

Independent Reading in English – Use of Graded Readers in the Library English as a Second Language Corner.

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Recently the study of English for the purpose of communication has increased in importance in Japan. Use of graded readers for individualized reading helps improve students' English reading skills. In this paper, we will report on a study of this method. Using 220 graded readers divided into four levels, we offered 300 freshman and sophomore English students an opportunity to read graded readers over a period of four to six weeks. According to the results of reports on the books and a questionnaire administered at the end of the study, many students have a desire to read English books. 60% of the students who did read books chose elementary level (less than 1,000 words) books and 27% read low-intermediate level (less than 2,000 words) books. Extra credit points helped motivate students to read. Of the students who did not read any books, the most frequently expressed reason was that they were too busy. It is important to increase the number of books and the variety of topics available so all students can find books that are in familiar fields or of interest. We conclude with a brief discussion of how such a program could be improved, based on the results of our survey.

INTRODUCTION

Reading has been the skill most emphasized in English instruction since its inception in Japan in the late nineteenth century. Grammar-translation has been the most commonly used method since that time. Even today, this type of instruction is the most commonly used one in junior high schools, senior high schools, and colleges, and it becomes more common as the level goes up. As a result, it is often said that Japanese can read English but cannot speak it well. However, it is doubtful that Japanese can read English well. In our observations in classes, we have seen many students who do not understand meanings even after they replace all English words with Japanese words.

Recently, because of the interest in what is referred to as internationalization, the study of English for communication has increased in importance. This has led to a number of changes in practices in the English classroom in Japan. Language activities have been emphasized in junior and senior high school classes, a large number of native speakers of English have been hired, and more practical English and all-round English have become goals in English classes. Though listening and

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speaking are emphasized more than ever before, the total number of English instruction hours has been reduced in junior and senior high schools, and hours spent on teaching reading have been cut drastically.

Studies done on several thousand senior high school and college students from 1981 to 1984 indicated that their reading proficiency in English was not high, and their reading rate was slow (e.g. Kitao & Miyamoto, 1982). Psycholinguistic studies indicate that there is a positive correlation between reading speed and reading proficiency and that it is by reading that readers learn to read and improve their reading skills (Smith, 1978). Therefore, reading fast and reading more is good training to improve reading proficiency.

In this paper, we will present our report on individualized instruction in reading English for increasing reading proficiency and will discuss the potential of individualized instruction, based on the results of our surveys.

INDIVIDUALIZED INSTRUCTION OF READING IN ENGLISH

Every year since 1978, one of the authors has surveyed students' reactions to the textbooks they have used. The results indicate that many students are not satisfied with them. Textbooks are adopted by teachers and school authorities, and the students have never had the opportunity to choose their own textbooks. Most students have read only the textbooks and supplementary readers required for their classes, and have not read any English books of their own choosing. Ito, Shimizu & Honda (1986) report that even college English majors read only 1.7 English books a year on average.

Recent college English textbooks are very thin, (Yoshida et al, 1986), having only 5000–10,000 words, and most of them are at the low end of that range. Some publishers have even begun considering production of textbooks with fewer than 5,000 words. It is not surprising to find that insufficient English input has had a negative effect on the reading proficiency of students. Some students try to improve their reading ability by reading books in English outside the classroom. However, most of them become frustrated and give up, ironically, because of their poor English proficiency.

Individualized reading instruction programs have been developed even for elementary school students in the US. With this type of instruction, students choose books based on their ability, interest, motivation, etc. They read the first page or two of the book with the teacher, and if the readability is suitable, they continue to read.

Graded readers are often used for independent reading outside of the classroom. In particular, Shanefield (1986) has described the ESL book corner at Princeton Public Library which has provided English language learners with easy books since 1972. She collected more than twenty graded readers each year and had accumulated more than 300 books in the ESL corner by 1986. One characteristic of the ESL

corner is that graded readers are divided into four levels according to their vocabulary levels: elementary (300–999 words), Low intermediate (1,000–1,800 words), high intermediate (2,000–2,999 words), and advanced (more than 3,000 words) and readers can easily find books which fit their English proficiency. The intermediate level is further divided into two levels, because many readers are at this level.

In order to put into practice Shanefield's ideas, the English as a Second Language (ESL) Corner was established in the Learned Memorial Library at Doshisha University, and about 220 graded readers were acquired. There were four levels of graded readers: elementary (70 books), low intermediate (70), high intermediate (35), and advanced (35). The levels of the books are determined according to their vocabulary level: elementary – less than 1,000; low intermediate – less than 2,000; high intermediate – less than 3,000; and advanced – 3,000 and above, respectively. Students could read them in the library or check out up to three books at a time.

The ESL Corner was used for a study in independent reading carried out by two of the authors from April to June 1988, and described in the following section. Apart from our interest in independent reading, motivation for the project came from the fact that we have a total of only forty clock hours for English with each of the classes involved.

THE STUDY

SUBJECTS

We offered an opportunity to read independently to six freshmen English classes (nos 1, 2, 4, 5, 6 and 8) and two sophomore English classes (7 and 9), 300 students in total. (Class 3 was dropped from the analysis for the purpose of this paper, because it was a class made up of students who had previously failed English and so was quite different from the other classes). Since there were only 220 graded readers, we used different time periods so that the students could read whatever they were interested in. We used four weeks from the middle of April for classes 7 and 9, six weeks from the middle of April for class 8, and five weeks from the end of May for classes 1, 2, 4, 5 and 6, so that they could have more choice of what books to read.

Classes were divided into two groups. In the first group, consisting of Classes 1, 2, 4, 5 and 6, students were offered extra credit points in their final grade for each book report they submitted (see below). The number of points in any one case depended partly on the level of difficulty of the book read, as shown in Table 2. For example, students in Class 1 who read an elementary-level reader received one extra credit point. Students could earn up to 10 extra points (maximum grade was 100). (In some cases, different classes were offered differing points for reading. The purpose was to look at how this affected the number of books students read and the level of

books they chose, i.e. to see if offering more extra points for the more advanced books encouraged more students to read those books).

In the second group, made up of Classes 7-9, reading books from the ESL corner were assigned as homework and no extra points were offered. Students in these classes were allowed to choose the level of the books that they read.

METHOD

In class, we distributed and discussed suggestions for reading graded readers and strongly recommended that students should read them. We gave students a list of all the graded readers that were available, and a handout entitled *Graded Reading*, which introduced the students to the ESL corner and the four levels of difficulty. It was emphasized that students should read whatever they were interested in reading and could read easily without a dictionary.

We employed two forms of feedback from the students, (a) report sheets (Appendix A), and (b) a questionnaire (Appendix B). We asked students to fill in a report sheet for each book they read. The report sheet asked for the title, publisher, level, book size, number of pages, topic, characters, setting, amount of time spent reading the book, information about the content and level of difficulty of the language used in the book, and a summary of comments.

In the questionnaire we asked whether they had participated in this project (1), the reasons that they did or did not (2 and 3), the number of English books they had read before besides textbooks (4) and their comments on use of the ESL Corner (5 and 7), on the project (6), on extra points (8 and 9), on the best time to carry out this type of project (10), on the type of English books they want to read (11), and on the levels of books that they want to read (12).

Report sheets were filled out at home, and the questionnaire in class. Students were required to write their names on all the report sheets and the questionnaires. All the answers except the summary and comments were analysed by computer.

RESULTS

Table 1 shows the major subjects, years, the number enrolled in each class, the number of students who read at least one book from the ESL Corner, and the number of report sheets and questionnaires collected.

The total enrolment of the eight classes was 315, but because of drop-outs or long-term absences, 300 students were involved in this project. Out of the 300 students, 161 read at least one book and turned in a report. Of the 207 students in Group 1, who were offered extra credit points, 69 out of 207 did some reading. Of the 93 students in Group 2, who had reading as required homework, 92 students did the reading.

Table 1: Subjects, Reports & Questionnaire

Major	Year	Enrolment	Reader	Report	Quest
1 (economics)	1	46	8	16	35
2 (economics)	1	45	7	21	41
4 (electrical engineering)	1	43	23	55	39
5 (sociology)	1	42	12	22	40
6 (electrical engineering)	1	42	19	39	38
7 (law)	2	39	35	35	35
8 (commerce)	1	46	46	51	46
9 (mixed)	2	12	11	11	11
		315	161	250	285

The students in Group 1 turned in a total of 153 reports, an average of 2.2 per students with a maximum of 10 reports. In Group 2, 87 students read one book for required homework, but 5 students in Class 8 read two books.

In addition, we collected 285 questionnaires. All the students in Group 2 filled out the questionnaires, as did 193 out of the 207 students (about 93%) in Group 1.

Results of the Report Sheets

All the students except one in Class 7 who were assigned required homework read either one or two books. Among the students who were given the opportunity to read books for extra points, 23 read at least one book in Class 4. This was the highest rate of participation among the students who were offered extra credit points. In Class 1, only 8 students participated and this was the lowest rate. The distribution shown in Table 2 indicates that many students read the elementary books, and that the opportunity to earn 2 points seemed to help motivate students to read books. 62% of the students read a total of 155 elementary books. Analysis of the results by ANOVA did not indicate that the number of extra points was a significant factor in influencing students' choice of the level of books. In other words, the students were reluctant to try more difficult levels, even though they were offered more extra credit points for them.

The distribution of the choice of levels for the students in Groups 1 and 2 are similar. In Group 1, 40 students tried to earn 2 points but only 2 tried for 3 points. There was some tendency for students to read higher level books for two or more points, but the difference was not significant.

62% of the readers read elementary books and 28% read low-intermediate books, that is, 90% of all the books read were at the elementary and low-intermediate levels. Comments made by the students in response to the questionnaire revealed that the reason for this inclination in the choice of levels was that students did not have confidence in their ability to read through higher-level books. Therefore, they started with either elementary or low-intermediate books.

Table 2: Points Offered & Books Read in Each Class

Class		EL	Extra Points			EL.	No. of Books Read			Total
			LI	HI	Adv.		LI	HI	Adv.	
1	extra cr.	1	2	3	4	11	5	0	0	16
2	extra cr.	1	1	1	1	9	8	3	1	21
4	extra cr.	2	2	3	3	49	5	1	0	55
5	extra cr.	1	1	2	3	9	3	9	1	22
6	extra cr.	1	2	2	3	18	21	0	0	39
total (classes 1-6)						96 (62.7)	42 (27.5)	13 (8.5)	2 (1.3)	153
total (classes 7-9)						59	27	9	2	97
grand total						155 (62.0)	69 (27.6)	22 (8.8)	4 (1.6)	250

The Report Sheets asked for the amount of time spent reading each book. Table 3 summarizes the relationship between average number of pages at the different levels and the time spent reading. In general, the relationship was fairly simple.

Table 3: No of Pages & Reading Time

	Elementary	Low Intermed	High Intermed	Advanced	Average
Average Page Length	33	75	89	91	51
Total Reading Time	1hr 40min	5 hr 47min	6hr 50min	4hr 50min	3hr 19min

The analysis showed a positive correlation between the levels of the books and the number of pages and between the level and amount of time students spent reading a book. As the level goes up, the average number of pages increases from 33 to 91, and the average for all the books across the four levels is 51 pages. More time was spent reading books of higher levels, with an average of one hour and forty minutes spent for the elementary books, but six hours and fifty minutes for the high-intermediate books. The average for all the books was three hours and nineteen minutes. Though the time required for the advanced level was shorter than that for the high-intermediate level, only four students had read the advanced books and only two of them did it for higher extra credit points. These students must have had much confidence in their reading proficiency in English or a strong interest in reading. Advanced books were omitted from the following analyses across the levels, since these did not appear to be typical and there were only four students.

The rest of the questions analysed here required the student to rate aspects of the book according to a six-point scale. Thus the *Interest* of a book was measured by the following scale:

BORING 1 2 3 4 5 6 INTERESTING

where a response of '1' would mean 'very boring', '6' would mean 'very interesting', '4' would mean 'mildly interesting' and so on. Responses to these questions are summarized in Table 4.

Table 4: Student Rating of Readers

	Elementary	Low Intermed	High Intermed	Advanced	Total
Interest	4.15	4.90	5.00	4.25	4.44
Maturity	3.03	4.48	4.73	4.50	3.60
Usefulness	3.17	3.81	4.18	3.50	3.44
Satisfaction	3.90	4.54	4.91	4.50	4.18
Recommendable	4.00	4.41	4.32	4.50	4.15
Organization	3.79	4.56	4.64	5.00	4.09
Grammar	4.92	4.35	3.86	4.00	4.66
Vocabulary	4.85	4.28	3.55	4.50	4.57
English	4.94	4.25	3.68	3.75	4.62
Knowledge	4.54	4.09	3.91	4.75	4.36
Comprehension	4.90	4.34	3.86	4.00	4.64

For the question on **interest**, 6 on the scale indicated “interesting” and 1 indicated “boring”. The average score for all the books across all levels was 4.44, which means that students found the books, on average, interesting. The students found that the higher the level of the book, the more interesting it was.

The average score for **maturity** was 3.60 (with 1 being “childish” and 6 being “not childish”, indicating that students found the books only moderately mature. The students found that the higher the level, the more mature. However, the elementary level was rated 3.03, which was rather low.

Students found higher level books generally more **useful**. However, the average score for the elementary level was 3.17, which was towards the negative end of the scale, and the average of all the books was 3.44, which was slightly negative.

The students found books **satisfactory** at all levels, and the higher the level, the more satisfactory they found the books. The students showed a strong willingness to **recommend books to their friends**.

Though the students responded that the elementary books were somewhat immature and not very useful, overall they found the books interesting, mature, useful, and satisfactory, and they expressed a willingness to recommend them to their friends. The higher the level, the more obvious these trends were, except for the question related to recommending the books, in which case the differences across the levels were not significant.

The higher the level of the books, the **better organised** the books were perceived to be. The total average score was 4.09, indicating that overall, the books were seen as well organized. In addition, the higher the level, more **difficult** the grammar, vocabulary, and English as a whole were perceived to be. (Lower numbers indicate higher levels of difficulty.) However, total average scores for those three questions were above 4.5, indicating that overall students found the language in these books relatively easy.

Differences among the levels in **prior knowledge** required were not significant (lower numbers indicate more prior knowledge required). The total average score was 4.36 indicating that a large amount of prior knowledge was not necessary for comprehending the books. The higher the level of books, the lower students perceived that their **comprehension** was. The average score for all books was 4.64, indicating that students, in general, seemed to feel that they could understand the books.

Differences among levels were analyzed using ANOVA with the levels of the books as the independent variable and number of pages, time required for reading, and the answers to the 11 questions as dependent variables.

Except for questions about whether they would recommend the book to other students and whether prior knowledge was necessary for comprehension, differences among the levels were significant. That is the students gave the higher level books better evaluations. Except for the maturity and usefulness of the elementary books, students responded positively. They responded that the language was more difficult for higher level books, but they still found the books easy enough to understand. The result was the same for comprehension. It was obvious that the higher the level, the more pages each book had and the more time students spent reading the book.

We ran regression with the number of pages as an independent variable and the other variables as dependent variables. The results were significant for all variables except for the amount of prior knowledge required for comprehension. That is, as the number of pages increased, the students judged that the time required, their interest, the maturity and usefulness of the material, the degree of satisfaction, recommendability, the degree of organization, the difficulty of grammar, vocabulary, and overall English, and comprehension also increased.

We also ran regression with time required for reading as an independent variable and other variables as dependent variables. We found significant results for all variables except usefulness. Thus, the level of the book, the number of pages, and time required for reading influenced students' perceptions of interest, maturity, satisfaction, organization, and difficulty of grammar, vocabulary, English, and comprehension. Perceptions of usefulness are influenced by the level of books and the number of pages. Willingness to recommend the book was influenced by the number of pages and time spent on reading. Requirement of prior knowledge is influenced by the number of pages and time.

Results of Questionnaire

Of the 285 students who turned in the questionnaires, 154 had read at least one book, and 128 had not. The reasons for having read or not having read books are summarized in Table 5.

Table 5: Reasons for Reading/Not Reading

Non Readers (128)				
	1st Reason	2nd Reason	Total	%
1. Busy	70	15	85	(34)
2. Not Mandatory	13	37	50	(20)
3. Uninteresting Books	14	23	37	(15)
4. Few Extra Points	11	23	34	(14)
5. Others	14	12	26	(10)
6. Dislike English	6	13	19	(8)

Readers (157)				
	1st Reason	2nd Reason	Total	%
1. Mandatory	92	1	93	(42)
2. Want Extra Points	48	11	59	(27)
3. Want to Read English	7	15	22	(10)
4. Friends are doing	3	14	17	(8)
5. Found Interesting Book(s)	5	12	17	(8)
6. Others	1	5	6	(3)
7. Teacher's Recommendation	1	4	5	(2)

The most common reason the students gave for not having read any books was being too busy (34%), the second that it was not required (20%), the third that there were no interesting books and the fourth that they could earn only a few extra points. Only 8% of the students responded that they did not read any books because they did not like English. The most common reason that they did read books was that it was required, the second was that they wanted extra points, and the third was that they wanted to read English books. For students who were offered extra points, earning extra points had a much stronger effect than any other reason. The teacher's strong recommendation influenced only 2% of the students.

We compared the average responses on questions 4–9 for students who read books during this study and students who did not. Questions 6–8 are on a scale of 1–6, with 1 being a strong “no” and 6, a strong “yes”. The results appear in Table 6.

Table 6: Comparison between Readers and Non-readers

	Books read previously	Books looked at in ESL Corner	Happy to read?	Enough books available?	Want extra points?	No. of points wanted
Non-Readers	3.02	3.28	3.09	2.24	4.09	12.3
Readers	3.29	6.95	3.76	2.76	5.32	16.6

Tests showed significant differences between students who read and those who did not in all comparisons except the number of English books read previously. However, in discussions with the students, we found that some included supplementary readers used in high school or English books used in preparatory

schools in the “number of books read previously”, and therefore, this result may not be accurate.

Students who had read at least one book looked at an average of almost seven books in the library, and students who had not read any books looked at an average of 3.28 books. At minimum, this project gave the students a chance to be exposed to graded readers. The responses to the questionnaires indicated that the students were glad to have had this opportunity to read graded readers. They could not find enough books that they were interested in. They wanted very much to earn extra points for this project. The students who had read wanted more extra points (5.32) than the students who had not (4.09). Both groups wanted more than ten points for this project.

The students felt that the best time to carry out this type of project would be during vacations (49%). 94% of the students responded that they would like to read English books sometime. The students were most interested in mysteries and adventures, and then in novels. They wanted to read low-intermediate books most, then elementary, high intermediate and advanced, in that order. Only 16 students responded that they would not want to read any English books at any level.

Students' first, second, and third choices of books to read are summarized in Table 7.

Table 7: Books Students Want to Read

Books	1st Choice	2nd Choice	3rd Choice	Total	%
1. mystery/adventure	100	43	40	183	(24)
2. novels	68	55	51	174	(23)
3. romance	11	32	26	69	(9)
4. travel	13	30	25	68	(9)
5. science fiction	13	30	20	63	(8)
6. science	17	22	24	63	(8)
7. foreign culture	21	18	21	60	(8)
8. drama, poetry	8	17	27	52	(7)
9. no preference	14	1	3	18	(2)

In total, mysteries and adventures (24%) and novels (23%) received the highest ratings. The rest are almost the same, but drama and poetry were the lowest. This result corresponds with the survey at another university, which showed high interest in mysteries and novels and low interest in poetry (Ito, Shimizu and Honda, 1986). There may be similar tendencies in college students' preference for books. According to the survey by Ito, Shimizu and Honda, other categories students liked were sports, books which give useful information, and, especially among female students, books on cooking and embroidery.

The students wanted to read low-intermediate books most (47%), elementary books (27%) next, then high-intermediate books (17%) and advanced books (4%). Only

sixteen students (6%) responded that they did not want to read any books of any level.

DISCUSSION

Many students have a desire to read English books. This project lasted only four to six weeks, but one third of the students who were offered the opportunity to read books for extra credit points participated in the project. The students read a maximum of 10 books and 2.2 books on average. Of the students who were required to read one book as a homework assignment, five of them surprisingly read an extra book.

Whether the project was required as homework or done for extra points, 60% of the students read books at the elementary level (less than 1,000 words) and 27% read books of the low-intermediate level (less than 2,000 words). It appears that the students felt confident enough to read books only at these levels, perhaps because they did not have much experience reading English. Less than 10% of the students read high-intermediate books and 1–2% read advanced books.

Giving extra points helped motivate students to read English books. We offered a maximum of ten points, but the students who read books wanted an average of 16 points. The opportunity to earn two points seemed to help motivate them. It was effective to give two points for each book they read. Since more than 70% of the students wanted to read only elementary and low-intermediate books, we need to offer something besides extra points to encourage them to read high-intermediate and advanced books. Interestingly, fewer students wanted to read elementary books. Since the elementary books did not appear to satisfy students, it would be better to recommend at least low-intermediate books to college-level students.

Of the students who did not read any books, the most frequently expressed reason was that they were too busy. Therefore, it would be better to assign a project like this during vacations or at least to give the opportunity over a longer period of time.

Clarke and Silberstein (1987) argue that prior knowledge and interest precede the difficulty level of language, that is, interest in the topic or prior knowledge about it are often more important to comprehension than the difficulty of the language. Therefore, it is important to increase the number of books and the variety of topics available to students so that all students can find books that are in familiar fields or of interest. Even students who did not read any books looked at an average of three books in the library. Since students expressed an interest in mysteries, adventures and novels, we should increase the number of books in these categories.

The levels were determined by the vocabulary, but books at the higher levels also have more pages so that students had to spend more time reading them. Vocabulary,

number of pages, and time required to read the book influenced students' perceptions of the books. The students felt that books of higher levels, books with more pages, and books that required more time to read were more interesting, more mature, more useful, more satisfactory, and more likely to be recommended. Books of higher levels were judged to be better organized, to have more difficult vocabulary, grammar and English in general, and to require more prior knowledge and to be less comprehensible. As a whole, the students thought that graded readers up to the low-intermediate level were easy enough to read.

For teachers considering similar projects, the analysis of twelve series of graded readers by Hill and Thomas (1988a and 1988b) and the manual for graded readers including cassette tapes by Livingstone et al. (1987) are very good references.

As we have discussed, offering students an opportunity to read graded readers independently seems to be effective for improving their reading proficiency, and many students are interested in reading English books. If the opportunity were offered during the summer or winter vacations, more students would participate in it. One aspect of such a project that teachers need to be concerned about is how to motivate their students to participate in it.

Note

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APPENDIX A

Book Report

Class Student No Name

Title /

Publisher Publication Year

Level Size x No of pages

Topic

Main characters

Minor characters

Time period of the story

Location of the story

Time required to finish hours minutes

Boring	1	2	3	4	5	6	Interesting			
Childish	1	2	3	4	5	6	Not Childish			
Useless	1	2	3	4	5	6	Useful			
Unsatisfactory	1	2	3	4	5	6	Satisfactory			
Not recommended	1	2	3	4	5	6	Recommended			
Organization	Poor			1	2	3	4	5	6	Good
Grammar	Difficult			1	2	3	4	5	6	Easy
Vocabulary	Difficult			1	2	3	4	5	6	Easy
English as a whole	Difficult			1	2	3	4	5	6	Easy
Prior knowledge assumed	Much			1	2	3	4	5	6	Little
Comprehension (content)	Difficult			1	2	3	4	5	6	Easy

Summary:

Comments:

APPENDIX B

ESL Reading Project Questionnaire

Class Student No Name

1. Did you take part in this project?
 - a. No b. Yes
2. If not, why not? Indicate first and second reason
 - a. I was too busy
 - b. I do not like English that much
 - c. I could not find books I am interested in
 - d. Extra credit was too little for the work
 - e. It was not required
 - f. other (.....)
3. If so, why?
 - a. It was required
 - b. I wanted to read something in English
 - c. I wanted to get extra points
 - d. My friends were doing it
 - e. I found an interesting book
 - f. My teacher strongly recommended it
 - g. other (.....)
4. Besides textbooks, how many English books have you read through (including the ones for this project?)

0 1 2 3 4 5 6 7 8 9 10 more
5. How many books in the ESL Corner did you look at?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 more
6. Were you happy to have a chance to read an English book?

No 1 2 3 4 5 6 Yes
7. Were there enough books available?

No 1 2 3 4 5 6 Yes
8. Would you like to get extra points for this type of project?

No 1 2 3 4 5 6 Yes

9. If so, how many points out of 100 final points are adequate for the course?

No 1 2 3 4 5 6 7 more ()

10. When would you like to read English books?

- a. never
- b. during vacation
- c. during the school
- d. in classes
- e. any time

11. What types of books would you like to read?

Choose the first, second and third.

- a. none
- b. science fiction
- c. science (non-fiction)
- d. novels
- e. mystery/adventure
- f. romance
- g. drama, poetry
- h. travel
- i. foreign culture (countries)
- j. other ()

12. Which level of English books would you like to read most?

- a. None
- b. elementary (- 1000 words)
- c. low intermediate (1000 - 1800 words)
- d. high intermediate (2000 - 3000 words)
- e. advanced (3000 -)

13. Comments