

Extensive Reading in Shinshu University: Rationale, Management and Motivation

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要旨

本稿の目的は、信州大学において 2005 年度前期に、英語の授業で実施された多読プログラムの成果を示すことである。前期では 450 人の学生を対象に、後期では 770 人を対象に実施した。2006 年度の「総合英語」では約 70 クラスにまで拡大する予定である。

第二言語の習得だけでなく母国語の上達においても、多読が有効であることを多くの研究が示している。しかしその多くは、語彙のように計量可能な要素に基づいて、学習者の習熟度を測定しようとしている。そこで本稿では、これまであまり注目されなかった、学習者の読書に対する「姿勢」に焦点を当てる。

まず、理論と方法について述べる。そして日本の英語教育における多読の有効性について述べた後、学習者に対する多読プログラムについてのアンケート結果報告と、学生の読書傾向についての一考を述べる。

Key words: Extensive reading, motivation, language acquisition, graded readers, input

1. Introduction

The aim of this article is to assess the achievements of an extensive reading programme set up during the first semester of the 2005-2006 academic year in a total of 13 Shinshu University English classes. The programme was continued in the following semester on an expanded scale, this time with 22 classes and the participation of four other teachers. A still larger version, involving over a thousand students and a sizeable proportion of the teaching staff, will be an integral component of the Comprehensive English course (総合英語) in 2006-2007. It is hoped, therefore, that the discussion offered here will be of immediate value in suggesting how extensive reading should be managed in the

context of the English language classroom in Shinshu University.

There is already an abundant literature on the benefits of extensive reading not only in the SLA context but also, of course, in the L1 classroom. The present article, however, is not directly concerned with the advances in comprehension and other language skills that most research in this area aims to measure. With regard to student development, the focus of our inquiry lay with the question of attitudes to reading rather than with anything as quantifiable as vocabulary knowledge; and the latter section of the article will present the results of a questionnaire designed to investigate changes in student attitudes during the course of the semester.

Before turning to the research, however, we will offer a brief account of some of the methodological considerations underlying the decision to establish an extensive reading programme. The discussion of the survey results will also be prefaced by a description of how the programme was organized. We suspect that there have so far been relatively few accounts of this sort relating to extensive reading in tertiary education in Japan and we hope that the present article might be of some help to teachers in other institutions who are contemplating setting up programmes on a similar scale. There may also be teachers already running such programmes who would find it useful to compare their own experience with ours. At any rate, it seems quite likely that there are language instructors in Japanese universities who, having read about the theory behind extensive reading, are keen to put the principles into practice, but need support in overcoming the logistical problems involved in getting the books into the hands of their students. One of the questions which arises both when starting and also when expanding a library of graded readers has to do with the selection of books. The final section of this paper consists of some reflections on this problem accompanied by tables showing which books were most popular among the students involved in our extensive reading programme.

2. Methodology and the Contribution of Theory

With respect to theory, the largest single influence behind our decision to establish the extensive reading programme is undoubtedly the Input Hypothesis, which, for at least twenty-five years now, Stephen Krashen and his associates have argued should be at the

centre of the SLA curriculum.¹ Put simply, the thesis states firstly that there is a crucial difference between learning and acquiring a language. Learning is a conscious process and generally takes the form of systematic study and, in many cases, memorization of the structural features of a language. This is traditionally what takes place in the institutional setting of the foreign language classroom, where students receive formal teaching and are expected to learn a set of clearly defined skills. Acquisition, on the other hand, is a wholly subconscious process. When infants acquire their mother tongue, they have no conscious knowledge that they are learning something. Indeed, it is only when they are already fluent speakers, and usually also literate, that they can conceptualize the process that has taken place in their brains. Thus far, the hypothesis simply describes a distinction that all of us can easily recognize as being valid.

Before we can understand how this distinction becomes relevant to the SLA curriculum, however, it is necessary to consider two further elements in Krashen's theory: the Natural Order Hypothesis and the Monitor Hypothesis. The first of these proposes that the order in which we acquire the various elements of a language is predetermined and invariable. Moreover, formal teaching cannot change this 'natural order'. For example, single words are acquired before collocations, which in turn are acquired before longer phrases. Generally, simple language is acquired before complex language; for example, the past perfect tense will only stick after the present perfect has been mastered. However there are many exceptions: for example, irregular past tenses are acquired before regular past tenses.² Krashen also notes that in English, the *-s* required by the verb in the third person singular is acquired relatively late. The pedagogical consequences of this are that no matter how much time and energy is invested in formally teaching this feature of the language, the rule will not be acquired until the student has acquired all the other rules which precede this rule in the natural

¹ The following account of the hypothesis is derived from: Stephen D. Krashen, *Fundamentals of Language Acquisition* (Chicago, IL: SRA/McGraw-Hill, 1992), pp. 1–11; Stephen D. Krashen and Tracy D. Terrell, *The Natural Approach: Language Acquisition in the Classroom* (Harlow: Pearson Education, 2000), pp. 26–39; and Stephen D. Krashen, *Explorations in Language Acquisition and Use* (Portsmouth, NH: Heinemann, 2003), pp. 1–14.

² English-speaking children often go through a phase of making regular past tenses of irregular verbs (for example *seed, maked, eated*) when they become aware of the "rule" of adding "ed". This is an interesting example of the Natural Order and the Monitor Hypotheses at odds among developing L1 speakers.

order of acquisition.

In essence, the Monitor Hypothesis offers a description of the limitations of grammar- and skills-based language instruction, since it states that consciously learned language can only be utilized when a number of conditions are met. The learner must firstly know the rule. This condition itself is difficult to fulfil in the case of a language like English, which is so widely studied that the grammatical descriptions available are becoming ever more complex and subtle, while still unable to provide a complete picture of how the language actually works. Secondly, the learner must be focused on structure, a condition which only tends to be met in an educational context. And thirdly, there must be time for the learner to be able to apply the rule, which is seldom the case in the spontaneous exchange that takes place in normal conversation, or in other real-time language activities.

Finally, we need briefly to consider the role of input in language acquisition. The Input Hypothesis answers the question begged by the Natural Order Hypothesis. If language is always acquired in a predetermined order, which we are unlikely to be able fully to reconstruct, and if, as Krashen asserts, this order is 'immune' to formal teaching, how are we to teach? Krashen formulates the question thus. If 'i' is the last item of language that was acquired, how do we move to the next item, to 'i + 1'? The answer is that we make this advance by receiving input which contains 'i + 1'. At the core of the SLA curriculum then, Krashen places the notion that we acquire language by obtaining comprehensible input. In other words, we acquire language by understanding messages.

While sufficient input is necessary to acquire language, language is not necessarily acquired when there is sufficient input; the Affective Filter Hypothesis claims that if we are anxious, if we suffer from low self-esteem, or if we are bored, the language will not reach the part of the brain that Chomsky has called 'the language acquisition device', and we will not acquire it, even if we understand the message.

The consequence of all of this is that what students need more than anything else is a large quantity of easily comprehensible language, which is where graded readers come in. In order to lower the affective filter, readers must be given the freedom to choose books they want to read, they must be allowed to enjoy reading them, and be encouraged to stop reading if they find the book difficult or uninteresting.

Vocabulary research provides another theoretical foundation for extensive reading. It is something of a contradiction that Japanese students are expected to graduate from

high school with a vocabulary of 5,000 English words, and yet often struggle with extensive readers based on over 1,000 headwords. In terms of Krashen's hypotheses, the students have *learnt* 5,000 words, but not *acquired* them. Nation and Waring point out the difficulty both in determining whether a word is known or not, and in deciding what actually constitutes a word; for example whether the verb *walk* is the same word as *walk* the noun. Within the Brown corpus, almost three quarters of all English text consists of the most frequent 1,000 words. Indeed, the most common word, the definite article *the*, makes up around 7% of all written and spoken English. Various research cited shows that readers must know 95% of the words in a passage to be able to guess the unknown words; if they know less than this, they will be unable to continue reading smoothly and will gain neither the message of the text, new vocabulary nor any pleasure from either process. Perhaps too much emphasis is laid on learning the next thousand words and not enough on acquiring the first thousand.

3. The Current Debate on Reading and the Reasons why Extensive Reading Works well in Japan

The primary education sectors of both Britain and the United States are in the grip of a vigorous debate about methods for teaching literacy. Opinions are polarized not only around the question of whether phonics-based methodologies are more effective than so-called 'whole language' approaches, but also around the question of which particular system of phonics works best.³ Such debate is by no means irrelevant to the Japanese SLA context where many students become discouraged by the low returns that they see from years spent memorizing linguistic structures divorced from any meaningful context. The antidote, we believe, lies in whole language and, more specifically, in engaging in large amounts of reading for pleasure. The Japanese English education system is convulsed by an acute sense of the necessity of reform, and it is surely imperative that extensive reading plays a prominent role in the development of new

³ For recent developments in the debate on reading in the UK, see the articles from *The Guardian* cited in the bibliography. A useful discussion of the whole language vs. skills debate can be found in Stephen D. Krashen, *Three Arguments Against Whole Language & Why They Are Wrong* (Portsmouth, NH: Heinemann, 1999).

curricula. Japan is also a culture in which reading is highly valued and people happily spend much money and time on printed matter.

Much of Krashen's more polemical, and often highly entertaining writing, is a response to the reluctance of government officials to embrace the holistic approach to literacy. Publishers, however, have been less slow to see the potential of extensive reading in the SLA market and we have been much encouraged by the impressive growth in both the number of titles available and in the quality of the graded readers carried by the major EFL publishers. This is also the point at which we would like to express our gratitude to the staff of the Tokyo offices of Longman and Oxford University Press for their unstinting support in setting up the project.

4. Survey Results

The extensive reading programme began in April 2005 with 13 classes, taught by two teachers. While the same basic principles of extensive reading were adhered to in both classes, and the same library system was used, there were some differences.

In both teachers' lessons, time was allocated, usually at the beginning of class, for students who had finished their books to return them and choose new books. Students who had not finished their books were encouraged to continue reading. Having students read during class time has three important benefits: reading is seen to be a valuable activity that is part of the course and part of their formal study of English; the teacher can check that the students are reading appropriately, not using dictionaries and not writing notes on the books or elsewhere; and the teacher can talk to students about the books they are reading, showing interest and offering encouragement.

In Teacher A's classes, students were given a comprehensive introduction to the theory behind extensive reading during the first few classes. Around thirty minutes at the beginning of each lesson was devoted to extensive reading. When students had finished reading a book, they were asked to fill in a report form (see Appendix 1) which was designed to keep a record of the students' reading, data from which can be seen below, and give students the opportunity to write some response to the books. At the end of the course, approximately twenty percent of students' grades was based on the number of books they had read.

In Teacher B's classes, students were given very little guidance beyond encouragement to read and discouragement to use dictionaries or write in the books. Around fifteen or twenty minutes of each lesson, usually at the beginning, but sometimes during other activities, was devoted to reading and choosing new books. When students had finished a book, they did not have to fill in a report form. The amount read was not taken into account in calculating the students' grades.

To summarize, in Teacher A's classes, extensive reading was an integral part of the course. In Teacher B's classes, extensive reading was an important activity within the classroom, and at home.

In the last lesson, students filled in questionnaires, in Japanese, about extensive reading (See Appendix 2). A summary of the results is given in Table 1 below.

Students in all classes were told not to use a dictionary, or at least only to use a dictionary as a last resort. Readers were recommended only to use a dictionary if it made them angry that they didn't understand a word. When asked if the teacher had told them to use a dictionary (Question 9), only 3% of respondents, regardless of which teacher they had been taught by, said 'yes', so the message seems to have got across well. (Question 10.) As can be seen in Figure 1 below, almost all students (92%) used their dictionaries less than once a page, although in Teacher A's classes more used one 'rarely', compared with more using one 'sometimes' in Teacher B's classes. There was no correlation between the number of books read and dictionary use, so perhaps this was due to increased reading time in class and therefore more supervision.

Questionnaire data	Teacher A's Classes	Teacher B's Classes	All Classes
Number of Classes	7	6	13
Number of students	145	125	270
Average Number of books per student	5.7	3.2	4.5
Number of Students reading over 9 books	27	0	
Reading Time			
Average reading time—1st book (minutes)	100	101	101
Average reading time—last book (minutes)	94	100	97
Did you get faster at reading? (yes)	63%	55%	60%
Estimated total reading time (hours)	9.1	5.3	7.5
Estimated reading time outside class (hours)	5.1	2.3	
Background			
Average Number of Japanese books read per month			2.4
Had you read a whole book in English? (yes)			53%
Motivation			
Has your feeling towards reading English changed? (yes)	41%	29%	36%
Do you want to read more books? (yes)	70%	57%	64%
Would you borrow books from the library?	55%	55%	55%
Reading style			
Did you translate before this course? (yes)	60%	64%	62%
Do you translate now? (yes)	48%	60%	54%
Were you told to use a dictionary? (yes)	3%	3%	3%
Did you want more explanation from the teacher? (yes)	21%	35%	27%
Did you need more instruction from the teacher on choosing books? (yes)	15%	19%	17%

Table 1.

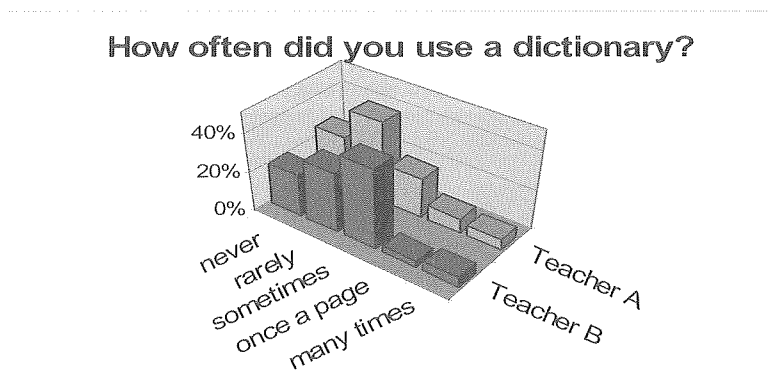


Figure 1.

(Question 11.) As can be seen in Figure 2, between 80 and 90% of respondents found extensive reading valuable. Students in Teacher A’s classes were more positive than those in Teacher B’s classes, although this is probably because they had read more books; among all students, there was a 20% correlation between the number of books read and the perceived value of extensive reading.⁴

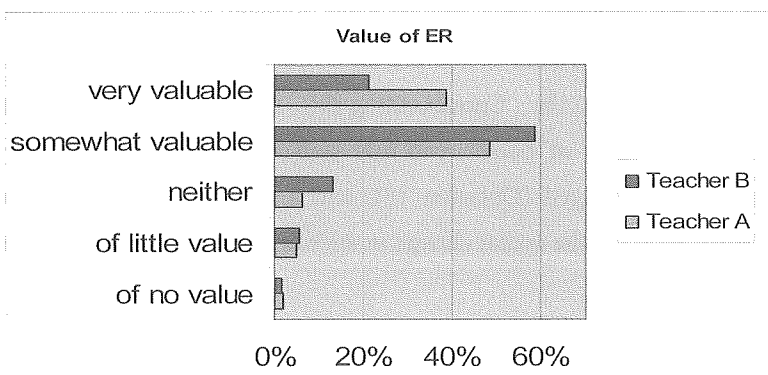


Figure 2.

⁴ Statistical note: The correlations between the number of books read, the number of Japanese books students read per month and the other responses in the questionnaires were calculated. For the whole sample of questionnaires, the calculated correlation of 0.2 has a 95% chance of indicating the correct correlation. While 0.2 is not a high correlation, in view of the range of variables affecting readers and books, it suggests that there is some meaningful connection between the two statistics in question.

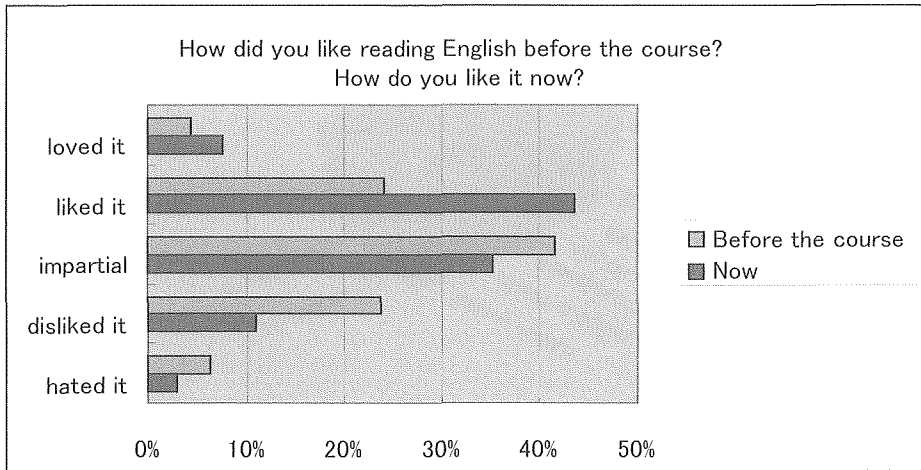


Figure 3.

The evidence suggests that the more students read, the more positive their attitude towards reading English became. There were slight, but not significant differences between students in Teacher A’s classes and Teacher B’s classes. The correlation between the number of books read and students’ feelings towards reading *before* the course (Question 14) was around 6%, while the correlation with their feelings *after* the course (Question 16) was 21%. Corroborating this, there was a correlation of around 20% between the number of books read and students answering that their feelings towards reading had changed (Question 15), and a correlation of 18% between the number of books read and the actual change in answer, for example, from “impartial” to “liked it” (see Figure 4).

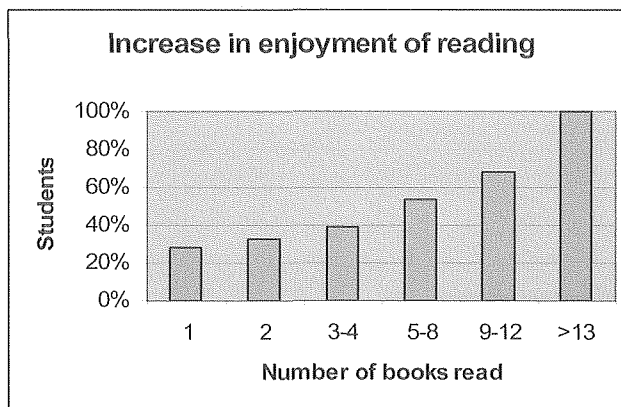


Figure 4.

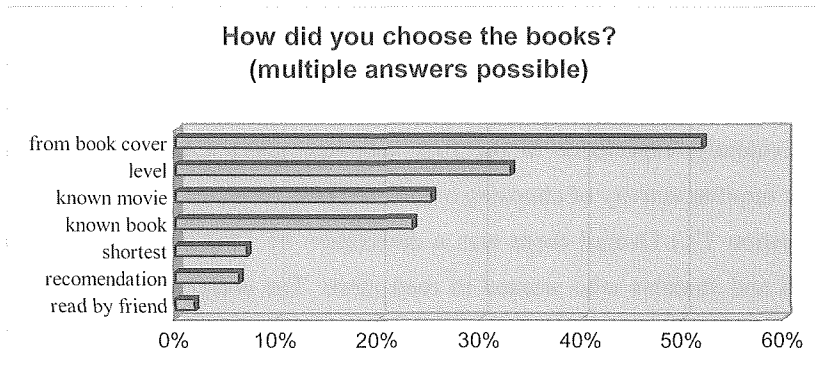


Figure 5.

(Question 23.) Around 70% of students chose books based on what they could see and what they knew, i.e. the cover or a known book or a known movie. Around 5% of students chose the shortest book they could find, and around a quarter used the level as a criterion. Recommendations from friends accounted for only around 5% of the answers. This was four times higher within Teacher A’s classes (8%) than Teacher B’s classes (2%), perhaps because there was more time for students to discuss books with each other. Other reasons given included choosing books that were famous, choosing interesting topics, choosing specific topics (such as histories or biographies) and one respondent chose books that sounded like they had a happy ending!

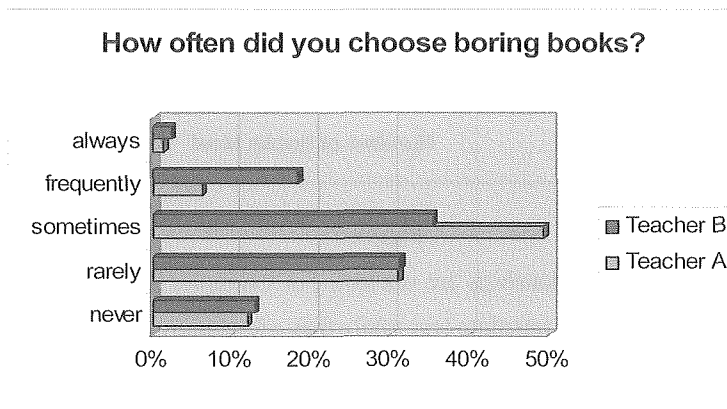


Figure 6.

(Question 24.) Teacher A’s students appear to have been more successful at avoiding boring books than Teacher B’s students. There is stronger correlation with the teacher than the number of books read, so presumably students chose better when they had

more time to choose.

The students' choosing abilities correlated more with the number of Japanese books they read per month (19%) than the number of extensive readers they had read (14%). Evidently, experience in the first language plays a bigger part in what is already the familiar activity of choosing a book to read.

(Question 27.) Overall there was a correlation of 18% between the number of books read and students who wanted to read more. The correlation was much higher within Teacher B's classes (28%) than in Teacher A's (10%). There was a similarly high correlation between Teacher B's students who said they wanted to borrow from the library (25%) compared with Teacher A's students (10%). The implication of this is not clear. Theory suggests that there are various thresholds that students reach the more they read. Perhaps the threshold for wanting to read more is less than three or four books – a threshold which more of Teacher A's students have passed, making their correlation weaker.

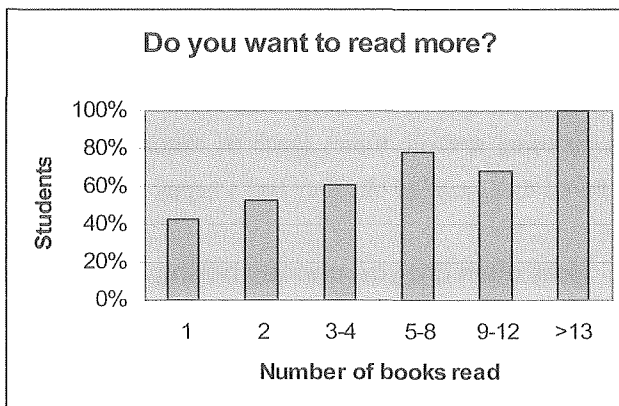


Figure 7.

In many cases, causal relationships are unclear. For example, the statistics suggest that those who read more books translate less while they are reading. However, it is not clear whether they translate less because they have read more, or whether they have read more because they translate less. In view of the difference between the number of students who wanted to read more in Teacher A's classes (70%) and Teacher B's classes (57%), it seems likely that reading more books results in students wanting to read more.

Report data. (For Teacher A's classes only)	
Average number of books:	4.9
Average reading time per book:	1 hour 53 minutes.
Total reading time throughout semester:	9 hours 10 minutes
Average reading at home.	5 hours*

Table 2

* i.e. Approximately half an hour per week (assuming ten lessons with 30 minutes' reading, and 10 minutes per book for writing reports, returning books and choosing new books).

5. Good Books and Bad Books

An extensive reading programme cannot take place without access to a wide variety of books. Although the university has added hundreds of books to the mobile libraries that were first carried and then wheeled from class to class, the majority have come from students themselves. At the beginning of the semester each student buys one book, which they put into the library when they have finished, and then they borrow another book. At the end of the semester, students were able to reclaim their original books, although they were encouraged to donate their books to the library, and most did this. In this way, the number of books in the library has been built up.

In building the library, it is essential to have enough 'good' books, and as few 'bad' books as possible. As the books that students buy will later go into the library to be read by other students, it is important to control which books are available. Taking into account the books that we currently have in our libraries, as wide a range of books should be given as possible, with extra numbers of 'good' books.

What is a good book? There are four ways that we can assess how good each book is. First, we can count the number of people who ordered it. Using the report forms, we can estimate how many people chose to read the book. Again using the report forms, we can collate the students' ratings to find which books they liked best, or disliked least. Finally, we can use the answers to question 4 on the questionnaire about student's favourite books. These four criteria produce different results. For example,

everybody who read *Princess Diana* thought that it was great. However, only three people read this book – and presumably all of them were interested in Diana to start with – so it would be foolish to fill the shelves with copies of this book.

What is a bad book? There are some books in the libraries which, after several weeks, have never been read. Some books have been read by a few people, all of whom indicated that they were boring or stupid. For example, *The Year of Sharing* was read by five people, the best response being that ‘it was OK’, the student ‘didn’t mind reading it’. The other four readers indicated that it was ‘stupid or boring’ and that they ‘wished they hadn’t read it’. Such books, which are never chosen by students, or not liked when they are chosen, need not be available for students to order in the future; there is a sufficient number of good books available to give enough variety and choice to readers and to avoid offering books that they are unlikely to enjoy, and that are unlikely to be read by any other students. As reading tastes differ widely, it is possible that in the future, some other reader may choose a ‘bad’ book and enjoy it, so these books should be left in the libraries.

Out of 617 books ordered in October, 2005, the most popular twenty books represented half of all the books that were ordered. In ordering books, students were put into groups and discouraged from choosing the same books; had this measure not been taken, it is likely that more than half of the books would have come from less than twenty titles. The columns in Table 3 represent publisher (Oxford or Penguin); level; total number of reports written (i.e. number of students in Teacher A’s classes who read the book); number of orders in October 2005; a score between +2 (great) and -2 (boring) based on students’ ratings of books on the book reports; and the number of students who said that was the best book on the questionnaire. The top forty books have been ranked according to a combination of these factors.

Title	Pub	Level	Reports Written	Orders Oct 05	Student Rating	Best book
WIZARD OF OZ	O	1	20	32	1.11	6
MICHAEL JORDAN	P	1	25	8	1.2	6
SHERLOCK HOLMES	O	2	18	16	1.06	11
BABE-PIG IN THE CITY	P	2	19	13	1.18	6
DAVID BECKHAM	P	1	22	9	1	9
MEN IN BLACK	P	2	13	26	1.23	2
ALICE IN WONDERLAND	O	2	17	27	0.82	10
ANNE OF GREEN GABLES	O*	2	19	5	1.05	8
PHANTOM OPERA	O	1	17	31	0.63	16
LITTLE PRINCESS	O	1	13	10	1	7
BABE-THE SHEEP PIG	P	2	10	10	1.11	7
KING ARTHUR & KNIGHTS	P	2	6	7	1.83	3
AUDREY HEPBURN	P	2	12	7	1.08	3
ALADDIN ENCHANTED	O	1	11	15	0.89	3
HEIDI	P	2	4	11	2	-
MR BEAN	P	2	11	7	0.91	4
JUMANJI	P	2	7	9	1.14	3
LOVE STORY	O	3	7	-	1.5	4
JAWS	P	2	7	5	1.43	1
DRACULA	O	2	14	7	0.79	1
APOLLO 13	P	2	17	12	0.53	4
RAILWAY CHILDREN	O	3	6	-	1.33	4
HENRY VIII SIX WIVES	O	2	5	-	1.6	3
MARCEL GOES TO HOLLYWOOD	P	1	12	3	0.83	1
CANTERVILLE GHOST	O	2	3	9	1.33	1
ELEPHANT MAN	O	1	16	22	0.38	3
SECRET GARDEN	P	2	11	6	0.8	-
E. T. THE EXTRA-TERRESTRIAL	P	2	12	19	0.45	3
TOM SAWYER	O*	1	11	8	0.73	-

PIANO	O	2	8	5	0.75	4
CALL OF THE WILD	P	2	11	1	0.9	–
MR BEAN IN TOWN	P	2	8	9	0.75	1
PRINCESS DIANA	P	3	3	–	2	2
DEAD MAN' S ISLAND	O	2	5	2	1.2	2
ROBINSON CRUSOE	O	2	6	9	0.83	1
SHERLOCK & DUKE' S	O	1	5	9	1	–
PELE	P	1	8	1	0.75	4
MONKEY' S PAW	O	1	5	3	1.4	–
20,000 LEAGUES UNDER SEA	P	1	13	3	0.54	2
GIRL MEETS BOY	P	1	10	–	0.78	1

Table 3

* also available in Penguin; in some cases it is not clear which edition students were referring to.

The books in the library are predominantly Oxford and Penguin, although there are also a few Cambridge titles, some of which have been rated favourably, in particular: *Different Worlds*, *John Doe*, *How I Met Myself* and *Eye of the Storm*. It is hoped that these, and Macmillans' highly rated extensive readers, will be better represented in the future.⁵

6. Conclusion: Promoting the Right Attitude

The results suggest that the attitude of the teacher and time devoted to choosing and reading books in class are crucially important. Much of the literature on setting up extensive reading programmes stresses that teachers should present themselves as model readers. Our research, however, seems to indicate that another even simpler aspect of motivating students to read has to do with allowing adequate time in the class for students to browse through the books before choosing. It may also be that the mere

⁵ See the EPER ratings tabulated in Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom* (Cambridge: Cambridge University Press, 1998), pp. 172–202.

fact of allowing extra time for this has the effect of making the students feel that the teacher places a high value on the activity of reading and that this serves to motivate the students, especially in the crucial initial phase of the programme.

Another way of putting this may be to say that simply by allotting time to the activity of selecting a book, the teacher in some way gives the students permission to enjoy themselves. We are tempted to add here that achieving this kind of attitude shift is especially difficult in Japan. The focus on structural features of language in secondary school teaching is notoriously intense and generally viewed as causing many students to lose interest. On the other hand, Japanese students often regard reading in their own language as an enjoyable leisure pursuit. If Krashen's 'pleasure hypothesis' is to be taken seriously, we need to reckon with the possibility that enjoyment is not simply a pleasant bonus but the sine qua non of acquisition.⁶ And if the greatest challenge we face is indeed to take enjoyment seriously, then as teachers we have a lot to look forward to.

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⁶ Stephen D. Krashen, 'The Pleasure Hypothesis', in *Georgetown University Round Table on Languages and Linguistics* (Washington, DC: Georgetown University Press, 1994), pp. 299–322.

Appendix 1: Book report form

Report Number:	Date:		
Title of the book:			
Author:	Publisher:	Level:	
How many pages did you read?		Did you finish the book? (Please circle)	Yes / No
How long did it take you to read the book?		hours	minutes
How did you like it? (Please circle one box below.)			
Great! (I loved it.)	Good (I liked it.)	OK (I didn't mind reading it.)	Boring/ Stupid (I wish I hadn't read it.)
Write the number of the page at the centre of the book:			
What happens before this page?		Write your feelings about the book:	
What happens after this page?			

Appendix 2: Questionnaire

性別に○をつけてください 男・女
 学部 () 学部
 授業は () 曜日 () 時限め
 担当教員氏名 ()

Extensive Reading (多読) のプログラムをより良いものにするために、受講生の皆さんの感想や意見を聞きたいと思います。アンケート中の質問に、できるだけ正確に、率直に答えてください。よろしくお願いいたします。

第7問 あなた自身の英語を読むスピードは、速くなったと思いますか。次から選んでください。

1. 速くなった
2. 速くなっていない

第8問 1ヶ月に日本語の本を何冊読みますか？次から選んで当てはまる数字に○をつけてください。

1. 0冊
2. 1冊
3. 2冊
4. 3-4冊
5. 5-8冊
6. 9-12冊
7. 13冊以上

第9問 The graded readers を読むときに、教員から辞書を使うようにと言われましたか？当てはまるものを次から選んでください。

1. 辞書を使うように言われた
2. 辞書を使うようにとは言われなかった

第10問 The graded readers を読むときに、どれくらいの頻度で辞書をひきますか？次から選んで当てはまる数字に○をつけてください。

1. 1ページあたり何回か
2. 1ページあたり1回くらい
3. ときどき辞書をひくこともある
4. めったに辞書をひかない
5. 辞書をひくことはない

第11問 extensive reading を行う意味（価値）はどれくらいあると思いますか？次から選んで当てはまる数字に○をつけてください。

1. 全く意味（価値）はない
2. あまり意味（価値）はない
3. どちらともいえない
4. まあまあ意味（価値）がある
5. 非常に意味（価値）がある

第12問 extensive reading を行う理由（意義）や extensive reading の方法について、教員からもっと説明してほしいかと思いませんか？次から選んで当てはまる数字に○をつけてください。

1. そう思う
2. そう思わない

第13問 extensive reading の授業が始まる前に、英語で書かれた本を1冊全部、読み通したことがありましたか？次から選んで当てはまる数字に○をつけてください。

1. あった 2. なかった

第14問 extensive reading の授業が始まった頃（4月頃）、あなたは英語を読むことがどの程度好き（嫌い）でしたか。次から選んで当てはまる数字に○をつけてください。

1. 大嫌いだった 2. 嫌いだった 3. どちらともいえない
4. 好きだった 5. 大好きだった

第15問 3ヶ月間、extensive reading の授業を受けて、第14問で答えたあなたの英語を読むことに対する姿勢（好き嫌い）は変わりましたか？

1. 変わった 2. 変わっていない

第16問 現在、あなたは英語を読むことがどの程度好き（嫌い）ですか。次から選んで当てはまる数字に○をつけてください。

1. 大嫌い 2. 嫌い 3. どちらともいえない 4. 好き 5.
大好き

第17問 あなたの英語の読み方が変化したと思いますか。次から選んで当てはまる数字に○をつけてください。

1. 変化したと思う 2. 変化していないと思う

第18問 英語を読むとき、頭の中で日本語訳をしながら読みますか？次から選んで当てはまる数字に○をつけてください。

1. いつも日本語訳する 2. ときどき日本語訳する 3. 日本語訳はし
ない

第19問 extensive reading の授業を受ける前のあなたについて伺います。英語の文章を読みながら、頭の中で英語を日本語に訳して読んでいましたか。

1. はい 2. いいえ

第20問 現在のあなたについてうかがいます。英語を読むときに、頭の中で日本語訳しながら読んでいますか？

1. はい 2. いいえ

第21問 現在、あなたが英語を読むとき、頭の中で日本語訳しながら読む頻度はどれくらいですか。次から選んで当てはまる数字に○をつけてください。

1. いつも日本語訳しながら読む
2. いつもではないが、日本語訳しながら読むことが多い
3. 日本語訳しながら読むことも、ときどきある
4. 日本語訳しながら読むことはめったにない
5. 日本語訳しながら読むことは全くない

第22問 第20問で「いいえ」と答えた人にも伺います。いつから頭の中で日本語訳をしないようになりましたか？自分の中のそのような変化に気づいたのは、graded readersを何冊くらい読んだときだったでしょうか？次から選んで当てはまる数字に○をつけてください。

1. 0冊 2. 1冊 3. 2冊 4. 3-4冊
5. 5-8冊 6. 9-12冊 7. 13冊以上

第23問 読む本をどのようにして選びましたか？（複数回答可）

1. すでに知っている本を選んだ
2. 知っている映画の本を選んだ
3. 一番短い本を選んだ
4. 本のレベル（難易度）を参考にして選んだ
5. 表紙や装丁を見て選んだ
6. 友達が読んだ本を選んだ
7. 友達が薦める本を選んだ
8. その他（ ）

第24問 本を読み始めてから、「つまらない本だ」とか「期待はずれだった」と思ったことはどれくらいありましたか？次から選んで当てはまる数字に○をつけてください。

1. 非常にたびたびあった
2. たびたびあった
3. ときどきあった
4. めったになかった
5. 全くなかった

第25問 自分の好みに合った本を、うまく選べるようになりましたか？次から選んで当てはまる数字に○をつけてください。

1. うまく選べるようには全くなっていない
2. うまく選べるようにはあまりなっていない
3. どちらともいえない
4. うまく選べるようになった
5. かなりうまく選べるようになった

第26問 本の選び方について、教員からもっと指導があったほうが良かったと思いますか。

1. そう思う
2. そうは思わない

第27問 この授業が終わってからも、graded readers を読み続けたいと思いますか？

1. そう思う
2. そうは思わない

第28問 大学の図書館で graded readers を借りることができるとしたら、借りて読みますか？

1. 借りる
2. 借りない

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