

## Student Attitudes toward Graded Reading: A Preliminary Investigation

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### Abstract

Attitudes toward graded reading as expressed by freshmen English majors on a questionnaire distributed October, 2003 indicated that, irrespective of level of reading proficiency as measured by TOEIC, respondents: a) uniformly perceived a significant level of benefit deriving from graded reading; b) that they would continue reading English in the future, and c) that they would like to read more challenging books in the future. However, these findings are contradicted by findings that not all respondents had read the recommended number of readers during the term prior to the study, that they expressed a neutral attitude toward both first and second language reading, including graded reading, and that anecdotal evidence gathered from upperclassmen indicates that few students continue with graded or extensive reading unless it is incorporated into a course or required by an instructor.

### Background

Research has repeatedly shown that weak readers have recourse to a limited number of skills and strategies, while more proficient readers make use of a wider variety of strategies and skills. Nation (1997) has documented the linguistic benefits gained by students who read extensively in a foreign language as being: 1) building reading speed; 2) lexical speed access; 3) reading fluency; 4) the ability to move from working with words to working with ideas. Renandya et al, (1999) found that there are significant increases in reading speed and comprehension for 'extensive' readers versus 'intensive' readers. Bell (2001) indicated that extensive reading is a significant predictor of second language proficiency, while Constantino et al (1997) have provided evidence from young adult learners that extensive reading is 'a strong predictor of TOEFL scores'. In addition, Nuttall (1982:41) has made the claim that "successful reading makes successful readers: the more students read the better they get at it, and the better they are at it the more they read". Elley (1991:387) noted "the spread of the effect from reading competence to other language skills - writing, speaking and control over syntax. The two significant points here are that reading improved all the language skills and that these experiments contrasted using a

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textbook with reading programmes.” Perhaps the most striking comment is Krashen’s assertion that “When [second language learners] read for pleasure, they can continue to improve in their second language without classes, without teachers, without study and even without people to converse with”. (1993:84 )

Strategies often employed by proficient readers include: 1) successfully inferring the meaning of new words from context; 2) efficient, effective dictionary use; 3) recognizing sound/spelling correspondences; 4) learning to find and recognize the main ideas in texts and within paragraphs; 5) developing word-part knowledge (affixes and word stems); 6) pronoun and synonym reference to parts of a text; 7) skimming and scanning; 8) understanding text types and genres; 9) understanding patterns of organization within a text; 10) comprehending implied messages in a text.

While the skills and strategies typically used in extensive reading are not specifically intended to improve reading ability as measured by TOEIC, students who are able to employ these skills should in all probability be more competent readers, and thus find the reading section of the test easier than those who apply only the limited range of skills developed in their first 6 years of English study. Anecdotal evidence gathered from students indicates that one of their biggest difficulties with the reading comprehension and grammar sections of the TOEIC exam is a lack of vocabulary or the inability to understand the meaning of words originally learned in isolation in other contexts. I would venture that the intensive reading approach employed at public schools, coupled with the lack of instruction in basic English reading strategies, is one reason for this.

### **Instrument and Administration**

A 25 item questionnaire comprised of questions intended to elicit students’ L1 and L2 reading habits, attitudes toward L1 and L2 reading, preferred level of difficulty in L2 reading, and perception of the benefits of L2 reading was developed based on prior research into the benefits which accrue from extensive reading. Items were then translated into Japanese. Both English and Japanese language questions were included on the survey given to students. (Appendix A) The questionnaire was administered during freshmen Oral/Listening classes the second week of October 2003. Students were allowed adequate time to complete the survey using a marksheet..

### **Method**

Data was checked to ensure that all respondents had taken the TOEIC exam administered in August 2003. Responses from students who had been absent from that exam were removed, leaving a sample of 87 respondents. A standard deviation of the results of the grammar/reading section of the August 2003 TOEIC was obtained (sdev=38.3514), and respondents sorted into 4 groups Group 1 (sdev+1>); Group 2 (sdev+1); Group 3 (sdev-1); Group 4 (>sdev-1) based on their performance. This step was taken to enable comparison of responses between and among groups

whose performance on a recent administration of an applicable standard measure of proficiency was statistically significant. Averages for the 4 groups' responses for the 25 items were obtained and rank ordered.

## Results

1. I have read ( ) books in English.
2. Most of the English books I have read were 10) very hard >>>> 1) very easy
3. I have read ( ) graded readers this year.
4. Most of the graded readers I have read were 10) very hard >>>> 1) very easy

Item	1	2	3	4
Group 1	6.462	3.769	5.769	3.308
Group 2	5.03	3.152	4.697	3
Group 3	4.25	3.125	3.958	2.792
Group 4	3.471	2.471	4.706	3.588
Av.	4.8	3.13	4.78	3.17

Items 1-4 were included in an attempt to develop a picture of respondents' experience in reading English. From the data, it would appear that Group 1 (sdev+1>) respondents had read more than respondents in other groups. However, the similarity of response to items 1 and 3 was likely caused by the question order. As most students presumably had not read (m)any English books other than graded readers, they seem to have assumed that item 1 referred to graded readers rather than other types of books. The similarity of response to items 2 and 4, regarding level of difficulty, seems also to have been caused by confusion between graded readers and other types of books. Question order will be reversed in subsequent assessments.

5. Students should read ( ) graded readers a year.
- 10) 50+ 9) 40-50 8) 30-40 7) 25-30 6) 20-25 5) 15-20 4) 10-15 3) 5-10 2) 1-5 1) 0

Item	5
Group 1	5.538
Group 2	5.818
Group 3	5.667
Group 4	4.529
Av.	5.39

Item 5 was included to determine whether a link existed between the number of books "required" of students and the number they thought "should" be read. Here, respondents clearly referred to the translation, which proved ambiguous, as "should" can also be interpreted in Japanese as "be

expected to". The average response indicates that students are aware of the number of books they are expected to read. Responses converged around the actual number required, indicating that respondents interpreted the question in an unintended fashion. In any event, 61 of 87 respondents replied that students should read at least the required number of graded readers, indicating that the requirement falls within the low end of the range respondents feel is reasonable, and that respondents express a willingness to read. 27 respondents indicated a number below the "required" number as reasonable, while 41 respondents indicated that a higher number as a reasonable reading requirement. Only 1 respondent answered that students should not be required to read.

6 . I prefer to read at a level which is easy for me.

7 . I prefer to read at a challenging level.

8 . I prefer to read at a difficult level.

Item	6	7	8
Group 1	6.231	6.538	3.692
Group 2	4.909	6.545	3.424
Group 3	6.167	6.667	3.667
Group 4	5.118	5.765	3.824
Av.	5.61	6.38	3.65

Items 6-9 were intended to assess respondents' preference for reading level. Respondents indicated a slight preference for books of a "challenging" level and a strong dispreference for books considered "difficult". While the subjectivity of the terms and the range of proficiency tend to qualify the response, it is clear that the graded reader levels available adequately suits the majority of the respondents. As students self-select readers based on interest and are encouraged to read books at or slightly below their level of proficiency, their slight preference for more challenging material may tend to encourage them to choose texts which require the use of dictionaries, which should in any case be avoided. Coupled with the response to item 11 regarding the ability to read without a dictionary, the preference for somewhat more difficult material as well as the intensive reading techniques learned in their first 6 years of language instruction may encourage reliance on dictionary use. More information will need to be obtained regarding the use of dictionaries during graded reading.

9 . In future, I will be able to read more challenging English books..

10. I would like to read more challenging books in the future.

11. I can read in English without using a dictionary.

Item	9	10	11
Group 1	6.54	8.54	4.231
Group 2	6.58	7.85	3.364
Group 3	5.96	6.88	2.917
Group 4	6.71	6.71	3.588
Av.	6.44	7.49	3.52

Items 9-11 were included to reflect respondents' relative level of confidence in their reading ability. Responses to items 9 and 10 were encouraging and indicated that respondents felt that their interest in reading would continue and that their reading ability would develop over time. The response to item 11, however, indicates that students still rely heavily on dictionaries while reading, which means that they are being presented material beyond their level of comprehension, else lack vocabulary, or have not received adequate training in appropriate reading strategies, any of which are likely to dampen their enthusiasm for reading and limit their eventual progress.

12. My reading speed would improve if I read more.
13. My level of comprehension would improve if I read more.
14. My vocabulary would improve if I read more.
15. My ability to think in English would improve if I read more.
16. I would gain confidence in my reading ability if I read more.
17. I think I would be a more proficient reader if I read more.
18. I would enjoy reading in English more if I were a better reader.

Item	12	13	14	15	16	17	18
Group 1	8.923	8.308	8.154	8.154	7.923	7.154	8.538
Group 2	8.333	8.152	8.152	7.182	7.848	6.97	6.636
Group 3	7.458	7.625	8	7.5	7.542	6.25	6.833
Group 4	8.471	8.059	8	6.706	7.294	7.765	7.647
Av.	8.3	8.04	8.08	7.39	7.652	7.03	7.41

It is encouraging to note that the benefits which other research has indicated tend to accrue to students who read extensively are uniformly perceived by all groups of respondents. This would seem to bode well for continued reading, as benefits would accrue in proportion to the volume read. However, it may be that until students have read a certain volume and reached the point that they experience improvement firsthand that these benefits could remain intangible. The danger is that, unless students do begin to see improvement, and unless reading becomes more fluent and more enjoyable, they will either fall back on established reading habits or lose what commitment they have to reading. A follow up questionnaire to be administered in February 2004

will investigate the extent to which students perceive that they have derived benefits from graded reading.

19. I want to read about various subjects in English.

20. I will continue to read in English in the future.

21. I enjoy reading in English.

22. I enjoy reading graded readers in English.

Item	19	20	21	22
Group 1	6.846	7.077	6.846	5.615
Group 2	7.273	7.273	6.545	5.909
Group 3	6.625	7	6	5.583
Group 4	6.118	5.647	5	5.471
Av.	6.72	6.75	6.1	5.64

Items 19-22 were designed to measure respondents' level of enjoyment of reading in English. While responses to the first two items of this set were somewhat encouraging, and in harmony with responses to items 9 and 10, responses to the second two questions provided less room for enthusiasm. Interestingly, the responses to items 21 and 23 are almost identical, indicating that respondents stated little preference for reading in their first language over English. As both responses were just above neutral, one is left to surmise that respondents are on the whole rather indifferent to reading as an activity, or at least do not perceive it as being pleasurable. As one of the goals of intensive reading is to foster an enjoyment of reading, the lower response to item 22 calls into question whether, despite their stated perception of potential benefits, respondents have read an adequate volume of text to accrue dividends, or whether their general lack of enthusiasm for reading is partially responsible for this figure.

23. I enjoy reading in my own language.

24. I often read for pleasure in my own language.

25. Apart from textbooks, I read about ( ) books in my native language per year.

Item	23	24	25
Group 1	5.538	4.692	3.769
Group 2	6.667	5.879	3.364
Group 3	6.125	4.375	3.458
Group 4	5.765	4.529	3.059
Av.	6.02	4.87	3.41

Items 23-25 were included to provide a brief description of respondents' native-language reading

habits. As noted above, the responses to items seeking to determine the level of preference for reading in a foreign versus native language were confounding; given respondents' measured English reading proficiency, a clear preference for native-language texts would be assumed. Likewise, students did not describe themselves as active first language readers: 56 of 87 respondents were either neutral or disagreed with item 24, and 18 of 87 respondents indicated on item 25 that they read no books, while 32 students indicated that they read 10 or fewer books a year. On the other hand, 54 respondents estimated that they read 10 or more books a year, while 16 responded that they read 50 or more books per annum. Why these students did not characterize themselves as active readers, or state a clear preference for reading in their first language remains unclear.

## Conclusion

While we are able to reasonably conclude that respondents have the impression that reading in English will benefit them in a number of ways, and that their stated intention is to read more widely and at a higher level of difficulty in the future, their overall lack of enthusiasm for reading in general and reading graded readers in specific calls into question whether they have received adequate instruction in the goals and techniques of extended reading, whether they are choosing texts without first scanning them for interest and level of difficulty, and are thus choosing inappropriate reading material. It may also be that students are relying too heavily on the limited set of strategies developed during junior and senior high school, and therefore using dictionaries as a first, rather than as a last, resort. It would appear that more research into what students are doing while reading is necessary before we can determine whether their approach to reading is one that is likely to bring them the benefits that research has indicated accrue to students who read extensively, whether their level of vocabulary and general knowledge is adequate for this type of reading, or whether there are affective variables which prevent them from reading.

Traditionally, Japanese students of English have encountered new language in the form of written texts. However, research by Tanaka (1985) Kitao, Yoshida and Yoshida (1986) and Kitao and Kitao (1995) found that standard reading strategies such as skimming, scanning and the use of contextual clues to derive meaning are not taught at most Japanese high schools. Additional studies by Kitao et. al. (1985) found that word relationships, such as those between synonyms and antonyms, are overlooked in high school reading classes. Moreover, Kitao and Kitao (1995) found that top-down strategies such as scripts, schema development and the use of real-world knowledge or personal experience to provide a context for readings are not typically presented to students of English in Japanese public schools.

Ironically, despite the fact that students are exposed to substantially less aural input than textual input during the six years that they encounter English in public schools, more than 90% of incoming H.U. freshmen have higher scores on the TOEIC listening component than on the

reading comprehension and grammar components. In only 3 out of 104 cases on the April 2003 TOEIC did freshmen reading scores equal their listening scores. The weighted average reading score was 102.2, contrasted with a weighted average of 182.7 for listening. Raw scores were 39% for listening vs. 32% for reading/grammar. Average weighted listening scores for the same group in August 2003 were 222.0, while average weighted reading scores on the same test were 132.3. Raw scores in this case were 46% and 37% respectively. Because the relative weighting of the two sections of the TOEIC makes it easier to score “high” on the listening than on the reading/grammar, examining the unweighted scores indicates that students’ performance on the two sections is not as divergent as it initially appears. If students reading scores had reached the level of their listening scores, based on the results of the August 2003 TOEIC, students scores would have been on average 60 points higher, or over 400 total points on average.

### **Issues in the Emplementation of Extensive Reading**

Despite uncertainties that still exist regarding students’ reading habits, preferred reading material and language, and approach to reading, we can say based on evidence gathered in other studies that students who read, and who read extensively, stand a much better chance of improving not only their reading skills, but their overall language skills. In order to encourage students to read, a more systematic and integrated approach to graded or extensive reading, coupled with a clear explanation of appropriate reading strategies would seem warranted. If students are in fact approaching graded readers as they would a text intended for intensive reading, this would shed light on their feelings toward English reading on the whole. If, as can be surmised, students read only a limited amount in their native language, it may be the case that the strategies they would normally employ when reading have not adequately developed, or that transfer is a problem.

In order to make the program more successful, it needs to be intergrated into the reading courses currently offered, perhaps as a homework or extra credit. Barriers which need to be overcome include: a lack of familiarity with the rationale, aims and procedures of extensive reading; reluctance to acknowledge that reading of this type is beneficial and appropriate for university students; lack of short-term “testability”; resistance to integrating extended or grading reading into the existing reading program, whose primarily goal is instruction in intensive reading, translation or vocabulary building, and lack of adequate student incentive to continue reading after the first year.

### **Extensive vs. Graded Reading**

The terms extensive reading and graded reading are often confused. Fundamentally, graded reading makes use of specially prepared (eg “graded”) materials, whose primary features include a limited set of lexical items and simplified grammar and syntax. Graded readers are therefore “non-authentic” texts, aimed at language learners. Publishers usually establish different levels for

these readers according to the number of headwords. For example, a 1200 headword reader would be written so that very few words fall outside the publisher's 1200 most frequently used word families.

The goal of graded reading is for students to read extensively enough that they are able to read progressively more challenging texts, and eventually able to approach authentic texts with a reasonable degree of fluency. In theory, readers develop sufficient fluency and other forms of linguistic knowledge at lower levels, which in turn enables them to read more difficult graded readers, and later progress to authentic reading material.

On the other hand, extensive reading can make use of specially prepared materials, but does not necessarily do so. Extensive reading requires a greater degree of reading ability than does graded reading. Extensive reading seeks to promote reading fluency and reading confidence. The learner reads a large volume of text within his current reading ability to build reading speed, reading confidence and fluency. The focus is on general comprehension and on developing the ability to read fluency. Because the learner consistently reads large volume of text, he regularly encounters high-frequency vocabulary, grammar and structure in a variety of contexts.

Extensive pleasure reading has been demonstrated to lead to increased motivation to read, which in turn leads to further reading, a cycle Christine Nuttall (1982) calls 'the virtuous circle of reading'. Both Extensive and Graded Reading will help students to develop vocabulary, process words faster and enable them to read intensively with greater facility and accuracy. They will also learn to learn by reading while developing and refining their inferencing and deductive skills, which are necessary for comprehending the texts encountered elsewhere.

Features of an extensive reading approach, as proposed by Day and Bamford are that: 1) Students read as much as possible, in and out of the classroom. 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways. 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them. 4) The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the student. 5) Reading is its own reward. 6) There are few or no follow-up exercises after reading. 7) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. 8) Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult. 9) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses. 10) Reading speed is usually faster rather than slower as students read books and other material they find easily understandable. 11) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most

out of the program. 12) The teacher is a role model of a reader for the students -- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. (1998:7-8)

### **Intensive vs Extensive Reading**

In contrast, the primary goal of intensive reading is to practice and learn the grammar and vocabulary of the target language through reading. This type of reading is called intensive reading because the learner is intensively involved in looking inside the text at the vocabulary and grammar, and is concentrating on a 'careful reading' of the text. Intensive reading aims to develop language knowledge rather than reading skill.

Features of an intensive reading approach are: 1) The material is usually selected by the teacher, not the students. 2) All the learners read the same material at the same time (usually in class). 3) The text is quite short (often these texts are no more than 300 words). 4) There is a heavy emphasis on using the text to learn vocabulary and grammar. 5) There are many difficult words (the aim is to teach them). 6) Vocabulary is taught by translation. 7) There is a pre-reading task. 8) Comprehension is tested. 9) There are 'post-reading' grammar and vocabulary exercises. 10) Students rarely meet new vocabulary again in later chapters.

With this type of approach, there is very little practice of the skill of reading because very little text is being read. The learner will not be able to read quickly because many of the words are unknown. The learner frequently stops reading to use a dictionary, ask for a definition, or analyze the text word-by-word, due to the frequent occurrence of unfamiliar lexis or grammar. The learner will not be able to read at her own level of reading ability, because all the learners must read the same material. The text may or may not hold interest for the learners because it was selected by the teacher. There are few chances to learn the patterns in English because there is typically very little text to read.

Nevertheless, intensive reading does offer the learner the opportunity to learn new vocabulary, practice grammar, and become more familiar with the topic of the text, all of which are, of course, necessary. However, intensive reading alone is not sufficient; the learner needs practice to develop the skills used by fluent readers, which is more easily accomplished through extensive reading.

### **Reading Skills and Strategies**

If a student is required simply to decode texts, then his or her eyes are not being trained to move rapidly and smoothly over the page. This makes it difficult for the student to read at the "idea" level, where the meaning of the text resides. Too much intensive reading discourages the development of fluid eye movement which facilitates interaction with the text and "chunking",

assigning meaning to larger pieces of text, and establishing the connection between these “chunks” and relating them to the writer’s ideas or purpose. To remember a text well, we need to work with ideas, not simply words. This is why, up to a point, the faster we read, the better we comprehend. The ability to read faster is in turn comprised of various other skills that facilitate text comprehension, skills best developed in the context of extensive reading for pleasure. This is one reason that the texts used in graded or extensive reading programs should be *easy to read* – in fact, they should be below the students’ current level of reading ability. If the text is too difficult, reading becomes a decoding (intensive) task rather than a reading task, and the aim of developing fluent readers by encouraging extensive reading for pleasure will not be reached. Reading material which is “too easy” will allow learners to read faster, encouraging them to use a different set of skills than would be the case in “intensive” reading.

Experienced readers will comprehend in terms of as ideas or “propositions”, and recall the content in terms of these concepts. The transition from “word” to “meaning” is vital because the learner at this juncture has ceased working solely with letters and words and begun working with ideas. From this point forward, the learner can begin to infer, and to make more efficient and effective use of background and schematic information to aid comprehension, replicating the process used by fluent first-language readers. These are exactly the skills that would enable our students to cope more successfully with the challenges presented by the reading section of the TOEIC examination.

## Appendix A

### Graded Reading Survey 1

Section 1: Mark the number on the marksheet that corresponds to your answer.

マークシートに答えを記入して下さい。次のスケールに従って下さい。

1. I have read ( ) books in English. 今までに英語で読んだ本の数  
10+ 9 8 7 6 5 4 3 2 1 0 (leave blank)
2. Most of the English books I have read were 10)very hard >>>> 1)very easy  
英語で読んだ本の難易度：10)とても難しい >>>> 1)とても易しい
3. I have read ( ) graded readers this year. 今年今までに読んだレベル別リーダーの数  
10+ 9 8 7 6 5 4 3 2 1 0
4. Most of the graded readers I have read were 10) very hard >>>> 1) very easy  
英語で読んだレベル別リーダーの難易度：10)とても難しい >>>> 1)とても易しい

Section 2: Mark the number on the marksheet that corresponds to your opinion.

各質問ごとに賛成（10）から反対（1）までの間であなたの意見と一致した箇所を一つだけマークして下さい。

10=Strongly Agree                      5=Neutral                      1=Strongly Disagree

5. Students should read ( ) graded readers a year.

生徒が一年間で英語で読むべき レベル別 リーダーの数

10) 50+ 9) 40-50 8) 30-40 7) 25-30 6) 20-25 5) 15-20 4) 10-15 3) 5-10 2) 1-5  
1) 0

6. I prefer to read at a level which is easy for me.

自分にとって易しいレベルの物を優先して読む。

7. I prefer to read at a challenging level.

自分にとってチャレンジできるレベルの物を優先して読む。

8. I prefer to read at a difficult level..

自分にとって難しいレベルの物を優先して読む。

9. In future, I will be able to read more challenging English books..

時間をかければより難しい英語の本を読むことが出来ると思う。

10. I would like to read more challenging books in the future.

より難しい英語の本を将来読みたいと思う。

11. I can read in English without using a dictionary.

辞書を引かずに英語を読める。

12. My reading speed would improve if I read more.

読書量を増やせば、リーディングのスピードも速くなる。

13. My level of comprehension would improve if I read more.

読書量を増やせば読解力も増す。

14. My vocabulary would improve if I read more.

読書量を増やせば、語彙力も増す。

15. My ability to think in English would improve if I read more.

読書量を増やせば、英語で考える能力も増す。

16. I would gain confidence in my reading ability if I read more.

読書量を増やすことによって、読解力の自信がつく。

17. I think I would be a more proficient reader if I read more.

読書量を増やすことによって、上手な読み手になると思う。

18. I would enjoy reading in English more if I were a better reader.

上手な読み手であれば、英語で読むことを楽しめる。

19. I want to read about various subjects in English.

いろんな分野の項目を英語で読んでみたい。

20. I will continue to read in English in the future.

将来も英語で読むことを続けていく。

21. I enjoy reading in English.

英語で読むことが楽しい。

22. I enjoy reading graded readers in English.

英語レベル別リーダーの読むことを楽しめる。

23. I enjoy reading in my own language.

母国語での読書を楽しんでいる。

24. I often read for pleasure in my own language.

趣味で母国語の読書をよくする。

25. Apart from textbooks, I read about ( ) books in my native language per year.

年間での母国語で読む本の数。(教科書以外)

10) 50+ 9) 40-50 8) 30-40 7) 25-30 6) 20-25 5) 15-20 4) 10-15 3) 5-10 2) 1-5  
1)0

## Appendix B:

Responses Grouped by SDV, 9.03.2003 TOEIC Grammar/Reading

	TOEIC 1	TOEIC 2	CHANGE	位置01	位置02	位置03	位置04	位置05
13 cases	8.923	8.308	8.154	8.154	7.923	7.154	8.538	6.846
33 cases	8.333	8.152	8.152	7.182	7.848	6.97	6.636	7.273
24 cases	7.458	7.625	8	7.5	7.542	6.25	6.833	6.625
17 cases	8.471	8.059	8	6.706	7.294	7.765	7.647	6.118
		<b>sdev=38.3514</b>		<b>4.8</b>	<b>3.13</b>	<b>4.78</b>	<b>3.17</b>	<b>5.39</b>

	位置06	位置07	位置08	位置09	位置10	位置11	位置12	位置13
13 cases	6.231	6.538	3.692	6.538	8.538	4.231	8.923	8.308
33 cases	4.909	6.545	3.424	6.576	7.848	3.364	8.333	8.152
24 cases	6.167	6.667	3.667	5.958	6.875	2.917	7.458	7.625
17 cases	5.118	5.765	3.824	6.706	6.706	3.588	8.471	8.059
	<b>5.61</b>	<b>6.38</b>	<b>3.65</b>	<b>6.44</b>	<b>7.49</b>	<b>3.52</b>	<b>8.3</b>	<b>8.04</b>

	位置14	位置15	位置16	位置17	位置18	位置19	位置20	位置21
13 cases	8.154	8.154	7.923	7.154	8.538	6.846	7.077	6.846
33 cases	8.152	7.182	7.848	6.97	6.636	7.273	7.273	6.545
24 cases	8	7.5	7.542	6.25	6.833	6.625	7	6
17 cases	8	6.706	7.294	7.765	7.647	6.118	5.647	5
	<b>8.08</b>	<b>7.39</b>	<b>7.65</b>	<b>7.03</b>	<b>7.41</b>	<b>6.72</b>	<b>6.75</b>	<b>6.1</b>

	位置22	位置23	位置24	位置25
13 cases	5.615	5.538	4.692	3.769
33 cases	5.909	6.667	5.879	3.364
24 cases	5.583	6.125	4.375	3.458
17 cases	5.471	5.765	4.529	3.059
	<b>5.64</b>	<b>6.02</b>	<b>4.87</b>	<b>3.41</b>

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