoyment and performance. This does not mean that results show that enjoyment of reading has a direct impact on reading scores; rather, the finding is consistent with research showing that such enjoyment is an important precondition for becoming an effective reader. Therefore, to bolster reading performance, schools need to both instruct students in reading techniques and foster an interest in reading.

While the strongest readers are those who read fiction, in practice, many students show a preference for other reading materials that have more direct relevance to their daily lives. Encouraging reading of diverse materials, such as magazines, newspapers and non-fiction books, can help to make reading a habit, especially for some weaker readers who might not be inclined to read a work of fiction.

### ■ Other findings

- On average across OECD countries, **37% of students reported that they do not read for enjoyment at all.**
- **Students who read newspapers, magazines and non-fiction books are better readers in many countries**, although the effect of these materials on reading performance is not as much pronounced as the effect of fiction books.
- In every country, **girls read for enjoyment more than boys** (index for enjoyment is 0.31 and -0.31, respectively). Girls also read fiction and magazines more than boys, but boys are more likely to read newspapers and comic books.

### ■ Trends

Students in 2009 tended to be less enthusiastic about reading than their counterparts were in 2000. Across the 26 OECD countries that participated in both assessments, the percentage of students who reported reading for enjoyment fell from 69% to 64%. While the majority of students do read for enjoyment, the growth in the minority who do not should prompt schools to try to engage students in reading activities that they find relevant and interesting.

A6

Analysis

Enjoyment of reading and student performance

The quarter of students who show the highest levels of reading enjoyment attain at least proficiency Level 4, meaning that they have a 50% chance of completing a relatively complex reading task. In Australia and Finland, two of the best-performing countries overall, over 25% of differences in reading performance are associated with how much students enjoy reading. In these countries and in New Zealand, the quarter of students who enjoy reading the most reach exceptionally high levels of reading proficiency, around the middle of Level 4.

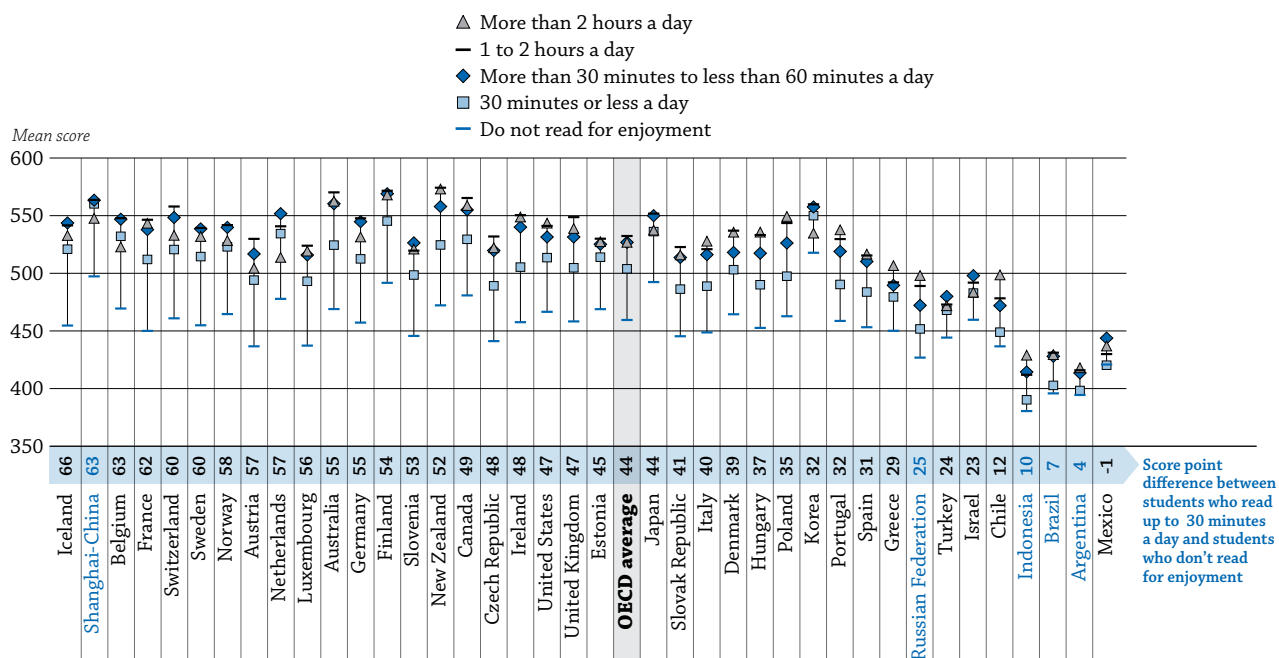
In 16 OECD countries, at least 20% of the variation in reading performance is explained by enjoyment of reading. On average in OECD countries, there is a difference of 103 points between the average scores of the top and bottom quarters of students ranked by reading enjoyment. The quarter of students who score the lowest are generally only able to perform relatively simple reading tasks at baseline proficiency Level 2 (see Definitions below).

PISA results show that the group of countries where enjoyment of reading makes the least difference in reading performance tend to have lower reading scores, overall, than those countries where enjoyment of reading makes more of a difference. However, this is not true in Japan, Korea and Shanghai-China (Chart A6.1).

Time spent reading for enjoyment is strongly related to reading performance. Better readers tend to read more because they are more motivated to read, which, in turn, leads to improved vocabulary and comprehension skills.

In all countries and economies that participated in PISA 2009, students who read for enjoyment tend to be more proficient readers than students who do not read for enjoyment. Chart A6.2 shows the average score in the PISA 2009 reading assessment for five groups of students in each country: students who do not read for enjoyment; students who read for enjoyment for up to 30 minutes per day; students who spend between half an hour and one hour daily reading for enjoyment; students who spend between one and two hours; and a group of extremely dedicated readers who reported spending more than two hours per day reading for enjoyment.

Chart A6.2. Relationship between time spent reading for enjoyment and performance in reading



Countries are ranked in descending order of the score point difference between students who read up to 30 minutes a day and students who don't read for enjoyment.

Source: OECD, PISA 2009 Database, Table A6.2.

StatLink <http://dx.doi.org/10.1787/888932460325>

On average across OECD countries, over one-third of students – and 40% or more in Austria, Belgium, the Czech Republic, Germany, Ireland, Japan, Luxembourg, the Netherlands, Norway, the Slovak Republic, Switzerland and the United States – reported that they did not read for enjoyment at all. The average score among these students, 460 points on the PISA reading scale, is well below the OECD average of 493 score points. Another one-third of students across OECD countries read for 30 minutes or less per day. Their mean performance, 504 score points, is in line with the OECD average. A further 17% of students across OECD countries read for between half-an-hour and one hour per day, and achieve an average score of 527 points. Students who reported reading for longer – between one and two hours per day – and assiduous readers, who read for enjoyment for more than two hours daily, achieve scores of 532 and 527 points, respectively (Table A6.2).

In more than two-thirds of countries that participated in PISA, the score point difference associated with at least some daily reading for enjoyment is far greater than the score point difference associated with increasing amounts of time spent reading. The gap in performance between students who read for enjoyment for 30 minutes or less per day and students who do not read for enjoyment at all is more than 30 points in 31 countries; in Belgium, France and Iceland it is more than 60 points. However, the performance gap between students who read for enjoyment between 30 minutes and one hour per day and students who read 30 minutes or less is more than 30 points in only five countries: Australia, the Czech Republic, Germany, Ireland and New Zealand. In no country is the performance gap between students who read for enjoyment between one and two hours per day and students who read between half-an-hour and one hour per day more than 20 points.

The poor reading performance among students who do not read for enjoyment at all demands that education systems encourage reading both in and outside of school. Given that the association between reading daily for enjoyment and reading proficiency is stronger than that between how many hours a day students read and reading proficiency, policy makers should focus on encouraging students to read daily for enjoyment rather than on how much time they spend reading.

### **Reading material and student performance**

PISA 2009 offers a valuable opportunity to explore the association between what students report reading in their free time and reading performance. Although no causal relationship can be established, PISA results offer a glimpse of how reading certain materials is associated with reading proficiency. Chart A6.3 presents the difference in reading performance between students who reported reading regularly, either several times a month or several times a week, and for their enjoyment, different types of material: magazines, comic books, fiction (novels, narratives, stories), non-fiction, and newspapers, and students who reported not reading these materials for enjoyment. Reading fiction for a student's own enjoyment appears to be positively associated with higher performance in the PISA 2009 reading assessment, while reading comic books is associated with little improvement in reading proficiency in some countries, and with lower overall reading performance in other countries (Table A6.3).

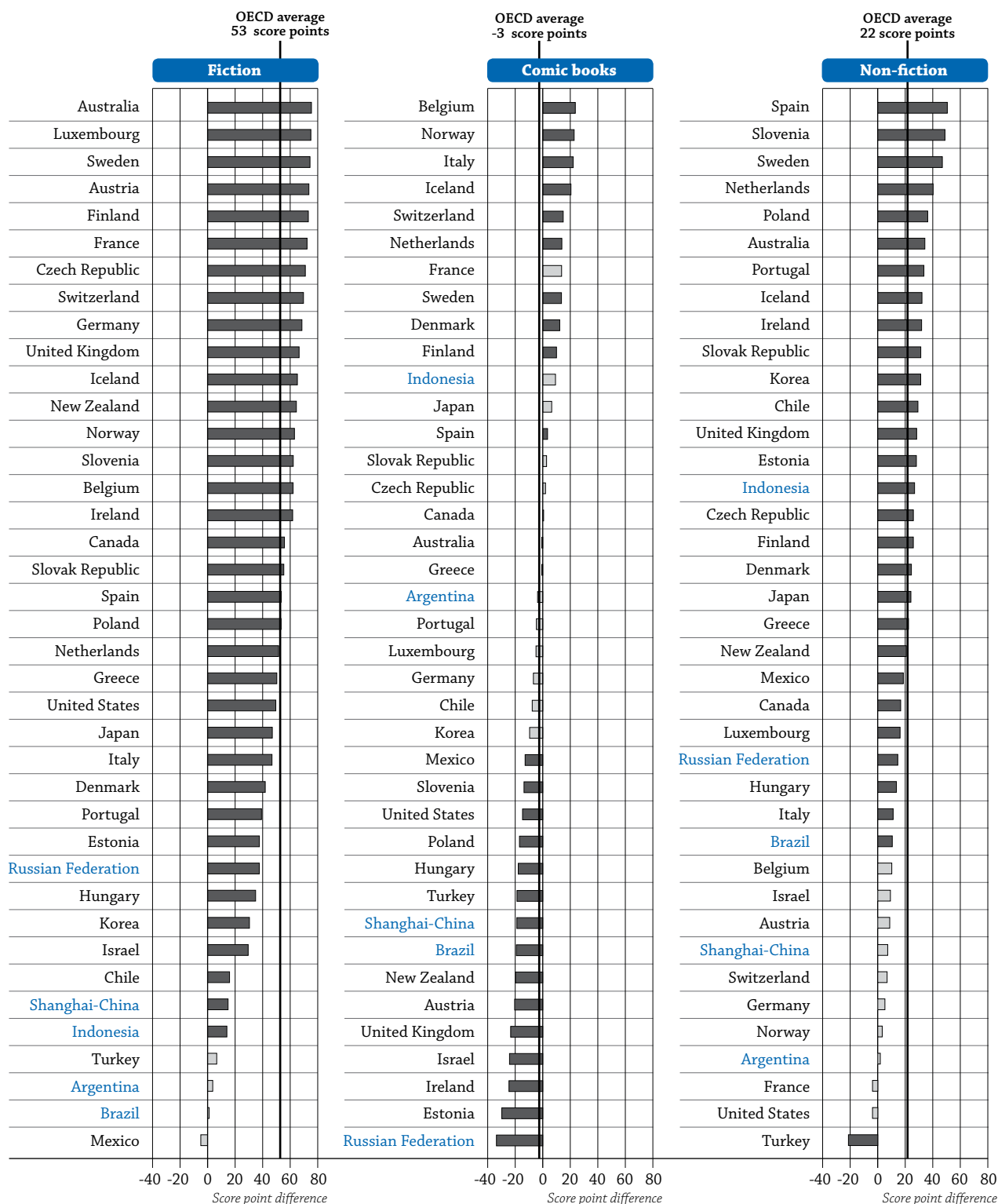
In most countries, students who read fiction are particularly likely to be good readers. On average across OECD countries, students who read fiction for their own enjoyment at least several times a month score 53 points above those who do so less frequently. This is equivalent to three-quarters of a proficiency level and more than a year's worth of formal schooling. However, the link between reading fiction and strong reading performance varies greatly across countries. In Argentina, Brazil, Mexico and Turkey there is no positive relationship of this kind. However, in the OECD countries Australia, Austria, Finland, Luxembourg and Sweden, there is a gap of at least one proficiency level between the scores of those 15-year-olds who read fiction frequently and those students who read fiction less often.

Students who read magazines and newspapers regularly for enjoyment also tend to be better readers than those who do not. However, the relationship is less strong than that between performance and reading fiction. Only in Iceland, Israel and Sweden do regular readers of newspapers score at least 35 points more, on average, than other students. Students who read magazines regularly score at least 35 points above those who do not in Finland, Hungary, the Netherlands and the Slovak Republic.

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**Chart A6.3. [1/2] Relationship between the types of materials students read and performance in reading**

Score point difference between students who read these materials and students who do not

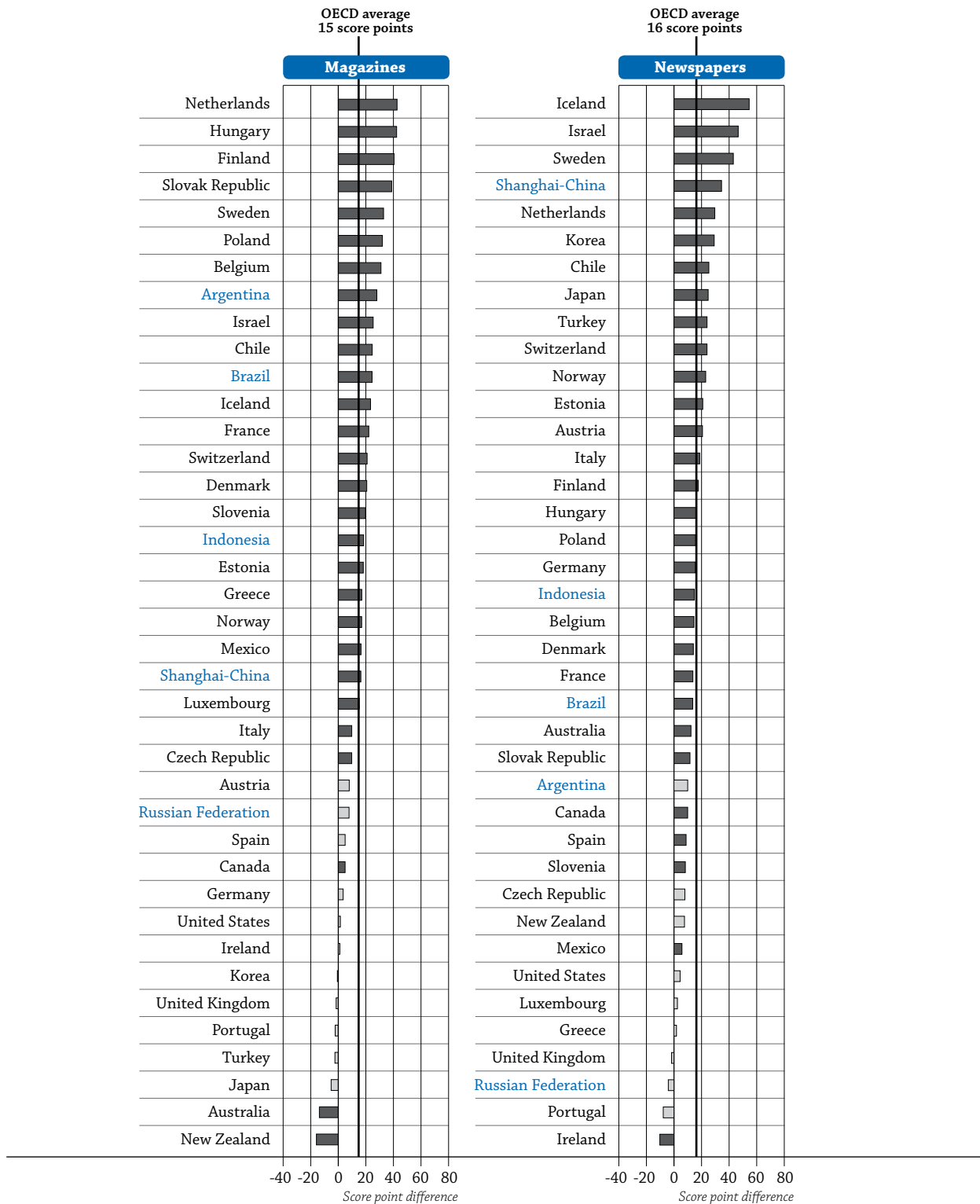


Note: Score point differences that are statistically significant are marked in a darker tone.

Source: OECD, PISA 2009 Database, Table A6.3.

StatLink <http://dx.doi.org/10.1787/888932460344>

**Chart A6.3. [2/2] Relationship between the types of materials students read and performance in reading**  
 Score point difference between students who read these materials and students who do not



**Note:** Score point differences that are statistically significant are marked in a darker tone.

**Source:** OECD, PISA 2009 Database, Table A6.3.

**StatLink** <http://dx.doi.org/10.1787/888932460344>

A6

Frequent readers of non-fiction read at a higher level than average in some countries, but in most countries, there is no significant positive relationship. The difference is greater than 35 score points in the Netherlands, Poland, Slovenia, Spain and Sweden.

Reading comic books is generally associated with a low level of reading performance. This could well be because weaker readers find comic books more accessible.

These findings need to be set alongside the actual frequency with which students read different materials for enjoyment. On average in OECD countries:

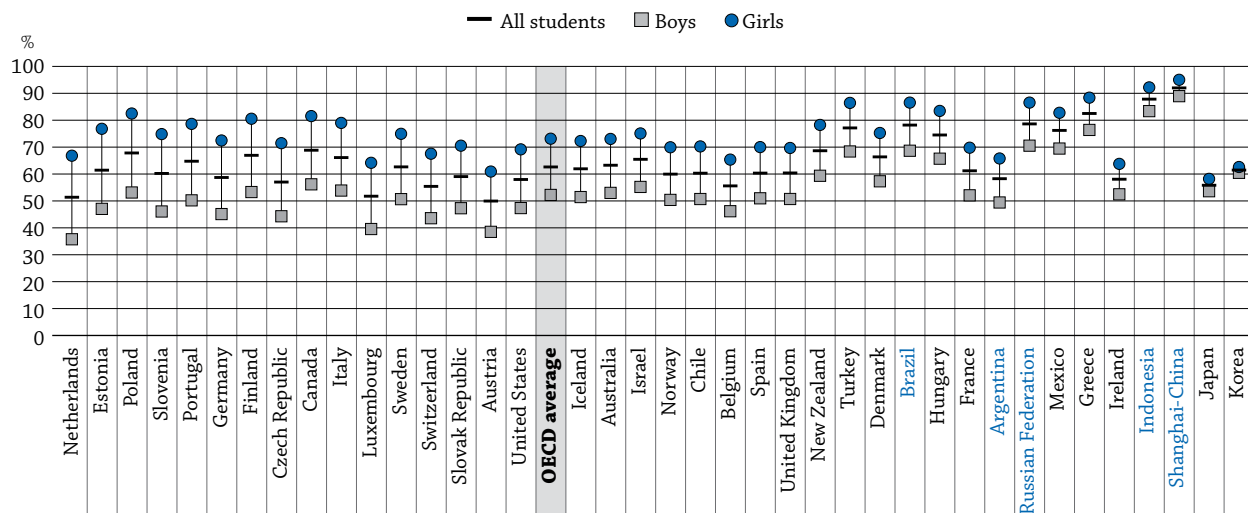
- 62% of students read newspapers at least several times a month;
- 58% read magazines;
- 31% read fiction;
- 22% read comic books; and
- 19% read non-fiction books.

### Reading habits of boys and girls

In every country except Korea, girls reported reading for enjoyment more than boys. On average across OECD countries, just over half of boys (52%) but nearly three-quarters of girls (73%) said that they read for enjoyment (Chart A6.4).

The gender gap in reading for enjoyment is greatest in Estonia and the Netherlands, where it is at least 30 percentage points. In 12 countries, only a minority of boys reported that they read for enjoyment. In Austria, Luxembourg and the Netherlands, fewer than 40% of boys said that they read for enjoyment.

**Chart A6.4. Percentage of students, by whether they spend any time reading for enjoyment and by gender**



Countries are ranked in descending order of the percentage point difference between girls and boys.

Source: OECD, PISA 2009 Database, Table A6.4.

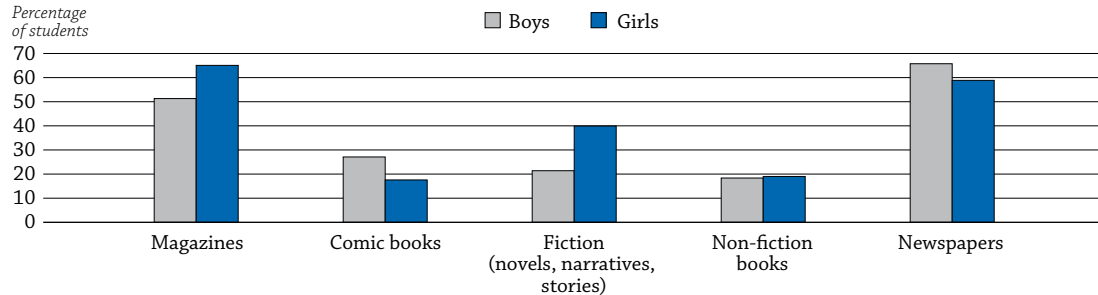
StatLink <http://dx.doi.org/10.1787/888932460363>

In some of the countries that show small gender differences in enjoyment of reading, both boys and girls are relatively unlikely to report that they enjoy reading. In Japan, for example, only 54% of boys and 58% of girls reported that they enjoy reading. In some countries, the narrow gender gap reflects the opposite: both boys and girls enjoy reading to nearly the same extent. For example, in Indonesia and in Shanghai-China, at least 80% of boys and 90% of girls reported that they read for enjoyment.

Other data from PISA show that girls and boys typically enjoy different kinds of reading. Girls are twice as likely to read fiction for enjoyment, and are more likely than boys to read magazines; boys more commonly read newspapers and comic books. The fact that two in three boys, on average in OECD countries, reported that they read newspapers for pleasure, compared to only one in five who said they read fiction for enjoyment, shows that there could be far more potential for strengthening boys’ reading skills by encouraging boys to read other materials in addition to literature (Chart A6.5).

**Chart A6.5. What boys and girls read for enjoyment, OECD average**

Percentage of boys and girls who reported that they read “several times a month” or “several times a week” the following materials because they want to

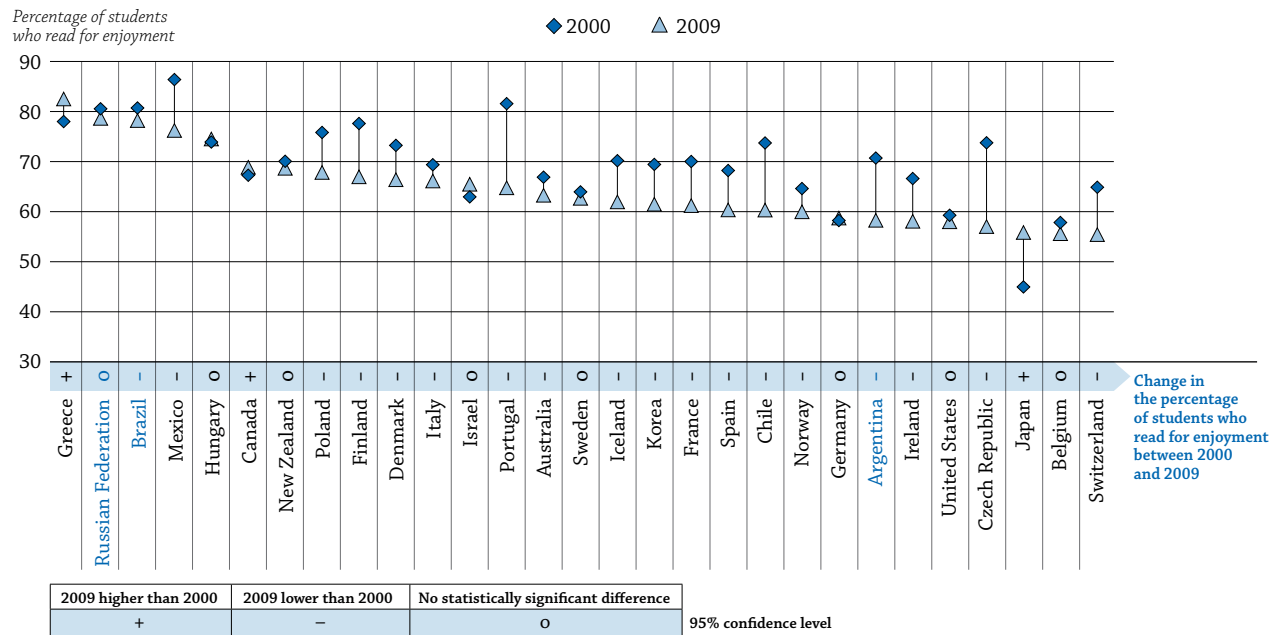


**Note:** All differences between boys and girls are significant.  
**Source:** OECD, PISA 2009 Database, Table A6.5, available on line.  
**StatLink** <http://dx.doi.org/10.1787/888932460382>

**Changes in whether students read for enjoyment**

In 18 of the 30 countries for which comparable data are available, the percentage of 15-year-olds who reported that they enjoy reading fell between 2000 and 2009. In nine countries it did not change significantly, and in three the percentage grew (Chart A6.6).

**Chart A6.6. Percentage of students who read for enjoyment in 2000 and 2009**



Countries are ranked in descending order of the percentage of students who read for enjoyment in 2009.

**Source:** OECD, PISA 2009 Database, Table A6.2.  
**StatLink** <http://dx.doi.org/10.1787/888932460401>



A6

The largest declines in reading enjoyment, by at least double the average rate, occurred in Argentina, Chile, the Czech Republic, Finland, Mexico, Portugal. In some cases, students who had been very enthusiastic about reading in 2000 were considerably less so in 2009. For example, in Portugal, more than one student in three did not read for enjoyment in 2009, compared to fewer than one in five in 2000.

In three countries, however, the percentage of students who reported that they read for enjoyment rose. The increase was greatest in Japan, where the smallest proportion of students – just 45% – reported that they read for enjoyment in 2000. By 2009 this proportion had grown to 56%, although this was still well below the OECD average.

### Definitions

The **index of enjoyment of reading** was derived from students' level of agreement with the following statements: *i)* I read only if I have to; *ii)* reading is one of my favourite hobbies; *iii)* I like talking about books with other people; *iv)* I find it hard to finish books; *v)* I feel happy if I receive a book as a present; *vi)* for me, reading is a waste of time; *vii)* I enjoy going to a bookstore or library; *viii)* I read only to get information that I need; *ix)* I cannot sit still and read for more than a few minutes; *x)* I like to express my opinions about books I have read; and *xi)* I like to exchange books with my friends.

PISA **reading proficiency levels** summarise student performance on a scale that provides an overall picture of students' accumulated reading skills, knowledge and understanding at age 15. Seven levels of reading proficiency were constructed for PISA 2009, with Level 6 describing very high levels of proficiency and Level 1b describing students with the least proficiency in reading. Level 2 is considered the baseline level of proficiency, at which students begin to demonstrate the reading skills that will enable them to participate effectively and productively in life. Students at that level can locate information that meets several conditions, make comparisons or contrasts around a single feature, work out what a well-defined part of a text means, even when the information is not prominent, and make connections between the text and personal experience. Across OECD countries, some 81% of students are proficient at reading at Level 2 or higher. Students who attain Level 4 proficiency can tackle more difficult reading tasks, such as locating embedded information, construing meaning from nuances of language, and critically evaluating a text. Across OECD countries, 28% of students are proficient at Level 4 or higher.

### Methodology

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

### References

OECD (2010c), *PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices* (Volume III), OECD, Paris.

The following additional material relevant to this indicator is available on line:

- **Table A6.5. Percentage of boys and girls who read diverse materials**


StatLink  <http://dx.doi.org/10.1787/888932462852>

Table A6.1. [1/2] **Index of enjoyment of reading and reading performance, by national quarters of this index**  
*Results based on students' self-reports*

		Index of enjoyment of reading															
		All students		Boys		Girls		Gender difference (B - G)		Bottom quarter		Second quarter		Third quarter		Top quarter	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
OECD	Australia	0.00	(0.02)	-0.33	(0.02)	0.31	(0.02)	<b>-0.64</b>	(0.03)	<b>-1.36</b>	(0.01)	-0.37	(0.00)	0.31	(0.00)	<b>1.42</b>	(0.01)
	Austria	-0.13	(0.03)	-0.55	(0.03)	0.26	(0.03)	<b>-0.81</b>	(0.04)	<b>-1.52</b>	(0.02)	-0.65	(0.01)	0.16	(0.01)	<b>1.47</b>	(0.02)
	Belgium	-0.20	(0.02)	-0.45	(0.02)	0.07	(0.02)	<b>-0.52</b>	(0.03)	<b>-1.42</b>	(0.01)	-0.58	(0.00)	0.11	(0.01)	<b>1.11</b>	(0.01)
	Canada	0.13	(0.01)	-0.28	(0.02)	0.55	(0.02)	<b>-0.83</b>	(0.02)	<b>-1.25</b>	(0.01)	-0.24	(0.00)	0.45	(0.00)	<b>1.57</b>	(0.01)
	Chile	-0.06	(0.01)	-0.28	(0.02)	0.16	(0.02)	<b>-0.44</b>	(0.02)	<b>-1.01</b>	(0.01)	-0.37	(0.00)	0.10	(0.00)	<b>1.02</b>	(0.02)
	Czech Republic	-0.13	(0.02)	-0.44	(0.02)	0.22	(0.02)	<b>-0.66</b>	(0.03)	<b>-1.21</b>	(0.01)	-0.46	(0.00)	0.10	(0.00)	<b>1.06</b>	(0.02)
	Denmark	-0.09	(0.02)	-0.35	(0.02)	0.17	(0.02)	<b>-0.52</b>	(0.03)	<b>-1.17</b>	(0.01)	-0.40	(0.01)	0.15	(0.01)	<b>1.07</b>	(0.02)
	Estonia	-0.03	(0.02)	-0.38	(0.02)	0.33	(0.02)	<b>-0.71</b>	(0.03)	<b>-1.07</b>	(0.01)	-0.37	(0.00)	0.20	(0.01)	<b>1.10</b>	(0.02)
	Finland	0.05	(0.02)	-0.41	(0.02)	0.50	(0.02)	<b>-0.91</b>	(0.03)	<b>-1.25</b>	(0.02)	-0.28	(0.01)	0.36	(0.01)	<b>1.35</b>	(0.02)
	France	0.01	(0.03)	-0.23	(0.03)	0.24	(0.03)	<b>-0.47</b>	(0.04)	<b>-1.26</b>	(0.01)	-0.33	(0.01)	0.34	(0.01)	<b>1.30</b>	(0.02)
	Germany	0.07	(0.02)	-0.38	(0.02)	0.52	(0.03)	<b>-0.89</b>	(0.03)	<b>-1.33</b>	(0.01)	-0.45	(0.01)	0.42	(0.01)	<b>1.63</b>	(0.02)
	Greece	0.07	(0.02)	-0.24	(0.02)	0.36	(0.02)	<b>-0.60</b>	(0.03)	<b>-0.95</b>	(0.01)	-0.22	(0.00)	0.29	(0.01)	<b>1.14</b>	(0.02)
	Hungary	0.14	(0.02)	-0.15	(0.03)	0.43	(0.02)	<b>-0.58</b>	(0.04)	<b>-0.94</b>	(0.01)	-0.19	(0.01)	0.37	(0.01)	<b>1.30</b>	(0.02)
	Iceland	-0.06	(0.02)	-0.38	(0.02)	0.25	(0.02)	<b>-0.63</b>	(0.03)	<b>-1.28</b>	(0.02)	-0.43	(0.01)	0.18	(0.01)	<b>1.27</b>	(0.02)
	Ireland	-0.08	(0.02)	-0.30	(0.03)	0.15	(0.03)	<b>-0.45</b>	(0.04)	<b>-1.30</b>	(0.02)	-0.44	(0.01)	0.19	(0.01)	<b>1.23</b>	(0.02)
	Israel	0.06	(0.02)	-0.26	(0.03)	0.35	(0.03)	<b>-0.60</b>	(0.04)	<b>-1.16</b>	(0.01)	-0.28	(0.00)	0.31	(0.01)	<b>1.35</b>	(0.02)
	Italy	0.06	(0.01)	-0.27	(0.01)	0.41	(0.01)	<b>-0.68</b>	(0.02)	<b>-1.10</b>	(0.01)	-0.28	(0.00)	0.37	(0.00)	<b>1.27</b>	(0.01)
	Japan	0.20	(0.02)	0.02	(0.03)	0.38	(0.02)	<b>-0.36</b>	(0.03)	<b>-1.07</b>	(0.01)	-0.19	(0.01)	0.48	(0.01)	<b>1.58</b>	(0.02)
	Korea	0.13	(0.02)	0.00	(0.02)	0.27	(0.02)	<b>-0.27</b>	(0.03)	<b>-0.82</b>	(0.01)	-0.15	(0.00)	0.31	(0.00)	<b>1.17</b>	(0.02)
	Luxembourg	-0.16	(0.02)	-0.51	(0.02)	0.20	(0.03)	<b>-0.71</b>	(0.03)	<b>-1.43</b>	(0.02)	-0.58	(0.01)	0.12	(0.01)	<b>1.25</b>	(0.02)
	Mexico	0.14	(0.01)	-0.04	(0.01)	0.32	(0.01)	<b>-0.35</b>	(0.01)	<b>-0.77</b>	(0.01)	-0.13	(0.00)	0.32	(0.00)	<b>1.15</b>	(0.01)
Netherlands	-0.32	(0.03)	-0.66	(0.03)	0.02	(0.03)	<b>-0.69</b>	(0.03)	<b>-1.47</b>	(0.02)	-0.66	(0.01)	-0.03	(0.01)	<b>0.88</b>	(0.02)	
New Zealand	0.13	(0.02)	-0.17	(0.02)	0.44	(0.02)	<b>-0.61</b>	(0.03)	<b>-1.07</b>	(0.02)	-0.21	(0.01)	0.40	(0.01)	<b>1.41</b>	(0.02)	
Norway	-0.19	(0.02)	-0.50	(0.02)	0.13	(0.03)	<b>-0.63</b>	(0.03)	<b>-1.41</b>	(0.01)	-0.56	(0.01)	0.09	(0.01)	<b>1.12</b>	(0.02)	
Poland	0.02	(0.02)	-0.36	(0.02)	0.39	(0.03)	<b>-0.75</b>	(0.03)	<b>-1.21</b>	(0.01)	-0.43	(0.00)	0.21	(0.01)	<b>1.49</b>	(0.02)	
Portugal	0.21	(0.02)	-0.15	(0.02)	0.54	(0.02)	<b>-0.69</b>	(0.02)	<b>-0.87</b>	(0.02)	-0.09	(0.00)	0.44	(0.00)	<b>1.35</b>	(0.02)	
Slovak Republic	-0.10	(0.02)	-0.36	(0.02)	0.15	(0.02)	<b>-0.51</b>	(0.03)	<b>-1.07</b>	(0.02)	-0.41	(0.00)	0.06	(0.00)	<b>1.02</b>	(0.02)	
Slovenia	-0.20	(0.01)	-0.53	(0.02)	0.14	(0.02)	<b>-0.67</b>	(0.03)	<b>-1.35</b>	(0.01)	-0.55	(0.00)	0.06	(0.01)	<b>1.04</b>	(0.02)	
Spain	-0.01	(0.01)	-0.28	(0.02)	0.26	(0.01)	<b>-0.55</b>	(0.02)	<b>-1.15</b>	(0.01)	-0.35	(0.00)	0.23	(0.00)	<b>1.22</b>	(0.01)	
Sweden	-0.11	(0.02)	-0.47	(0.02)	0.26	(0.03)	<b>-0.72</b>	(0.03)	<b>-1.29</b>	(0.02)	-0.45	(0.01)	0.18	(0.00)	<b>1.14</b>	(0.02)	
Switzerland	-0.04	(0.02)	-0.44	(0.02)	0.37	(0.03)	<b>-0.80</b>	(0.03)	<b>-1.46</b>	(0.02)	-0.50	(0.01)	0.32	(0.01)	<b>1.48</b>	(0.02)	
Turkey	0.64	(0.02)	0.34	(0.02)	0.95	(0.02)	<b>-0.61</b>	(0.03)	<b>-0.34</b>	(0.01)	0.33	(0.00)	0.80	(0.00)	<b>1.77</b>	(0.02)	
United Kingdom	-0.12	(0.02)	-0.37	(0.02)	0.13	(0.02)	<b>-0.50</b>	(0.03)	<b>-1.29</b>	(0.02)	-0.45	(0.00)	0.14	(0.00)	<b>1.13</b>	(0.02)	
United States	-0.04	(0.03)	-0.35	(0.03)	0.28	(0.03)	<b>-0.63</b>	(0.03)	<b>-1.27</b>	(0.01)	-0.41	(0.00)	0.19	(0.01)	<b>1.33</b>	(0.02)	
	OECD average	0.00	(0.00)	-0.31	(0.00)	0.31	(0.00)	<b>-0.62</b>	(0.01)	<b>-1.17</b>	(0.00)	-0.36	(0.00)	0.26	(0.00)	<b>1.27</b>	(0.00)
Other G20	Argentina	-0.16	(0.02)	-0.34	(0.02)	-0.01	(0.02)	<b>-0.34</b>	(0.03)	<b>-1.02</b>	(0.01)	-0.43	(0.00)	0.00	(0.00)	<b>0.81</b>	(0.02)
	Brazil	0.27	(0.01)	0.05	(0.01)	0.47	(0.01)	<b>-0.42</b>	(0.02)	<b>-0.64</b>	(0.01)	-0.01	(0.00)	0.45	(0.00)	<b>1.28</b>	(0.01)
	Indonesia	0.43	(0.01)	0.32	(0.01)	0.55	(0.01)	<b>-0.22</b>	(0.02)	<b>-0.16</b>	(0.01)	0.27	(0.00)	0.55	(0.00)	<b>1.07</b>	(0.01)
	Russian Federation	0.07	(0.01)	-0.15	(0.02)	0.29	(0.02)	<b>-0.44</b>	(0.02)	<b>-0.73</b>	(0.01)	-0.19	(0.00)	0.23	(0.00)	<b>0.99</b>	(0.01)
	Shanghai-China	0.57	(0.01)	0.39	(0.02)	0.75	(0.01)	<b>-0.35</b>	(0.02)	<b>-0.29</b>	(0.01)	0.36	(0.00)	0.78	(0.00)	<b>1.43</b>	(0.01)

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2009 Database.



StatLink  <http://dx.doi.org/10.1787/888932462776>

Table A6.1. [2/2] **Index of enjoyment of reading and reading performance, by national quarters of this index**  
 Results based on students' self-reports

	Performance on the reading scale, by national quarters of this index								Change in the reading score per unit of this index	Increased likelihood of students in the bottom quarter of this index scoring in the bottom quarter of the national reading performance distribution		Explained variance in student performance (r-squared x 100)			
	Bottom quarter		Second quarter		Third quarter		Top quarter			Effect	S.E.	Ratio	S.E.	%	S.E.
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.							
OECD	Australia	<b>454</b>	(2.4)	489	(2.7)	536	(2.7)	<b>588</b>	(2.7)	<b>44.9</b>	(1.04)	<b>2.7</b>	(0.12)	26.0	(0.80)
	Austria	<b>422</b>	(3.5)	446	(3.8)	481	(4.2)	<b>536</b>	(4.2)	<b>37.2</b>	(1.63)	<b>2.0</b>	(0.15)	19.8	(1.40)
	Belgium	<b>461</b>	(2.4)	482	(3.2)	514	(3.7)	<b>571</b>	(2.9)	<b>40.9</b>	(1.21)	<b>1.8</b>	(0.10)	16.7	(0.93)
	Canada	<b>473</b>	(2.0)	506	(2.1)	542	(2.2)	<b>582</b>	(1.9)	<b>35.7</b>	(0.80)	<b>2.5</b>	(0.10)	20.1	(0.83)
	Chile	<b>430</b>	(3.3)	433	(4.1)	450	(3.7)	<b>490</b>	(3.6)	<b>29.0</b>	(1.57)	<b>1.4</b>	(0.09)	8.4	(0.84)
	Czech Republic	<b>436</b>	(3.3)	446	(3.7)	488	(2.8)	<b>547</b>	(3.5)	<b>46.0</b>	(1.53)	<b>2.0</b>	(0.11)	20.7	(1.10)
	Denmark	<b>448</b>	(3.1)	477	(3.4)	509	(2.9)	<b>549</b>	(3.1)	<b>43.2</b>	(1.46)	<b>2.5</b>	(0.16)	21.4	(1.27)
	Estonia	<b>456</b>	(3.2)	480	(3.2)	515	(3.3)	<b>555</b>	(3.4)	<b>43.3</b>	(1.71)	<b>2.4</b>	(0.17)	20.7	(1.28)
	Finland	<b>475</b>	(2.7)	518	(2.9)	557	(3.0)	<b>596</b>	(2.7)	<b>43.3</b>	(1.17)	<b>3.2</b>	(0.16)	27.0	(1.22)
	France	<b>435</b>	(4.9)	475	(3.7)	514	(4.0)	<b>562</b>	(4.1)	<b>47.1</b>	(2.28)	<b>2.5</b>	(0.16)	20.7	(1.55)
	Germany	<b>451</b>	(4.0)	468	(3.5)	520	(3.1)	<b>562</b>	(3.0)	<b>36.6</b>	(1.36)	<b>2.3</b>	(0.12)	21.0	(1.13)
	Greece	<b>435</b>	(6.2)	463	(6.0)	494	(4.6)	<b>540</b>	(3.3)	<b>46.8</b>	(2.35)	<b>2.3</b>	(0.15)	17.2	(1.36)
	Hungary	<b>452</b>	(3.8)	468	(3.5)	500	(4.9)	<b>559</b>	(3.4)	<b>45.1</b>	(1.92)	<b>2.1</b>	(0.16)	20.1	(1.61)
	Iceland	<b>444</b>	(2.8)	485	(2.7)	516	(3.3)	<b>564</b>	(2.5)	<b>43.4</b>	(1.37)	<b>2.7</b>	(0.18)	22.2	(1.12)
	Ireland	<b>445</b>	(3.9)	467	(3.6)	513	(4.0)	<b>567</b>	(3.0)	<b>45.1</b>	(1.56)	<b>2.4</b>	(0.15)	23.8	(1.36)
	Israel	<b>455</b>	(4.5)	447	(4.8)	479	(4.2)	<b>534</b>	(3.9)	<b>30.1</b>	(1.91)	<b>1.2</b>	(0.08)	7.9	(0.90)
	Italy	<b>445</b>	(2.3)	459	(2.0)	500	(2.2)	<b>544</b>	(2.1)	<b>40.4</b>	(1.02)	<b>1.9</b>	(0.07)	16.2	(0.71)
	Japan	<b>471</b>	(4.3)	505	(4.2)	540	(3.4)	<b>573</b>	(3.6)	<b>35.8</b>	(1.89)	<b>2.3</b>	(0.13)	15.0	(1.12)
	Korea	<b>495</b>	(4.5)	526	(3.6)	555	(3.5)	<b>584</b>	(3.4)	<b>40.4</b>	(2.29)	<b>2.5</b>	(0.15)	17.6	(1.35)
	Luxembourg	<b>426</b>	(2.7)	445	(2.9)	483	(3.4)	<b>537</b>	(2.7)	<b>39.9</b>	(1.34)	<b>1.9</b>	(0.12)	17.4	(1.09)
	Mexico	<b>412</b>	(2.3)	411	(2.4)	427	(2.3)	<b>454</b>	(2.4)	<b>21.6</b>	(1.12)	<b>1.2</b>	(0.04)	4.0	(0.40)
	Netherlands	<b>464</b>	(5.1)	487	(5.2)	522	(5.2)	<b>560</b>	(5.7)	<b>38.5</b>	(1.88)	<b>2.0</b>	(0.16)	16.7	(1.46)
	New Zealand	<b>466</b>	(3.3)	489	(3.2)	541	(3.8)	<b>593</b>	(3.2)	<b>48.2</b>	(1.56)	<b>2.3</b>	(0.15)	22.3	(1.37)
	Norway	<b>450</b>	(3.6)	484	(3.3)	518	(3.3)	<b>564</b>	(3.4)	<b>42.1</b>	(1.51)	<b>2.5</b>	(0.18)	22.2	(1.27)
	Poland	<b>464</b>	(3.4)	472	(3.5)	508	(3.3)	<b>563</b>	(3.1)	<b>35.2</b>	(1.31)	<b>1.9</b>	(0.13)	18.7	(1.19)
	Portugal	<b>453</b>	(3.4)	470	(3.7)	498	(3.3)	<b>541</b>	(3.3)	<b>35.6</b>	(1.59)	<b>1.9</b>	(0.11)	14.0	(1.00)
	Slovak Republic	<b>451</b>	(3.4)	447	(3.8)	479	(3.5)	<b>538</b>	(3.9)	<b>39.8</b>	(2.42)	<b>1.5</b>	(0.09)	14.3	(1.39)
	Slovenia	<b>445</b>	(2.3)	457	(2.4)	494	(2.4)	<b>543</b>	(2.6)	<b>39.0</b>	(1.39)	<b>1.9</b>	(0.10)	17.4	(1.09)
Spain	<b>439</b>	(2.6)	461	(2.5)	493	(2.3)	<b>537</b>	(1.9)	<b>38.4</b>	(0.97)	<b>2.2</b>	(0.11)	17.8	(0.74)	
Sweden	<b>442</b>	(3.3)	474	(3.8)	515	(3.8)	<b>563</b>	(3.6)	<b>46.8</b>	(1.54)	<b>2.4</b>	(0.18)	21.7	(1.32)	
Switzerland	<b>449</b>	(3.1)	475	(2.9)	516	(3.0)	<b>565</b>	(3.2)	<b>37.7</b>	(1.20)	<b>2.3</b>	(0.14)	22.4	(1.13)	
Turkey	<b>444</b>	(4.3)	451	(3.8)	469	(3.6)	<b>498</b>	(4.7)	<b>23.5</b>	(2.03)	<b>1.5</b>	(0.11)	6.2	(0.94)	
United Kingdom	<b>446</b>	(3.2)	466	(2.6)	508	(3.2)	<b>562</b>	(2.7)	<b>45.0</b>	(1.52)	<b>2.2</b>	(0.13)	21.5	(1.34)	
United States	<b>454</b>	(2.8)	474	(4.3)	511	(4.2)	<b>563</b>	(5.0)	<b>38.3</b>	(1.81)	<b>2.0</b>	(0.12)	17.5	(1.30)	
	<b>OECD average</b>	<b>450</b>	(0.6)	471	(0.6)	506	(0.6)	<b>553</b>	(0.6)	<b>39.5</b>	(0.28)	<b>2.1</b>	(0.02)	18.1	(0.20)
Other G20	Argentina	<b>390</b>	(4.9)	388	(5.6)	388	(5.3)	<b>442</b>	(6.6)	<b>27.4</b>	(3.65)	1.1	(0.07)	3.6	(0.91)
	Brazil	<b>397</b>	(2.7)	399	(3.8)	411	(3.3)	<b>444</b>	(3.8)	<b>25.8</b>	(1.87)	<b>1.2</b>	(0.06)	4.6	(0.62)
	Indonesia	<b>393</b>	(4.3)	395	(3.8)	404	(4.1)	<b>417</b>	(5.1)	<b>21.2</b>	(2.89)	<b>1.3</b>	(0.09)	2.5	(0.71)
	Russian Federation	<b>426</b>	(4.0)	439	(4.5)	464	(3.2)	<b>514</b>	(4.6)	<b>48.6</b>	(2.70)	<b>1.8</b>	(0.12)	14.5	(1.35)
	Shanghai-China	<b>515</b>	(3.3)	550	(3.3)	570	(2.9)	<b>590</b>	(3.2)	<b>39.8</b>	(2.56)	<b>2.4</b>	(0.16)	12.2	(1.22)

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2009 Database.

 StatLink  <http://dx.doi.org/10.1787/888932462776>

**Table A6.2. [1/2] Percentage of students and reading performance, by time spent reading for enjoyment**  
Results based on students' self-reports

		Percentage of students, by time spent reading for enjoyment											
		I do not read for enjoyment		I read for enjoyment								Total	
				30 minutes or less a day		More than 30 minutes to less than 60 minutes a day		1 to 2 hours a day		More than 2 hours a day			
				%	S.E.	%	S.E.	%	S.E.	%	S.E.		
<b>OECD</b>	<b>Australia</b>	36.7	(0.6)	30.7	(0.5)	18.0	(0.5)	9.0	(0.3)	5.5	(0.3)	63.3	(0.6)
	<b>Austria</b>	50.0	(0.9)	23.7	(0.6)	14.7	(0.7)	7.2	(0.4)	4.3	(0.3)	50.0	(0.9)
	<b>Belgium</b>	44.4	(0.8)	26.2	(0.5)	17.2	(0.5)	9.1	(0.3)	3.1	(0.2)	55.6	(0.8)
	<b>Canada</b>	31.1	(0.5)	30.5	(0.5)	19.0	(0.4)	13.3	(0.4)	6.0	(0.2)	68.9	(0.5)
	<b>Chile</b>	39.7	(0.8)	35.9	(0.7)	15.5	(0.5)	6.4	(0.4)	2.5	(0.2)	60.3	(0.8)
	<b>Czech Republic</b>	43.0	(0.8)	27.8	(0.7)	14.5	(0.5)	10.2	(0.5)	4.6	(0.3)	57.0	(0.8)
	<b>Denmark</b>	33.6	(0.9)	41.1	(0.8)	15.5	(0.7)	7.4	(0.5)	2.3	(0.2)	66.4	(0.9)
	<b>Estonia</b>	38.6	(1.1)	26.4	(0.8)	18.9	(0.7)	10.5	(0.4)	5.7	(0.4)	61.4	(1.1)
	<b>Finland</b>	33.0	(0.8)	32.4	(0.7)	18.6	(0.6)	12.7	(0.5)	3.2	(0.3)	67.0	(0.8)
	<b>France</b>	38.8	(1.0)	31.1	(0.8)	16.4	(0.6)	9.8	(0.5)	3.9	(0.3)	61.2	(1.0)
	<b>Germany</b>	41.3	(0.9)	24.7	(0.7)	16.8	(0.6)	11.3	(0.5)	5.9	(0.4)	58.7	(0.9)
	<b>Greece</b>	17.5	(0.8)	24.3	(0.8)	21.5	(0.7)	23.6	(0.7)	13.1	(0.6)	82.5	(0.8)
	<b>Hungary</b>	25.5	(0.8)	34.7	(0.8)	22.1	(0.7)	13.6	(0.6)	4.2	(0.3)	74.5	(0.8)
	<b>Iceland</b>	38.0	(0.8)	32.5	(0.8)	16.6	(0.5)	9.6	(0.5)	3.3	(0.3)	62.0	(0.8)
	<b>Ireland</b>	41.9	(1.0)	26.0	(0.7)	16.3	(0.6)	11.7	(0.6)	4.1	(0.3)	58.1	(1.0)
	<b>Israel</b>	34.5	(0.9)	26.5	(0.6)	16.3	(0.5)	15.8	(0.6)	6.9	(0.4)	65.5	(0.9)
	<b>Italy</b>	33.9	(0.6)	28.5	(0.4)	18.9	(0.3)	13.7	(0.3)	5.0	(0.2)	66.1	(0.6)
	<b>Japan</b>	44.2	(0.9)	25.4	(0.9)	16.4	(0.5)	9.6	(0.4)	4.4	(0.3)	55.8	(0.9)
	<b>Korea</b>	38.5	(0.8)	29.8	(0.8)	19.1	(0.6)	8.4	(0.4)	4.2	(0.3)	61.5	(0.8)
	<b>Luxembourg</b>	48.2	(0.8)	24.6	(0.7)	13.9	(0.6)	8.8	(0.5)	4.4	(0.3)	51.8	(0.8)
	<b>Mexico</b>	23.8	(0.4)	44.4	(0.4)	18.6	(0.3)	10.3	(0.2)	2.9	(0.2)	76.2	(0.4)
	<b>Netherlands</b>	48.6	(1.3)	30.8	(0.9)	12.6	(0.6)	6.3	(0.4)	1.8	(0.2)	51.4	(1.3)
	<b>New Zealand</b>	31.3	(0.8)	33.1	(0.8)	19.7	(0.7)	10.2	(0.4)	5.6	(0.3)	68.7	(0.8)
	<b>Norway</b>	40.0	(0.9)	32.9	(0.8)	16.8	(0.7)	6.9	(0.4)	3.4	(0.3)	60.0	(0.9)
	<b>Poland</b>	32.2	(0.8)	30.4	(0.8)	17.6	(0.6)	12.5	(0.6)	7.4	(0.4)	67.8	(0.8)
	<b>Portugal</b>	35.2	(0.7)	32.8	(0.6)	19.2	(0.5)	9.7	(0.4)	3.1	(0.2)	64.8	(0.7)
<b>Slovak Republic</b>	40.9	(1.1)	32.1	(0.8)	14.1	(0.7)	8.9	(0.5)	3.9	(0.3)	59.1	(1.1)	
<b>Slovenia</b>	39.8	(0.7)	34.5	(0.7)	15.6	(0.5)	8.0	(0.5)	2.2	(0.2)	60.2	(0.7)	
<b>Spain</b>	39.6	(0.7)	25.6	(0.5)	19.5	(0.5)	11.3	(0.4)	3.9	(0.2)	60.4	(0.7)	
<b>Sweden</b>	37.3	(0.9)	34.0	(0.7)	17.4	(0.6)	8.2	(0.4)	3.1	(0.3)	62.7	(0.9)	
<b>Switzerland</b>	44.6	(0.9)	30.1	(0.7)	14.4	(0.6)	8.0	(0.4)	2.9	(0.3)	55.4	(0.9)	
<b>Turkey</b>	22.9	(0.7)	27.5	(0.6)	22.2	(0.6)	21.5	(0.7)	6.0	(0.4)	77.1	(0.7)	
<b>United Kingdom</b>	39.6	(0.9)	31.5	(0.8)	15.5	(0.6)	9.8	(0.4)	3.6	(0.3)	60.4	(0.9)	
<b>United States</b>	42.0	(1.0)	29.3	(0.8)	15.1	(0.5)	8.7	(0.4)	4.9	(0.3)	58.0	(1.0)	
	<b>OECD average</b>	37.4	(0.1)	30.3	(0.1)	17.2	(0.1)	10.6	(0.1)	4.5	(0.1)	62.6	(0.1)
<b>Other G20</b>	<b>Argentina</b>	41.7	(1.0)	29.4	(0.8)	14.8	(0.6)	10.4	(0.6)	3.7	(0.3)	58.3	(1.0)
	<b>Brazil</b>	21.8	(0.6)	39.5	(0.5)	20.3	(0.5)	12.9	(0.4)	5.5	(0.3)	78.2	(0.6)
	<b>Indonesia</b>	12.1	(0.6)	37.9	(0.9)	26.7	(0.8)	15.2	(0.6)	8.0	(0.6)	87.9	(0.6)
	<b>Russian Federation</b>	21.4	(0.8)	31.1	(0.9)	27.5	(0.8)	13.2	(0.5)	6.9	(0.4)	78.6	(0.8)
	<b>Shanghai-China</b>	8.0	(0.4)	35.9	(0.8)	36.5	(0.7)	13.2	(0.5)	6.4	(0.3)	92.0	(0.4)

Source: OECD, PISA 2009 Database.


StatLink  <http://dx.doi.org/10.1787/888932462795>

Table A6.2. [2/2] **Percentage of students and reading performance, by time spent reading for enjoyment***Results based on students' self-reports*

	Performance on the reading scale, by time spent reading for enjoyment										Change between 2000 and 2009 in the percentage of students reading for enjoyment (PISA 2009 – PISA 2000)					
	I do not read for enjoyment		30 minutes or less a day		More than 30 minutes to less than 60 minutes a day		1 to 2 hours a day		More than 2 hours a day		All students		Boys		Girls	
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
<b>OECD</b>																
Australia	469	(2.2)	524	(2.6)	560	(3.0)	570	(3.5)	563	(4.0)	<b>-3.6</b>	(1.3)	<b>-6.9</b>	(1.9)	-1.5	(1.6)
Austria	437	(3.1)	494	(3.5)	517	(5.7)	530	(5.8)	504	(9.8)	m	m	m	m	m	m
Belgium	469	(2.7)	532	(2.9)	547	(3.1)	548	(4.2)	523	(8.2)	-2.2	(1.2)	-0.7	(1.7)	<b>-4.1</b>	(1.2)
Canada	481	(1.9)	530	(1.8)	555	(2.2)	565	(2.5)	559	(3.7)	<b>1.6</b>	(0.7)	-1.3	(1.0)	<b>4.5</b>	(0.7)
Chile	437	(3.3)	449	(3.5)	472	(4.1)	478	(6.7)	499	(8.3)	<b>-13.4</b>	(1.1)	<b>-16.6</b>	(1.5)	<b>-9.0</b>	(1.3)
Czech Republic	441	(3.2)	489	(3.5)	520	(4.5)	532	(4.0)	522	(6.7)	<b>-16.7</b>	(1.2)	<b>-17.0</b>	(1.7)	<b>-13.4</b>	(1.4)
Denmark	464	(2.9)	503	(2.5)	518	(3.0)	537	(3.9)	536	(9.5)	<b>-6.9</b>	(1.2)	<b>-6.8</b>	(1.7)	<b>-7.3</b>	(1.5)
Estonia	469	(2.8)	514	(3.4)	525	(3.9)	530	(4.8)	527	(6.1)	m	m	m	m	m	m
Finland	492	(2.5)	545	(2.7)	569	(3.3)	572	(4.0)	568	(9.1)	<b>-10.7</b>	(1.0)	<b>-11.4</b>	(1.6)	<b>-9.2</b>	(1.2)
France	450	(4.4)	512	(3.8)	538	(4.9)	546	(5.9)	543	(8.8)	<b>-8.8</b>	(1.3)	<b>-8.4</b>	(1.7)	<b>-9.0</b>	(1.6)
Germany	457	(3.5)	513	(3.3)	545	(3.5)	548	(4.5)	532	(6.8)	0.5	(1.2)	-0.4	(1.6)	1.6	(1.4)
Greece	450	(7.5)	480	(6.5)	490	(4.6)	492	(4.1)	507	(4.9)	<b>4.5</b>	(1.1)	1.0	(1.8)	<b>7.8</b>	(1.3)
Hungary	453	(4.2)	490	(3.5)	517	(4.3)	533	(4.8)	536	(9.1)	0.6	(1.2)	-1.0	(1.7)	2.3	(1.4)
Iceland	455	(2.5)	521	(2.6)	544	(3.8)	542	(4.5)	533	(9.4)	<b>-8.2</b>	(1.0)	<b>-11.5</b>	(1.7)	<b>-5.0</b>	(1.5)
Ireland	458	(3.5)	505	(3.9)	540	(3.8)	550	(4.5)	549	(8.2)	<b>-8.5</b>	(1.3)	<b>-5.1</b>	(1.9)	<b>-11.7</b>	(1.6)
Israel	460	(4.4)	483	(4.1)	498	(4.9)	492	(5.2)	484	(7.8)	2.5	(2.6)	3.3	(2.5)	5.0	(3.0)
Italy	449	(2.3)	489	(1.8)	516	(2.7)	521	(2.2)	528	(3.5)	<b>-3.3</b>	(1.2)	<b>-8.1</b>	(1.5)	2.3	(1.3)
Japan	492	(3.9)	536	(4.2)	550	(4.0)	552	(5.1)	537	(7.1)	<b>10.9</b>	(1.6)	<b>8.8</b>	(1.9)	<b>13.1</b>	(2.0)
Korea	518	(4.4)	550	(4.0)	558	(3.6)	560	(5.0)	535	(8.8)	<b>-8.0</b>	(1.2)	<b>-8.3</b>	(1.5)	<b>-7.7</b>	(2.0)
Luxembourg	437	(1.9)	493	(3.3)	516	(3.7)	524	(4.8)	519	(7.2)	m	m	m	m	m	m
Mexico	421	(2.4)	420	(2.0)	444	(2.4)	430	(3.6)	437	(8.4)	<b>-10.2</b>	(0.8)	<b>-12.1</b>	(1.3)	<b>-8.3</b>	(0.9)
Netherlands	478	(4.5)	534	(5.9)	552	(5.5)	541	(8.5)	514	(10.6)	m	m	m	m	m	m
New Zealand	472	(3.4)	525	(3.9)	558	(3.8)	574	(4.8)	573	(6.9)	-1.4	(1.2)	<b>-3.8</b>	(1.7)	1.4	(1.4)
Norway	465	(3.2)	523	(3.0)	540	(4.6)	542	(5.8)	528	(8.8)	<b>-4.6</b>	(1.2)	<b>-4.0</b>	(1.7)	<b>-5.3</b>	(1.6)
Poland	463	(3.2)	498	(2.9)	526	(3.8)	544	(4.6)	549	(5.4)	<b>-8.0</b>	(1.4)	<b>-14.6</b>	(2.2)	-1.3	(1.3)
Portugal	459	(3.0)	490	(3.8)	519	(3.6)	530	(4.9)	538	(5.7)	<b>-16.8</b>	(1.1)	<b>-20.4</b>	(1.7)	<b>-13.0</b>	(1.0)
Slovak Republic	445	(3.6)	486	(3.1)	514	(4.7)	523	(5.2)	516	(9.3)	m	m	m	m	m	m
Slovenia	446	(1.7)	499	(2.4)	526	(3.1)	520	(5.3)	521	(10.8)	m	m	m	m	m	m
Spain	453	(2.4)	484	(2.5)	510	(2.5)	515	(3.1)	517	(4.2)	<b>-7.9</b>	(1.1)	<b>-7.5</b>	(1.5)	<b>-7.6</b>	(1.4)
Sweden	455	(3.1)	515	(3.8)	539	(4.9)	539	(5.0)	532	(8.2)	-1.3	(1.3)	<b>-4.5</b>	(1.6)	2.0	(1.7)
Switzerland	461	(2.6)	521	(2.8)	548	(4.3)	558	(4.2)	533	(7.6)	<b>-9.5</b>	(1.4)	<b>-7.6</b>	(1.9)	<b>-10.9</b>	(1.5)
Turkey	444	(4.1)	468	(3.6)	480	(3.9)	473	(4.5)	472	(7.6)	m	m	m	m	m	m
United Kingdom	458	(2.6)	505	(3.2)	531	(4.3)	549	(4.7)	539	(7.5)	m	m	m	m	m	m
United States	467	(3.0)	514	(4.8)	532	(6.0)	541	(5.9)	544	(6.6)	-1.3	(1.7)	-2.5	(2.2)	1.2	(2.0)
<b>OECD average</b>	<b>460</b>	<b>(0.6)</b>	<b>504</b>	<b>(0.6)</b>	<b>527</b>	<b>(0.7)</b>	<b>532</b>	<b>(0.8)</b>	<b>527</b>	<b>(1.3)</b>	<b>-5.0</b>	<b>(0.3)</b>	<b>-6.4</b>	<b>(0.3)</b>	<b>-3.2</b>	<b>(0.3)</b>
<b>Other G20</b>																
Argentina	394	(5.5)	398	(5.2)	414	(6.0)	416	(9.0)	418	(10.4)	<b>-12.4</b>	(1.3)	<b>-12.8</b>	(1.8)	<b>-11.3</b>	(1.8)
Brazil	396	(3.0)	403	(2.5)	428	(3.3)	431	(4.2)	429	(6.3)	<b>-2.5</b>	(1.1)	<b>-4.2</b>	(1.7)	-0.6	(1.1)
Indonesia	380	(3.7)	390	(3.2)	414	(4.1)	412	(5.9)	429	(7.8)	1.3	(1.2)	-1.3	(1.4)	<b>4.1</b>	(1.6)
Russian Federation	427	(4.9)	452	(3.4)	472	(3.4)	489	(4.9)	498	(6.6)	-1.9	(1.1)	<b>-4.4</b>	(1.5)	0.5	(1.1)
Shanghai-China	497	(5.5)	560	(2.6)	563	(2.9)	564	(3.7)	548	(4.8)	m	m	m	m	m	m

Note: Changes between 2000 and 2009 that are statistically significant are indicated in bold.

Source: OECD, PISA 2009 Database.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table A6.3. Reading diverse materials and performance

Students who reported that they read the following materials because they want to “several times a month” or “several times a week”

		Performance on the reading scale of students who read different materials																			
		Magazines				Comic books				Fiction (novels, narratives, stories)				Non-fiction books				Newspapers			
		Do not read		Read		Do not read		Read		Do not read		Read		Do not read		Read		Do not read		Read	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.
OECD	Australia	524 (2.6)	<b>510</b> (2.5)	517 (2.2)	517 (4.8)	488 (2.0)	<b>564</b> (2.8)	510 (2.3)	<b>544</b> (3.4)	510 (2.2)	<b>523</b> (2.9)										
	Austria	470 (4.1)	478 (2.8)	478 (2.8)	<b>458</b> (4.8)	456 (2.9)	<b>530</b> (4.0)	474 (3.1)	483 (4.4)	458 (4.6)	<b>479</b> (2.9)										
	Belgium	492 (3.8)	<b>523</b> (2.2)	505 (2.6)	<b>529</b> (2.7)	499 (2.4)	<b>561</b> (3.1)	512 (2.1)	522 (5.6)	505 (2.9)	<b>520</b> (2.6)										
	Canada	523 (1.6)	<b>528</b> (1.9)	526 (1.5)	526 (2.6)	502 (1.6)	<b>558</b> (1.7)	522 (1.5)	<b>539</b> (2.5)	521 (1.7)	<b>531</b> (1.9)										
	Chile	438 (3.7)	<b>463</b> (2.9)	452 (3.2)	444 (3.7)	446 (3.1)	<b>462</b> (3.8)	446 (3.0)	<b>475</b> (4.1)	436 (3.5)	<b>461</b> (3.2)										
	Czech Republic	476 (3.8)	<b>485</b> (2.9)	482 (2.7)	484 (5.7)	470 (2.9)	<b>541</b> (4.1)	479 (2.9)	<b>505</b> (4.4)	477 (4.0)	485 (2.8)										
	Denmark	483 (3.4)	<b>503</b> (2.0)	494 (2.4)	<b>506</b> (2.9)	483 (2.3)	<b>525</b> (2.7)	490 (2.2)	<b>514</b> (2.7)	489 (2.5)	<b>503</b> (2.5)										
	Estonia	488 (3.8)	<b>506</b> (2.7)	506 (2.6)	<b>476</b> (4.5)	493 (2.6)	<b>531</b> (3.5)	493 (2.7)	<b>521</b> (3.3)	485 (4.5)	<b>506</b> (2.6)										
	Finland	510 (3.5)	<b>551</b> (2.2)	530 (3.0)	<b>540</b> (2.4)	517 (2.2)	<b>590</b> (2.8)	532 (2.2)	<b>558</b> (4.2)	523 (3.2)	<b>540</b> (2.3)										
	France	483 (4.5)	<b>505</b> (3.3)	493 (3.6)	<b>507</b> (4.5)	477 (3.6)	<b>549</b> (3.9)	497 (3.8)	494 (4.7)	491 (4.0)	<b>504</b> (3.9)										
	Germany	503 (3.1)	506 (3.1)	506 (2.6)	499 (5.6)	483 (3.0)	<b>551</b> (2.9)	504 (2.9)	509 (4.1)	495 (3.7)	<b>511</b> (2.8)										
	Greece	473 (5.4)	<b>490</b> (4.3)	483 (4.6)	483 (4.9)	472 (4.9)	<b>523</b> (3.5)	482 (4.4)	<b>504</b> (7.4)	482 (4.7)	484 (4.6)										
	Hungary	469 (4.6)	<b>512</b> (2.8)	499 (3.1)	<b>482</b> (4.6)	484 (3.1)	<b>519</b> (4.6)	490 (3.3)	<b>504</b> (3.9)	483 (5.0)	<b>499</b> (3.0)										
	Iceland	488 (2.3)	<b>511</b> (1.7)	495 (1.8)	<b>516</b> (2.6)	484 (1.7)	<b>549</b> (2.8)	496 (1.5)	<b>528</b> (3.6)	457 (4.1)	<b>511</b> (1.6)										
	Ireland	497 (4.0)	499 (3.1)	500 (3.0)	<b>476</b> (6.7)	480 (3.1)	<b>542</b> (3.5)	494 (3.0)	<b>526</b> (5.1)	505 (4.2)	<b>495</b> (3.0)										
	Israel	469 (4.1)	<b>495</b> (3.4)	483 (3.6)	<b>459</b> (4.7)	471 (3.6)	<b>500</b> (4.2)	477 (3.5)	486 (4.5)	444 (5.1)	<b>491</b> (3.3)										
	Italy	482 (1.9)	<b>492</b> (1.7)	483 (1.7)	<b>505</b> (2.5)	471 (1.8)	<b>517</b> (1.9)	486 (1.6)	<b>497</b> (3.9)	477 (1.9)	<b>496</b> (1.7)										
	Japan	524 (4.5)	519 (3.4)	516 (4.7)	522 (3.4)	501 (4.0)	<b>548</b> (3.3)	518 (3.5)	<b>542</b> (4.8)	506 (4.0)	<b>531</b> (3.5)										
	Korea	540 (3.5)	539 (4.5)	543 (3.9)	534 (4.1)	526 (4.0)	<b>556</b> (3.1)	530 (3.7)	<b>562</b> (3.6)	527 (3.7)	<b>556</b> (3.6)										
	Luxembourg	463 (3.1)	<b>479</b> (1.7)	475 (1.4)	470 (3.4)	452 (1.4)	<b>527</b> (2.6)	471 (1.4)	<b>487</b> (3.4)	472 (3.1)	474 (1.7)										
	Mexico	419 (2.4)	<b>435</b> (1.8)	430 (2.1)	<b>417</b> (1.9)	429 (2.0)	424 (2.2)	423 (1.9)	<b>442</b> (2.6)	424 (2.1)	<b>429</b> (2.0)										
	Netherlands	487 (5.3)	<b>530</b> (5.0)	509 (5.2)	522 (6.2)	501 (5.5)	<b>552</b> (5.1)	507 (5.3)	<b>547</b> (5.8)	497 (5.8)	<b>527</b> (5.2)										
	New Zealand	531 (3.2)	<b>515</b> (2.6)	525 (2.3)	<b>506</b> (5.8)	494 (2.6)	<b>559</b> (3.0)	518 (2.5)	<b>538</b> (3.4)	518 (2.9)	526 (2.8)										
	Norway	494 (3.2)	<b>511</b> (2.7)	495 (2.9)	<b>517</b> (2.8)	487 (2.5)	<b>551</b> (3.4)	503 (2.6)	507 (3.7)	487 (4.0)	<b>510</b> (2.4)										
	Poland	480 (3.5)	<b>512</b> (2.6)	503 (2.6)	<b>487</b> (5.0)	491 (2.5)	<b>544</b> (4.0)	494 (2.7)	<b>530</b> (3.8)	489 (3.6)	<b>504</b> (2.7)										
	Portugal	492 (3.8)	489 (3.0)	491 (3.0)	486 (3.9)	479 (3.0)	<b>518</b> (3.8)	485 (2.9)	<b>519</b> (5.1)	494 (3.3)	486 (3.3)										
	Slovak Republic	448 (5.3)	<b>487</b> (2.3)	478 (2.6)	481 (5.4)	469 (2.6)	<b>524</b> (4.9)	473 (2.5)	<b>504</b> (4.0)	470 (4.2)	<b>482</b> (2.4)										
	Slovenia	471 (2.6)	<b>491</b> (1.4)	488 (1.2)	<b>474</b> (4.0)	476 (1.2)	<b>538</b> (3.9)	478 (1.1)	<b>527</b> (3.2)	480 (2.5)	<b>488</b> (1.3)										
	Spain	479 (2.2)	484 (2.3)	482 (2.0)	485 (3.8)	466 (2.1)	<b>519</b> (2.2)	473 (2.1)	<b>523</b> (2.7)	478 (2.2)	<b>487</b> (2.4)										
	Sweden	480 (3.6)	<b>513</b> (2.9)	496 (2.9)	<b>510</b> (4.0)	475 (2.7)	<b>549</b> (3.3)	495 (2.7)	<b>541</b> (5.5)	468 (3.9)	<b>511</b> (2.8)										
	Switzerland	487 (3.2)	<b>508</b> (2.4)	498 (2.5)	<b>513</b> (3.2)	480 (2.4)	<b>550</b> (3.3)	500 (2.3)	507 (4.5)	482 (3.4)	<b>506</b> (2.5)										
	Turkey	467 (4.0)	465 (3.5)	470 (3.5)	<b>451</b> (4.5)	462 (3.7)	468 (3.7)	472 (3.6)	<b>450</b> (4.0)	444 (4.9)	<b>468</b> (3.7)										
United Kingdom	496 (3.1)	495 (2.2)	498 (2.2)	<b>475</b> (4.9)	475 (2.3)	<b>542</b> (3.0)	491 (2.3)	<b>519</b> (3.7)	497 (2.6)	495 (2.5)											
United States	500 (3.9)	502 (3.9)	502 (3.6)	<b>488</b> (6.4)	483 (3.1)	<b>532</b> (4.8)	502 (3.7)	498 (5.2)	499 (3.9)	504 (4.2)											
	OECD average	486 (0.6)	<b>501</b> (0.5)	495 (0.5)	<b>492</b> (0.8)	480 (0.5)	<b>533</b> (0.6)	492 (0.5)	<b>513</b> (0.7)	484 (0.6)	<b>501</b> (0.5)										
Other G20	Argentina	387 (4.8)	<b>415</b> (5.0)	404 (5.2)	400 (4.9)	402 (4.7)	406 (5.8)	402 (4.8)	404 (5.6)	397 (5.1)	407 (4.9)										
	Brazil	402 (2.7)	<b>427</b> (3.3)	421 (3.1)	<b>402</b> (2.5)	414 (2.8)	416 (3.5)	414 (2.7)	<b>424</b> (4.1)	409 (2.9)	<b>422</b> (3.3)										
	Indonesia	392 (3.5)	<b>410</b> (4.4)	398 (3.8)	407 (4.0)	394 (4.0)	<b>408</b> (3.9)	393 (3.6)	<b>420</b> (4.3)	393 (3.5)	<b>407</b> (4.2)										
	Russian Federation	455 (4.6)	463 (3.0)	468 (3.4)	<b>434</b> (4.3)	439 (3.9)	<b>477</b> (3.3)	458 (3.5)	<b>472</b> (3.9)	464 (5.0)	459 (3.0)										
	Shanghai-China	547 (2.5)	<b>563</b> (2.7)	561 (2.3)	<b>543</b> (3.3)	548 (2.5)	<b>563</b> (2.8)	554 (2.4)	561 (3.3)	531 (3.5)	<b>566</b> (2.6)										

Note: Differences between students who read and students who do not that are statistically significant are indicated in bold.

Source: OECD, PISA 2009 Database.

StatLink  <http://dx.doi.org/10.1787/888932462814>



**Table A6.4. [1/2] Percentage of students and reading performance, by whether students spend any time reading for enjoyment and gender**
*Results based on students' self-reports*

	Percentage of students, by whether they spend any time reading for enjoyment				Percentage of students who read for enjoyment by gender					Reading performance, by whether students read for enjoyment				
	I do not read for enjoyment		I read for enjoyment <sup>1</sup>		Boys		Girls		Difference (B-G)	I do not read for enjoyment		I read for enjoyment		
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	Mean score	S.E.	Mean score	S.E.
<b>OECD</b>														
Australia	36.7	(0.6)	63.3	(0.6)	53.0	(0.8)	73.1	(0.8)	<b>-20.1</b>	(1.1)	469	(2.2)	<b>545</b>	(2.5)
Austria	50.0	(0.9)	50.0	(0.9)	38.5	(1.0)	60.9	(1.2)	<b>-22.4</b>	(1.6)	437	(3.1)	<b>507</b>	(3.5)
Belgium	44.4	(0.8)	55.6	(0.8)	46.2	(1.0)	65.4	(1.0)	<b>-19.2</b>	(1.4)	469	(2.7)	<b>539</b>	(2.4)
Canada	31.1	(0.5)	68.9	(0.5)	56.2	(0.8)	81.6	(0.5)	<b>-25.4</b>	(0.8)	481	(1.9)	<b>546</b>	(1.5)
Chile	39.7	(0.8)	60.3	(0.8)	50.7	(1.0)	70.3	(0.9)	<b>-19.6</b>	(1.3)	437	(3.3)	<b>460</b>	(3.3)
Czech Republic	43.0	(0.8)	57.0	(0.8)	44.3	(1.0)	71.5	(1.2)	<b>-27.2</b>	(1.5)	441	(3.2)	<b>507</b>	(3.0)
Denmark	33.6	(0.9)	66.4	(0.9)	57.3	(1.1)	75.3	(1.1)	<b>-18.0</b>	(1.4)	464	(2.9)	<b>512</b>	(2.0)
Estonia	38.6	(1.1)	61.4	(1.1)	47.1	(1.4)	76.8	(1.2)	<b>-29.8</b>	(1.7)	469	(2.8)	<b>521</b>	(2.7)
Finland	33.0	(0.8)	67.0	(0.8)	53.3	(1.1)	80.6	(1.0)	<b>-27.3</b>	(1.5)	492	(2.5)	<b>558</b>	(2.3)
France	38.8	(1.0)	61.2	(1.0)	52.1	(1.3)	69.8	(1.3)	<b>-17.7</b>	(1.7)	450	(4.4)	<b>526</b>	(3.3)
Germany	41.3	(0.9)	58.7	(0.9)	45.1	(1.1)	72.5	(1.1)	<b>-27.4</b>	(1.3)	457	(3.5)	<b>530</b>	(2.7)
Greece	17.5	(0.8)	82.5	(0.8)	76.4	(1.1)	88.4	(0.9)	<b>-12.0</b>	(1.3)	450	(7.5)	<b>490</b>	(3.9)
Hungary	25.5	(0.8)	74.5	(0.8)	65.7	(1.2)	83.5	(0.9)	<b>-17.8</b>	(1.5)	453	(4.2)	<b>509</b>	(3.2)
Iceland	38.0	(0.8)	62.0	(0.8)	51.5	(1.3)	72.3	(1.0)	<b>-20.8</b>	(1.7)	455	(2.5)	<b>531</b>	(1.6)
Ireland	41.9	(1.0)	58.1	(1.0)	52.5	(1.4)	63.8	(1.3)	<b>-11.3</b>	(1.8)	458	(3.5)	<b>527</b>	(2.9)
Israel	34.5	(0.9)	65.5	(0.9)	55.2	(1.5)	75.1	(1.0)	<b>-19.9</b>	(1.7)	460	(4.4)	<b>489</b>	(3.3)
Italy	33.9	(0.6)	66.1	(0.6)	53.9	(0.8)	79.0	(0.6)	<b>-25.1</b>	(1.1)	449	(2.3)	<b>506</b>	(1.6)
Japan	44.2	(0.9)	55.8	(0.9)	53.6	(1.1)	58.2	(1.3)	<b>-4.6</b>	(1.5)	492	(3.9)	<b>543</b>	(3.5)
Korea	38.5	(0.8)	61.5	(0.8)	60.5	(1.0)	62.6	(1.4)	-2.2	(1.8)	518	(4.4)	<b>553</b>	(3.4)
Luxembourg	48.2	(0.8)	51.8	(0.8)	39.6	(1.1)	64.2	(1.0)	<b>-24.6</b>	(1.5)	437	(1.9)	<b>507</b>	(2.1)
Mexico	23.8	(0.4)	76.2	(0.4)	69.5	(0.7)	82.8	(0.4)	<b>-13.3</b>	(0.7)	421	(2.4)	<b>428</b>	(2.1)
Netherlands	48.6	(1.3)	51.4	(1.3)	35.8	(1.5)	66.8	(1.4)	<b>-31.1</b>	(1.5)	478	(4.5)	<b>539</b>	(5.4)
New Zealand	31.3	(0.8)	68.7	(0.8)	59.4	(1.1)	78.3	(1.0)	<b>-18.9</b>	(1.4)	472	(3.4)	<b>546</b>	(2.7)
Norway	40.0	(0.9)	60.0	(0.9)	50.4	(1.1)	70.0	(1.1)	<b>-19.6</b>	(1.5)	465	(3.2)	<b>530</b>	(2.7)
Poland	32.2	(0.8)	67.8	(0.8)	53.1	(1.3)	82.5	(0.9)	<b>-29.4</b>	(1.4)	463	(3.2)	<b>519</b>	(2.6)
Portugal	35.2	(0.7)	64.8	(0.7)	50.2	(1.0)	78.7	(0.8)	<b>-28.4</b>	(1.3)	459	(3.0)	<b>507</b>	(3.2)
Slovak Republic	40.9	(1.1)	59.1	(1.1)	47.3	(1.5)	70.5	(1.1)	<b>-23.2</b>	(1.8)	445	(3.6)	<b>500</b>	(2.7)
Slovenia	39.8	(0.7)	60.2	(0.7)	46.1	(1.2)	74.9	(0.8)	<b>-28.8</b>	(1.5)	446	(1.7)	<b>509</b>	(1.5)
Spain	39.6	(0.7)	60.4	(0.7)	51.0	(0.9)	70.0	(0.8)	<b>-19.0</b>	(1.2)	453	(2.4)	<b>500</b>	(2.0)
Sweden	37.3	(0.9)	62.7	(0.9)	50.7	(1.1)	75.0	(1.0)	<b>-24.3</b>	(1.3)	455	(3.1)	<b>525</b>	(3.1)
Switzerland	44.6	(0.9)	55.4	(0.9)	43.6	(1.1)	67.6	(1.0)	<b>-24.0</b>	(1.3)	461	(2.6)	<b>534</b>	(2.7)
Turkey	22.9	(0.7)	77.1	(0.7)	68.4	(1.0)	86.5	(1.0)	<b>-18.1</b>	(1.5)	444	(4.1)	<b>473</b>	(3.4)
United Kingdom	39.6	(0.9)	60.4	(0.9)	50.7	(1.0)	69.7	(1.1)	<b>-19.0</b>	(1.4)	458	(2.6)	<b>521</b>	(2.6)
United States	42.0	(1.0)	58.0	(1.0)	47.4	(1.2)	69.2	(1.3)	<b>-21.8</b>	(1.4)	467	(3.0)	<b>525</b>	(4.4)
<b>OECD average</b>	<b>37.4</b>	<b>(0.1)</b>	<b>62.6</b>	<b>(0.1)</b>	<b>52.2</b>	<b>(0.2)</b>	<b>73.1</b>	<b>(0.2)</b>	<b>-20.9</b>	<b>(0.2)</b>	<b>460</b>	<b>(0.6)</b>	<b>517</b>	<b>(0.5)</b>
<b>Other G20</b>														
Argentina	41.7	(1.0)	58.3	(1.0)	49.4	(1.2)	65.8	(1.3)	<b>-16.4</b>	(1.7)	394	(5.5)	407	(4.8)
Brazil	21.8	(0.6)	78.2	(0.6)	68.7	(1.0)	86.6	(0.5)	<b>-17.9</b>	(1.0)	396	(3.0)	<b>416</b>	(2.5)
Indonesia	12.1	(0.6)	87.9	(0.6)	83.4	(0.9)	92.2	(0.6)	<b>-8.8</b>	(1.1)	380	(3.7)	<b>405</b>	(3.9)
Russian Federation	21.4	(0.8)	78.6	(0.8)	70.6	(1.2)	86.6	(0.9)	<b>-16.0</b>	(1.4)	427	(4.9)	<b>469</b>	(3.1)
Shanghai-China	8.0	(0.4)	92.0	(0.4)	89.0	(0.6)	95.0	(0.4)	<b>-6.1</b>	(0.6)	497	(5.5)	<b>561</b>	(2.3)

Note: Values that are statistically significant are indicated in bold.

1. The "I read for enjoyment" category groups students who: read "30 minutes or less per day", students who read "between 30 minutes and 60 minutes", students who read "between 1 hour and 2 hours" and students who read "more than 2 hours daily".

Source: OECD, PISA 2009 Database.


StatLink  <http://dx.doi.org/10.1787/888932462833>

Table A6.4. [2/2] **Percentage of students and reading performance, by whether students spend any time reading for enjoyment and gender**


Results based on students' self-reports

	Reading performance of boys, by whether they read for enjoyment				Reading performance of girls, by whether they read for enjoyment				Difference between boys and girls, by whether they read for enjoyment			
	I do not read for enjoyment		I read for enjoyment		I do not read for enjoyment		I read for enjoyment		I do not read for enjoyment (B-G)		I read for enjoyment (B-G)	
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
<b>OECD</b>												
Australia	460	(2.9)	<b>533</b>	(3.5)	484	(3.1)	<b>552</b>	(2.6)	<b>-25</b>	(3.9)	<b>-19</b>	(3.6)
Austria	429	(4.2)	<b>486</b>	(4.9)	449	(4.3)	<b>519</b>	(4.5)	<b>-20</b>	(6.1)	<b>-33</b>	(6.5)
Belgium	465	(3.6)	<b>531</b>	(3.8)	476	(3.7)	<b>545</b>	(2.7)	<b>-11</b>	(5.0)	<b>-14</b>	(4.3)
Canada	476	(2.2)	<b>535</b>	(2.1)	493	(3.0)	<b>554</b>	(1.7)	<b>-17</b>	(3.3)	<b>-19</b>	(2.2)
Chile	434	(3.8)	<b>446</b>	(4.6)	442	(4.2)	<b>470</b>	(3.7)	-8	(4.6)	<b>-24</b>	(5.0)
Czech Republic	433	(3.7)	<b>485</b>	(4.5)	459	(4.5)	<b>523</b>	(2.9)	<b>-26</b>	(5.5)	<b>-38</b>	(4.4)
Denmark	455	(3.6)	<b>501</b>	(2.8)	481	(4.1)	<b>520</b>	(2.6)	<b>-26</b>	(5.1)	<b>-19</b>	(3.6)
Estonia	462	(3.0)	<b>500</b>	(3.7)	486	(4.2)	<b>536</b>	(2.9)	<b>-24</b>	(4.3)	<b>-36</b>	(3.7)
Finland	479	(3.0)	<b>534</b>	(3.3)	522	(4.3)	<b>574</b>	(2.3)	<b>-43</b>	(5.2)	<b>-40</b>	(3.1)
France	439	(5.1)	<b>511</b>	(4.5)	467	(5.5)	<b>537</b>	(3.5)	<b>-28</b>	(6.1)	<b>-26</b>	(4.5)
Germany	452	(4.2)	<b>516</b>	(4.0)	467	(4.4)	<b>540</b>	(3.0)	<b>-15</b>	(5.1)	<b>-24</b>	(4.5)
Greece	437	(8.6)	<b>466</b>	(5.0)	475	(7.2)	<b>510</b>	(3.5)	<b>-38</b>	(7.5)	<b>-44</b>	(4.3)
Hungary	444	(4.9)	<b>492</b>	(4.1)	471	(5.3)	<b>522</b>	(3.8)	<b>-28</b>	(5.9)	<b>-29</b>	(4.5)
Iceland	440	(2.8)	<b>517</b>	(3.2)	481	(4.1)	<b>541</b>	(2.0)	<b>-41</b>	(4.7)	<b>-24</b>	(4.1)
Ireland	445	(5.1)	<b>509</b>	(4.3)	475	(3.5)	<b>543</b>	(3.2)	<b>-30</b>	(5.8)	<b>-34</b>	(5.0)
Israel	450	(5.2)	<b>467</b>	(5.2)	475	(5.2)	<b>504</b>	(3.7)	<b>-25</b>	(5.9)	<b>-37</b>	(5.7)
Italy	440	(2.7)	<b>487</b>	(2.3)	470	(3.6)	<b>520</b>	(1.9)	<b>-30</b>	(4.3)	<b>-34</b>	(2.7)
Japan	476	(5.9)	<b>524</b>	(5.3)	512	(3.9)	<b>562</b>	(4.8)	<b>-36</b>	(7.0)	<b>-38</b>	(7.4)
Korea	499	(6.1)	<b>538</b>	(4.8)	540	(5.3)	<b>569</b>	(3.8)	<b>-40</b>	(7.7)	<b>-31</b>	(5.8)
Luxembourg	429	(2.5)	<b>493</b>	(3.7)	451	(2.7)	<b>516</b>	(2.1)	<b>-22</b>	(3.6)	<b>-23</b>	(3.9)
Mexico	413	(2.9)	414	(2.3)	434	(2.8)	439	(2.2)	<b>-20</b>	(3.2)	<b>-25</b>	(1.8)
Netherlands	474	(4.7)	<b>538</b>	(5.8)	485	(5.2)	<b>539</b>	(5.7)	<b>-11</b>	(3.8)	-1	(3.7)
New Zealand	460	(4.1)	<b>529</b>	(4.1)	496	(4.3)	<b>558</b>	(3.0)	<b>-36</b>	(5.5)	<b>-29</b>	(4.6)
Norway	451	(3.6)	<b>510</b>	(3.4)	487	(3.7)	<b>545</b>	(3.1)	<b>-36</b>	(3.7)	<b>-35</b>	(3.5)
Poland	451	(3.4)	<b>499</b>	(3.4)	494	(4.7)	<b>532</b>	(2.8)	<b>-42</b>	(4.6)	<b>-33</b>	(3.3)
Portugal	451	(3.4)	<b>490</b>	(4.1)	476	(3.8)	<b>517</b>	(3.1)	<b>-25</b>	(4.1)	<b>-27</b>	(3.0)
Slovak Republic	432	(4.4)	<b>475</b>	(3.5)	470	(4.3)	<b>517</b>	(3.3)	<b>-38</b>	(5.1)	<b>-41</b>	(3.8)
Slovenia	433	(2.2)	<b>486</b>	(2.5)	474	(3.5)	<b>524</b>	(1.7)	<b>-41</b>	(4.3)	<b>-38</b>	(3.0)
Spain	446	(2.6)	<b>489</b>	(2.6)	466	(3.1)	<b>509</b>	(2.2)	<b>-20</b>	(3.1)	<b>-20</b>	(2.7)
Sweden	445	(3.8)	<b>508</b>	(3.7)	476	(4.0)	<b>537</b>	(3.4)	<b>-31</b>	(4.7)	<b>-29</b>	(3.5)
Switzerland	452	(3.3)	<b>522</b>	(3.4)	476	(3.5)	<b>542</b>	(2.7)	<b>-24</b>	(4.4)	<b>-20</b>	(2.7)
Turkey	438	(4.5)	<b>449</b>	(3.8)	460	(6.6)	<b>493</b>	(3.9)	<b>-22</b>	(6.9)	<b>-44</b>	(3.6)
United Kingdom	452	(3.4)	<b>514</b>	(4.2)	467	(3.0)	<b>526</b>	(3.5)	<b>-15</b>	(4.0)	<b>-12</b>	(5.7)
United States	462	(3.9)	<b>517</b>	(5.2)	474	(4.1)	<b>530</b>	(4.5)	<b>-12</b>	(5.4)	<b>-13</b>	(3.9)
<b>OECD average</b>	450	(0.7)	<b>500</b>	(0.7)	477	(0.7)	<b>528</b>	(0.6)	<b>-27</b>	(0.9)	<b>-28</b>	(0.7)
<b>Other G20</b>												
Argentina	380	(6.0)	387	(5.8)	413	(6.2)	419	(5.1)	<b>-34</b>	(5.5)	<b>-32</b>	(5.0)
Brazil	393	(3.6)	399	(3.1)	402	(4.6)	<b>428</b>	(2.5)	-10	(5.3)	<b>-29</b>	(2.1)
Indonesia	372	(4.2)	<b>386</b>	(4.0)	397	(5.4)	<b>422</b>	(4.0)	<b>-25</b>	(6.3)	<b>-36</b>	(3.4)
Russian Federation	415	(5.0)	<b>447</b>	(3.6)	452	(6.5)	<b>487</b>	(3.3)	<b>-37</b>	(5.7)	<b>-40</b>	(3.0)
Shanghai-China	482	(5.9)	<b>543</b>	(2.9)	532	(8.4)	<b>578</b>	(2.3)	<b>-50</b>	(9.0)	<b>-35</b>	(2.9)

Note: Values that are statistically significant are indicated in bold.

1. The "I read for enjoyment" category groups students who: read "30 minutes or less per day", students who read "between 30 minutes and 60 minutes", students who read "between 1 hour and 2 hours" and students who read "more than 2 hours daily".

Source: OECD, PISA 2009 Database.

StatLink  <http://dx.doi.org/10.1787/888932462833>