

MASTEROPPGAVE

"Finding The Key to The Secret Garden of Reading" - Extensive Reading in the Second Language Classroom

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Abstract

The main aim of this paper is to communicate to those concerned with language teaching and to share some ideas on different reading approaches, especially with focus on extensive reading and the use of graded readers in the second language classroom. Furthermore I will make suggestions of how an extensive reading program might benefit language learning in general.

Different approaches to reading and vocabulary learning will be presented and evaluated throughout this paper in an attempt to “provide a theoretical and pedagogical foundation for the premise that extensive reading should be an integral part of reading instruction in the second language classroom” (Day and Bamford, 1998:xiii).

I believe that if students can develop positive attitudes and an inner motivation for reading in a second language they will experience the pleasure of reading. This will encourage them to continue reading. Just like the characters in Frances Hodgson Burnett’s novel *The Secret Garden* planted seeds in the hidden garden and watched it come alive with beauty, the students finding the pleasure and beauty of reading would want to read more and more. For each book read a new “seed” is planted in the readers very own secret garden of reading, and this hidden garden within will become more and more beautiful by each passing day. Extensive reading can be the key to this the secret garden of reading.

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1. Introduction

In my daily work as a language teacher I experience that language learners often lack the skills of “how to read for comprehension”. Too often I experience that students read, but they do not understand what they have read. This is often due to the texts being too difficult or not interesting enough. Reading becomes decoding of letters rather than comprehension of texts. I also experience that many students find reading in a second language difficult and stressful, and thereby find the activity of reading gratuitous. Many Norwegian students of English as a second language are good with phonetic sound recognition but not with word meaning recognition. Their pronunciation is often more advanced than their vocabulary. I strongly believe that extensive reading will expand the students’ vocabulary and thereby have a positive effect on their reading comprehension skills. According to Matsuoka and Hirsh (2010), there “is a strong link between vocabulary knowledge and reading comprehension” (p. 56) and I therefore want to find out, and hopefully prove in this study, that with the use of extensive reading (like in Norwegian) the students will expand their vocabulary and thereby their comprehension.

In my search of methods to teach my language learners different reading approaches I came across two interesting and most useful books that I decided to use as the major sources for my master project. Day and Bamford’s book *Extensive Reading in the Second Language Classroom* (1998) explains the importance of extensive reading in a foreign language, it shows what sort of materials that are suitable for learners to read and gives ideas as to how to implement extensive reading program. Bamford and Day’s book *Extensive Reading Activities for Teaching Language* (2004) provides extensive reading activities ready to use in the classroom. The activities listed in the book motivate and support reading and creative writing, and they contribute to the development of reading awareness. The project is developed from information and activities found in these books, supported by findings done by other researchers in this field.

2. Theoretical Background

Extensive reading projects in Norwegian have proved to have an effective outcome on test scores (PISA). Extensive reading means rapidly reading a large amount of books where “the purposes of reading are usually related to pleasure, information, and general knowledge” (Day and Bamford, 1998:6).

One of the major aims in the *Norwegian National Knowledge Promotion Curriculum* is the skill of “being able to read” (K06:91). “This means being able to read and understand, to explore and reflect upon increasingly more demanding texts and thus gain insight across cultures and disciplines. Developing reading skills in English also improves general reading skills” (p.91) The *English Subject Curriculum* has been structured into three main areas with competence aims; Language learning, Communication, and Culture, society and literature. These main subject areas supplement each other and must be considered together (p. 89).

The use of an extensive reading program in the second language classroom will help the students learn to;

- Describe and assess his/her own work in learning English (language learning)
- Read and understand texts of different lengths and genres (Communication)
- Understand spoken and written texts on a variety of topics (Communication)
- Select listening, reading and writing strategies adapted to the purpose and situation (Communication)
- Read and discuss a representative selection of literary texts from the genres poetry, short stories, novels, and drama from the English-speaking world (Culture, society and literature)
- Prepare and discuss his/her own oral and written texts inspired by literature and art (Culture, society and literature)
- Describe theme and composition in texts and visual expressions (Culture, society and literature)

Working to reach these competence aims within all the mentioned areas will contribute to the development of good reading skills in the second language classroom.

Test results prove that in order to become a good reader you have to read a lot. In Norwegian there are a lot of books to choose amongst in the school library and in the local libraries. Books graded for all levels, interests and sexes. The reading of Norwegian books in class is found in the lesson plans, and extensive reading projects are found on a regular basis in all Norwegian schools. In English this has so far been a much more difficult goal to accomplish. Usually a very small collection of books (if any at all) are to be found in the local libraries and only a handful to be found in school libraries. One of the reasons for this is mostly the cost of such an investment. When asked about reading habits in a interview (appendix 1), most students answer that the only English texts they have available for pleasure

reading are those texts found in their set textbooks used in class. Therefore a lot of students do not read anything in the second language except their assigned homework.

In my study I will be taking a closer look at the use of textbooks versus graded readers in the language classroom, because I believe that many of the English set textbooks used in Norwegian classrooms today emphasize on the product (answers to comprehension questions) over the process (using reading skills and strategies to understand the text). One of the principles of extensive reading is that the reader's own experience is the goal (the process) therefore it is not usually followed up by comprehension questions (Bamford & Day, 2004). The textbooks are usually the "key component in most language classrooms" (Richards, 2010:1) and they often "provide the major source of contact the learners have with the target language apart from input provided by the teacher" (Richards, 2010:1).

Furthermore, the textbooks often have a "one size fits all" approach, which may or may not be appropriate for all language students. This approach is referring to learning environments where the texts used are specifically designed to be used within a traditional language learning classroom and they may therefore contain inauthentic language which is not representative of real language use (Bamford & Day, 2004; Richards, 2010). A survey done in several lower secondary schools in Norway concerning reading and strategies of reading in the English language learning classroom prevails that most teachers tend to use the set textbook as the only source for texts and tasks. I believe that set textbooks should be regarded as one of several resources to be drawn upon in language learning, but that it is necessary to add outside reading material to the curriculum. This paper will take a closer look at different material suited for the different reading approaches in question.

2.1. Literature and Language teaching

As a language teacher I strongly agree with Cook (2008) when she writes that "all successful teaching depends on learning" (p. 8). If students do not learn there is "no point in providing entertaining, lively, well-structured language lessons" (p. 8). As a language teacher one have to take into consideration what background knowledge students bring with them into the language classroom, because "scenes are interpreted in different ways according to our background information and predilections" (Cook, 2008:121).

Day and Bamford (1998) bring attention to the need to reexamine second language reading classrooms today because "in general, students learning to read a second language do not read and they do not like reading" (p. 4). Nuttall's (1982) proposal shows how many

second language learners seem to get trapped in a Vicious Circle, but at the same time she also proposes a Virtuous Circle that can help learners escape from the Vicious Circle;

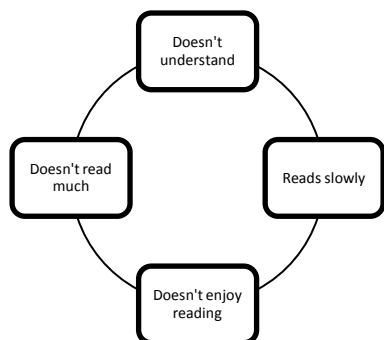


Figure 1 The Vicious Circle (Coady, 1997:233)

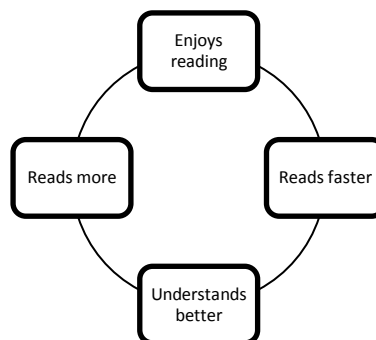


Figure 2 The Virtuous Circle (Coady, 1997:233)

Nuttall (1982) claims that “it doesn’t matter where you enter the circle, because any of the factors that make it up will produce any of the others” (p. 167). In order for students to escape the Vicious Circle they must break the chain. This can best be done by learning to enjoy reading which is suggested to be most successful with a large quantity of reading materials (Nuttall, 1982). Day and Bamford (1998) are supporting Nuttall’s (1982) assumptions by stating that reading “can only be developed, by means of extensive and continual practice. People learn to read, and to read better, by reading” (p. 4).

When bringing literature into the language classroom one have to take the students’ literary competence into consideration as well, this being the students’ “implicit understanding of, and familiarity with, certain conventions which allow them to take the words on the page of any literary work and convert them into literary meanings” (Lazar, 1993:12). Literature in the language classroom is often highly motivating because of its use of authentic material. This encourages the students to talk about their opinions and feelings, and gives them stimulus for language acquisition and helps them to develop their interpretative abilities (Lazar, 1993). It is important to keep in mind that students with positive attitudes towards reading in their L1 usually feel the same about reading in a second language as well, whereas students who find reading in their L1 less attractive will most likely be less than positive towards reading in a second language (Day and Bamford, 1998). This can be compared to Nuttall’s Virtuous Circle and Vicious Circle mentioned earlier in this chapter.

According to Lazar (1993) there are three possible approaches to using literature with the language learners; a language-based approach, literature as content and literature for personal enrichment (p. 23-24). A language-based approach focuses on how to use literature for language practice and as a resource for stimulating language activities, while literature as content examines the genre of the text (Lazar, 1993). The latter approach is “often only found

successful when used with learners who have a special interest in the study of literature” (Lazar, 1993:35). The last approach, literature for personal enrichment, is the one found most successful in involving the students. It is considered “a useful tool for encouraging students to draw on their own experiences, feelings and opinions” (Lazar, 1993:39). I personally believe that none of the approaches should be dismissed from the language classroom. The different approaches should be considered as complementary approaches and not opposed to one another. The language teachers would benefit by knowing for whom of the students the different approaches are most appropriate, and how to include the different approaches into the language classroom situation.

In this study all three approaches are to some extent included in the reading program. A language-based approach to literature is used to “provide stimulating language activities” (Lazar, 1993:27) which again will give the students opportunities to multiple interpretations alongside opportunities for classroom discussions, while the focus is on topics of their own interest (Lazar, 1993). The students with a special interest in the study of literature are provided by the local library with materials to do further research of “the social, political and historical background to a text” (Lazar, 1993:35) and thereby be able to use literature as content as an approach. Most importantly students are encouraged throughout the project to work with literature for their own personal enrichment and to use “their own experiences, feelings and opinions” (Lazar, 1993:41) in their approach.

2.1.1. Literature self-access centre (SAC)

In order to get the students to draw on their own experiences, language teachers need to select materials which encourage the individual student to give his/her personal response and provide materials “which are in line with the major interests of the students” (Lazar, 1993:41).

One approach to this matter is to set up a literature self-access centre (SAC) which is “a library or small collection of texts for students to read on their own with minimal supervision” (Lazar, 1993:179). According to Lazar (1993) the SAC could consist of the following materials:

- literary texts in a school library from which students are encouraged to borrow on a regular basis
- a box or file of literary extracts, short stories and poems kept in the language classroom and from which students select and borrow texts
- a small collection of books kept in the language classroom and from which students select and borrow texts

- a collection of video recordings of plays or films based on novels, and audio recordings of literary texts which students are encouraged to work through on their own (preferably after they have read the original literature text)

Having a literature SAC available to the students will provide them with a choice of literary texts to listen to or to read, foster their enjoyment of literature, promote their language acquisition, develop their reading and listening skills and enable them to become more self-confident and independent as learners (Lazar, 1993). With Lazar's suggestions in mind a literature SAC was established to encourage language students to read or listen to literary texts throughout the reading project.

2.2. Different Approaches to Reading

If you want to be good at something, you have to practice. This includes reading as well. If you want to become a good reader, you have to read a lot because we learn to read by reading. According to Horst (2005) both teachers and researchers are getting increasingly aware of the importance of reading in the second language classroom, and the role reading plays in expanding a learners vocabulary knowledge (p. 356). Reading is important because written texts are richer in lexis than spoken ones. Exposure to large amounts of written text will over time contribute to "picking up word knowledge incidentally" (Horst, 2005:256), because the learners "will encounter new words that they are most unlikely to meet through exposure to spoken language" (Horst, 2005:256).

In language teaching terms today there are four different styles or ways of reading; skimming, scanning, intensive reading and extensive reading (Day & Bamford, 1998). This paper will take a closer look at the usage and impact of extensive reading compared to a more traditional teaching method of intensive reading.

Harold Palmer was the first one to apply the term *extensive reading* in foreign language learning in 1969. According to him *extensive reading* meant: "rapidly reading book after book, whereas the reader's attention should be on the meaning, not the language, of the text" (Day & Bamford, 1998:5). Furthermore he contrasted *extensive reading* with what he called *intensive reading*. With the term *intensive reading* he was referring to "take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains" (p. 5). Like Palmer I clearly see the importance of both types of reading and I personally consider both approaches to be equally valuable in the second language learning classroom today.

Nation (2001) points out in his book that reading is essentially an individual activity and therefore learners of different proficiency levels could be learning at their own level in an extensive reading program, without being locked into an inflexible class program. “Success in reading and its associated skills, most notably writing, helps learners enjoy language learning” (p. 156).

2.3. Motivation and second language reading

Grabe (1991) supports the importance of using extensive reading by pointing out the benefits; “Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation” (p. 396).

The students participating in this study were asked to give their opinion about reading either by disagreeing or agreeing with eight statements given about reading (in *Results and Discussion* Chapter 6). This was done to establish the students’ attitude towards reading in a second language. In their book Day and Bamford (1998) are referring to studies which have revealed that there is a strong connection between reading ability and the students’ attitude towards reading. “Students do what they expect to do successfully and tend to void what they cannot accomplish” (p. 27) and “unless students have a reasonable expectation that they will be able to read a book with understanding, they will most likely not begin the undertaking: I’d like to read that book, but I know that I can’t, so I won’t even try” (p. 27). Readers of lower ability often see reading in terms of schoolwork, while students with a higher reading ability see reading as a pleasant, imaginative activity (Day and Bamford, 1998).

In order to be able to motivate learners to read in a second language we need to take into consideration the different variables that influences their decisions as whether to read or not;

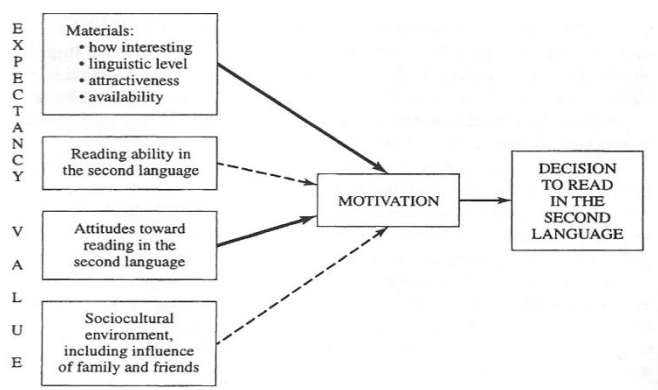


Figure 3 Model of major variables motivating the decision to read in a second language (Day and Bamford, 1998:28)

Paribakht and Wesche (1997) is referring to previous studies done by researchers on the relationship between second language reading practice and vocabulary gains where the studies “indicate that increasing the amount of reading where learners are motivated and focused on meaning leads to measurable vocabulary acquisition” (p. 175).

2.4. Vocabulary learning through reading

No text comprehension is possible without understanding the text’s vocabulary (Laufer, 1997). “Learning vocabulary means acquiring long lists of words with their meaning, whether through some direct link or via translation into the first language” (Cook, 2008:50). Gass and Selinker (2008) point out in their book that learning vocabulary is not a one-time affair and that it would be unrealistic to believe that just hearing a word, or memorizing a word would give the learner full knowledge of the word in question. Furthermore they point out that learning the meaning and use of a word “requires us to listen to how it is used in different contexts and to even consult a dictionary before attempting to use the word ourselves” (p. 466).

It is not easy to define the learning of a word. It all depends on what one considers learning to be (Warning and Nation, 2004). They also point out in their article that “there is no one best way to test learning” (p. 17) and that several tests are necessary to map out the picture of learning. “Knowing a word involves many possibilities, including understanding the phonological form, the meaning, collocations, etc.” (Gass and Selinker, 2008:465).

Vocabulary learning is usually viewed in two dimensions; breadth and depth. Breadth refers to one’s vocabulary size and depth refers to how well one knows a word (Wesche and Paribakht, 1996; Matsuoka and Hirsch, 2010). One vocabulary test which has been developed to distinguish stages in learners’ developing knowledge of particular words is *The Vocabulary Knowledge Scale* (Paribakht and Wesche, 1997). The VKS-test includes five different stages of vocabulary knowledge:

1. A word is unfamiliar
2. The word is familiar but the meaning is not known
3. A translation into the native language can be given
4. The word can be used appropriately in a sentence
5. The word is used accurately both semantically and grammatically

(Gass and Selinker, 2008:466).

This vocabulary test will be more thoroughly explained later in *The Tests* (Chapter 4.3.) section of this paper.

Coady (1997) is concerned with how the learner is to learn enough of the “syntax, semantics, and pragmatics of the language to successfully comprehend the various materials involved in an extensive reading program” (p. 232). According to Paribakht and Wesche (1997) it is still unclear how learners acquire vocabulary or how it can best be taught, but they point out that studies made on extensive reading for meaning in L1 indicates an increase in vocabulary acquisition over time. Research conducted so far on extensive reading in a second language “indicates that extensive reading programs are generally more effective than systematic vocabulary instructions using decontextualized exercises” (Paribakht and Wesche, 1997:174).

Cook (2008) states in her book that learners of a second language use different strategies for understanding the meaning of a word. These strategies are; guessing the word from the situation or context, use a dictionary to look up the word, make deductions from the word form, or link word to cognates (false friends). Incidental learning via guessing from context is according to Nation (2001) “the most important of all sources of vocabulary learning” (p. 232). He states that “learning from guessing from context is a cumulative procedure by which learners gradually develop their knowledge of words” (p.234) and claims that there are “high correlations between guessing skills and vocabulary knowledge, reading skills, reading comprehension and verbal IQ” (p. 245).

2.4.1. Incidental vocabulary learning

Gass and Selinker (2008) are referring to Paribakht and Wesche’s definition of incidental vocabulary learning as “what takes place when learners are focused on comprehending meaning rather than on the explicit goal of learning new words” (p. 463). It is important to keep in mind that “guessing a word from context and remembering it are two different things” (Waring and Nation, 2004:17).

Nation (2001) points out in his book that “research shows that small amounts of incidental vocabulary learning occur from reading” (p. 149) but that he believes these small amounts can develop into big amounts if students read large quantities of comprehensible texts. This assumption made by Nation is an important foundation for the methodical approaches chosen for this project. It is extremely important for language learners to have the opportunity to keep meeting the words they have met before over and over again, to be able to learn from the context. Learning from context is referring to the “incidental learning of vocabulary from reading or listening to normal language use while the main focus of the learner’s attention is on the message of the text” (Nation, 2001:232). In order for the learners

to be able to guess the meaning of unknown words, they need to know a large portion of the words in the text. Laufer (1997) claims that 95% of the running words in a text need to be familiar to the learners for them to be able to use the clues of guessing the meaning of unknown words. This equals one unknown word in every 20 running words, approximately one word in every two lines. An alternative to a direct focus on guessing skills would be to consider a more general focus on improving reading skills (Nation, 2001).

There are several ways in which teachers can help language learners improve learning from context. Nation (2001) gives a listing of them in his book ranked in order of importance;

1. Help learners to find and choose reading and listening material of appropriate difficulty
2. Encourage learners to read a lot and help them gain a lot of comprehensible spoken input
3. Help the learners improve their reading skills so that they read fluently and with good comprehension
4. Provide the learners with training in guessing from context

“Word repetition is a favorable condition in vocabulary learning” Nation (2001). Matsuoka and Hirsh (2010) define three different variables that have been researched in connection with the effect of word repetition on vocabulary. These are; the number of repetitions, spacing of repetitions, and types of repetitions. The conclusion of research done in this field states that there is no set number of repetition of a word to guarantee its learning, but a suggestion is “a target of 10 repetitions for learning a new word (p. 57). Coady (1997) claims that in order to learn a word well “learners typically need about ten to twelve exposures to a word” (p. 225).

Nation (2001) mentions two ways in which language teachers can help language students experience repetitive occurrence of words; “Through large amounts of extensive reading at suitable vocabulary levels so that there are repeated opportunities to meet wanted vocabulary, and by complementing the extensive reading program with the direct study of vocabulary” (Nation, 2001:156). An experiment done by Paribakht and Wesche (1993) compared the effects on vocabulary learning of reading plus vocabulary exercises (reading plus) with repeated opportunities to meet the same vocabulary while reading (reading only). Both approaches showed results in vocabulary learning, but the group with a deliberate intentional focus on vocabulary while reading (reading plus) showed higher scores in vocabulary learned than the reading only group (Paribakht and Wesche, 1997). In this project

incidental learning of vocabulary from context (reading only) and direct intentional learning and teaching of vocabulary (vocabulary activities) are seen as complementary activities throughout the reading program.

2.5. Intensive Reading

One language learning approach in the English classroom is to use intensive reading. When using an intensive reading approach the focus is primarily on language instead of meaning. I strongly believe this is the most commonly used reading approach used in second language learning classrooms today because of the extensive use of commercial ESL textbooks, which is often found to be the major or only source of contact the learners have with the target language.

The aim of an intensive reading approach is to “recycle and reinforce language items through intensive microlinguistic analysis of the text” (Bell, 2001:para.6)). Following this approach to reading the students are usually told to turn to a page in their textbook, and through shared reading they take the text and study it line by line, using a dictionary to translate unfamiliar words into their L1. Understanding the text and the procedures involved, with a lot of attention to the vocabulary, grammar and discourse of the text, becomes the major focus of this reading approach.

Swan (1992) gives a warning of the danger of using ready-made textbook. He states that these set books seem to somehow absolve the language teachers of responsibility. Furthermore he points out that it is easy to believe that “wise and virtuous people who produce the textbooks” (1992:33) know what to teach and how to teach it. Hutchinson and Torres (1994) support this belief in their article and add that “the structure of textbooks is becoming much tighter and more explicit – more like a prepared script. Less and less appears to be left to the teacher to decide and work out” (p. 316). Set textbooks are the “key component in most language classrooms” (Richards, 2010:1) and learning how to use and adapt textbooks has become an important part of a teacher’s professional knowledge. It is important to keep in mind that textbooks can provide useful resources for both teachers and learners and therefore should be regarded as one of many resources that teachers can use in creating effective language lessons.

Set textbooks are well suited for intensive reading. The books usually follow a syllabus of language items which is “presented one by one with substantial amounts of form focused activity” (Nation, 2001:151). Texts found in these books are generally short and usually followed by “tasks designed to ‘milk’ the texts for grammar, lexis, and rhetorical patterns”

(Bell, 2001:para.6). “Good textbooks serve to turn the guidelines in the official government syllabus into a rich source of content, texts, and activities that go beyond the capacities of what most teachers are able to develop on their own” (Richards, 2010:6). Unfortunately, due to lack of challenging reading materials and repetitive activities they often affect the learners’ attitude and motivation towards reading (Chou, 2010). If textbooks are to be used in the language classroom it is essential that outside reading materials are added to the curriculum, according to Chou (2010) “this will increase and develop the student’s language ability” and “enhance student motivation” (para.7).

2.6. Extensive Reading

Another language learning approach in the English classroom is to use extensive reading. The major aim of this reading approach is to get students reading in the second language, to develop good reading habits, to build up vocabulary knowledge and encourage a liking for reading (Day & Bamford, 1998). The procedure of extensive reading is to read large quantities of self-selected, easy texts from a wide range of interesting texts (Bamford & Day, 2004). The focus of the reading is on the meaning of the text.

According to Nation (2001) it is useful to distinguish between two types of extensive reading; one which aims at vocabulary growth, and one which aims at fluency development (p. 149). Fluent reading in a second language is dependent on sight vocabulary, general vocabulary and world knowledge. The students’ ability levels have to be taken into consideration, because “readers can only process text fluently at or near their own ability level” (Waring and Nation, 2004:13). Extensive reading can play an essential role in the development of such fluency (Day & Bamford, 1998).

Extensive reading texts should contain no more than 5% unknown words to ensure that comprehension and guessing can occur while reading. Preferably no more than 2% of the words should be unknown to the language learners for vocabulary growth to take place (Nation, 2001). If the texts contain too many unknown or difficult words, the processing of a text will be done intensively and slowly by the reader. The reading process then becomes a study activity instead of a fluency building reading activity (Waring and Nation, 2004).

According to Paribakht and Wesche (1997) “extensive reading for meaning leads to vocabulary acquisition over time” (p. 174) and they also point out that “increasing the amount of reading where learners are motivated and focused on meaning leads to measurable vocabulary acquisition” (p. 175). Coady (1997) supports these statements and points out that “the vast majority of vocabulary words are learned gradually through repeated exposure in

various discourse contexts” (p. 225). Waring and Nation (2004) add to this by saying that if vocabulary learning is one of the goals in a reading program, the program “must provide for repeated encounters with the same words over reasonably short time periods” (p. 18).

2.7. Graded Readers

In order to succeed and become good readers, reading materials must be: attractive, interesting, available in a wide range of appropriate levels and lengths (Day & Bamford 1998:96). “Simplified book-length fiction and non-fiction texts graded at varying levels of English vocabulary and structure are referred to as simplified or graded readers” (Horst, 2005:357). According to Wodinsky and Nation (1988) graded readers can make a contribution to vocabulary learning, and furthermore Waring and Nation (2004) states that “graded readers provide an enormously helpful resource for the development of reading skills, vocabulary growth and other associated benefits for language learners” (p. 13).

Unfortunately many language learners only have their set textbooks to practice reading in the second language and they find them gratuitous and boring. They want to read *real* English books written for native speakers. These books often consist of vocabulary beyond their ability levels, which make them just as gratuitous as the set textbooks.

Graded readers on the other hand, are complete books “written within a limited vocabulary” (Wodinsky & Nation, 1988:155). According to Drew (2007) graded readers are normally divided into these three categories:

- Original texts (texts written especially as a graded reader)
- Factual texts (texts written as graded readers on topics such as The World Cup, The Titanic, New York and Marilyn Monroe)
- Simplified classics (works of literature that have been simplified still containing the essence of the original plot and characters)

Graded readers are also divided into several levels. By reading them level by level learners increase their vocabulary size because they are designed to “reinforce and establish previously met vocabulary” (Nation, 2001:163). What needs to be taken into consideration is that “readers can only process text fluently at or near their own ability level” (Waring and Nation, 2004:13), it is therefore important to establish the reading level of each student. In level 1 a learner would need a vocabulary of 400 words to be able to read the book. In level 2 another 300 words are added making a total of 700 words. Level 3 adds another 300 words making a total of 1000 words, and so on. Level 6 has a total of 2500 cumulative words (Nation, 2001). All the books at the same levels are within the same amount of vocabulary. With this in mind

I decided to use graded readers as a major source for reading materials for the test group in this project.

The focus on repetitions of vocabulary has been cited many times throughout this paper and it is important to point out that “in order to meet the vocabulary used in graded readers enough times to ensure learning, it would be necessary to read several readers written within at the same level. The longer the readers, the more favorable the repetitions” (Wodinsky and Nation, 1988:160).

3. Aim and Scope

The major aim for this project is to find out if language learners expand their vocabulary and thereby their reading comprehension through an extensive reading project over a period of six weeks. The reading project is developed from the Norwegian extensive reading project “Leselyst”, which has proved to be most successful in the improvement of both reading speed and comprehension. An attempt will therefore be made to find out if students develop their reading comprehension alongside the increase in vocabulary using a pre-test and a post-test in this study. This test is developed to test both speed and comprehension.

As a language teacher I tell my students to read a lot to develop their vocabulary and understanding of English, but there are few books available for them to read. Using the selected and few texts found in their set textbooks is not very motivational for them to develop positive reading experiences and thereby becoming pleasure readers. Using the guidelines given in Day and Bamford (1998:107) I approached the local library with a plan for setting up the library for an extensive reading project:

- The size of the program – a six week reading program with the minimum of 100 graded readers.
- Budget – tests, tasks and displays made by me at no cost. Graded readers to be purchased by library.
- Student’s reading level – mapped out in pre-testing
- Student’s interests – mapped out in questionnaires
- Purchase of reading material – done by local library with financial support from FAU (parental organization)
- Cataloging and Organizing material – done by library (standard procedure)
- Where to place material – creating an English section in the library
- Checkout System – Standard procedure using library cards

- Displaying the materials – In agreement with the library, the books will be displayed on flat shelves (showing the front cover of the readers). Below the individual reader, on the edge of the shelf, hooks will be mounted to hold folders with task sheets for the students to use after reading the books.

Proposing this to the local library, they agreed to invest in English graded readers for my extensive reading program.

4. Material

4.1. The Books

For the reading project the local library and the FAU invested in Penguin Longman Readers. These books are readers with focus on vocabulary. The reason for choosing these graded readers was the students' prior knowledge of Penguin Readers as class readers in previous reading projects.

A total amount consisting of 105 books x 2, and 13 audio-books x 2 were purchased for this project. The readers are graded into seven levels of difficulty ranging from Easystarts to Level 6. Easystarts titles include the 200 most frequent headwords. The readers have a range of 50 words on each page up to 3000 words on each page, and within each level there are titles and subjects to motivate a wide range of students to become pleasure readers. The language, vocabulary, style and content of every book, is carefully graded to make sure it meets the language ability of each language learner. Moving to the next level, more words and complex grammar and language structures are gradually introduced. Levels were indicated by colors to make it easier for the students to find their reading level ("Color-Coordinated Material" and "Find Your Level" in Bamford and Day, 2004:28).

The readers chosen for this study also contribute to the extensive reading program with the direct study of vocabulary in form of vocabulary exercises (Nation, 2001). To establish the reading level of the individual student, the Penguin Readers offer different level-tests that easily can be downloaded from their homepage (appendix 5). Together with the level tests, activity worksheet for every title, extra background information, photocopiable activities, teacher's notes, answer keys and progress tests are also found on the homepage.

All the books are of different titles. Some of the titles are films as well, and these films will become available for the students to take home and watch. In his article Bell (1998) points out in the importance of entertaining the students "by making use of multimedia

sources to promote the books” (p. 5). Audio equipment, for the students to be able to listen to the audio-books, is available in the library. During the project the books, DVDs and CDs, were reserved for the test group participating in the reading project. As the project period is finished the material is now available to all students in the community.

Like previously mention in this paper (chapter 2.3.1.) there are two ways in which language teachers can help language students experience a repetitive occurrence of words. I strongly believe that with the help of graded readers language teachers are able to supply their students with large amounts of extensive reading material at suitable vocabulary levels so that there are repeated opportunities to meet wanted vocabulary (Nation, 2001).

4.2. The Groups

In order to try to prove the difference in outcome of vocabulary increase when using graded readers instead of set textbooks, I decided to divide a group of 58 students into two separate groups. One of the groups continued their English lessons using the school’s set textbook as their major text source for all their reading activities (ordinary lessons). This group was taught by their regular English teacher. A weekly reading target of approximately 50 pages a week was given as homework. The control group was encouraged to use their textbook as their only source of reading material. The second group, the test group, participated in the extensive reading program and spent their regular English lessons together with me in the library. In the library they were able to choose what they wanted to read amongst the graded readers and a small selection of other reading material (newspapers, magazines, cartoons, children’s books) in the target language.

The project period lasted for 6 weeks and during that period the participants in the project spent approximately 6 hours a week in the library reading books and an additional 20 minutes each day reading in the classroom, while the control group of students continued to read and work with the texts found in their textbooks only. During the project period the test group was encouraged to use the graded readers as their major source of reading material. A weekly reading target of approximately one book a week was given as homework.

4.3. The Tests

A questionnaire together with a reader interview, were used to map out the students’ reading habits and interests prior to the reading project. The group of students was asked to answer a questionnaire about reading habits to map out how much they read and what they preferred to read (appendix 1). They were also asked to give their opinion about reading either

by disagreeing or agreeing with eight statements given about reading (see *Results and Discussion* chapter 6). The reading opinion test was conducted again at the end of the reading project period to establish if their attitude towards reading had changed.

Before starting the reading project the group of 58 students took a reading speed and comprehension test to reveal their level of understanding of a text and to calculate their reading speed. The test was developed using a comprehension test made by The Norwegian Directorate for Education and Training. Minor modifications were made of the test, such as adding the comprehension tasks within the running text and adding visible word counts to make the number of words read more visible for both the reader and the teacher (appendix 2).

Students read the text for ten minutes and made a mark in the margin as to how far they had read when time was up, or if they finished earlier they gave a sign and their time was written down. While reading they found sentences where they had to choose amongst three alternatives of words to form sentences with meaning *Ex. Tommy has a black and white cat. (They – She – He) plays with the cat every day.* Reading speed was found by dividing the word-count with minutes spent reading the text. The reading speed was then used when counting comprehension mistakes to see if there was a connection between speed and error rate. This method is also used when conducting the annual national reading speed- and comprehension test in Norwegian made by The Norwegian Directorate for Education and Training.

To reveal the students word level Nation's (2001) vocabulary test and dictation test were used (appendix 3). To support the findings in the word level test and to capture the learners' "different levels of self-perceived knowledge of specific words", Paribakht and Wesche's (1993:15) Vocabulary Knowledge Scale was used (appendix 4). All tests were used both for pre-testing and post-testing.

5. Method

5.1. The Project

As suggested in Lazar's book (1993) the participants in this study were given summaries of content from a wide variety of texts (20-30 topics) and were told to choose five topics of interests (p. 41). Previous to this activity they were given individual questionnaires to map out preferred reading interests (explained in *The Tests* Chapter 4.3.)

As a project start the students were introduced to the books and the different levels were explained. Then the students read passages from the different levels (shown in color coding)

to establish what level was within their comfort zone of reading (Day & Bamford, 1998). The Penguin level tests (appendix 6) were conducted to confirm the reading level of each student. The level tests consisted of 30 multiple-choice items and the passing mark for all levels were 18 out of 30. By reading easy books within their comfort zone of reading the students were able to build confidence, sight and general vocabularies.

At the beginning of the reading period participants were free to choose any of the books, but were told that they had to use the “five-finger” rule to decide if the book was too difficult or not. This method is referred to as “Surfing the Library” in Bamford and Day’s book (2004:36). For each word they did not understand while reading, they were told to put a finger down on the table. If they reached five fingers before they turned a page they should choose a book from an easier level. Stopping or changing of books must not be regarded as defeat.

During the project the students had the freedom to stop reading material if they found the texts to be too difficult or of no interest (Day & Bamford, 1998:8). Both groups, the control group and the test group, were told to use the “five-finger” rule while reading. The control group kept a logbook to record the number of pages in which they used the “five-finger” rule while reading texts in their set textbooks, while the test group kept a logbook of how many books they had started and how many books they had read during the project.

After the reading of a book the students demonstrated understanding through written reports or answers to questions, and credits were given for each book read and reports or tasks handed in. A board with pictures of each front cover was on display in the library, and for each book read the students put their names on a sticker and stuck it on the board above the book-cover corresponding to the book they had read. This also worked as a motivator for others to read that same book. The books with many stickers seemed to attract the most readers.

During the project the students kept a reading diary (appendix 8). When starting the program the students agreed upon a minimum of reading each week, and they had to write how many pages and minutes they read every day (Day & Bamford, 1998).

The Penguin readers have comprehension questions in the back. Some of these questions were used in developing tasks for each book. The task sheets were all displayed together with the books and therefore easy reachable for the students. When given the opportunity to experience and get much practice with easy readers the students were able to build reading fluency.

The extensive reading program ended with a new comprehension and reading speed test, and the comparison of the pre-test and post-test found in the *Results and Discussion* chapter are the major documentation of the outcome of this project. I believe that if able to prove an increase in vocabulary amongst students when using an extensive reading program with graded readers, this could be a motivator for more educators, schools and libraries to invest in teaching material for the teaching of English as a second language.

5.2. The Extensive Reading Program

Extensive reading as a second language learning approach aims to encourage learners to read a lot of easy material in the new language. Research studies show that students who read a lot in the new language “become better and more confident readers, they write better, their listening and speaking abilities improve and their vocabularies get richer” (Bamford and Day, 2004:1). According to Day and Bamford (1998) the complexity of an extensive reading program is best described through its characteristics. The reading project in this study is briefly described in connection with the ten characteristics listed as the principles for an extensive reading program to become successful;

1. *Students read as much as possible* – the students in the test group read six hours a week in the library and 20 minutes every morning in the classroom. The students were also encouraged to borrow books to take home and read for homework.
2. *A variety of materials on a wide range of topics is available* – approximately 230 graded readers and a selection of English newspapers were available at all times in the library. Some easy readers, children’s books, magazines, cartoons and short stories were available in the classroom for students to read whenever they wanted to.
3. *The students select what they want to read* – the students were told that reading a book they enjoyed several times was great, and that to stop reading and put away a book they did not find interesting enough was the right thing to do too. All reading is reading, and there is no wrong way to read became the motto of the test group.
4. *The purpose of reading is usually related to pleasure, information, and general understanding* – the reading materials were available at all times for the test group, which gave the students the opportunity to read books or look through magazines for pleasure, seeking in newspapers or books for information, or just read pictures and words to understand the content of the texts displayed.

5. *Reading is its own reward* – follow-up activities were available for all the books and short stories, such as comprehension questions, puzzles and interactive games. The students received credit for each book/text read and tasks done.
6. *Reading materials are well within the linguistic competence of the students* – the texts used were from beginners' level (graded readers and children's books) to more advanced readers' level (graded readers, novels and newspapers). The linguistic competence level of the students was mapped out in the pre-testing.
7. *Reading is individual and silent* – reading was done in the library, in the classroom, in the hallways, outside on a bench or in the cafeteria. Students were sitting on chairs, tables and benches, or lying on the floor. Some students were even walking around while reading. Like earlier mentioned, the students were told that there is no wrong way to read as long as you read.
8. *Reading speed is usually faster than slower* – being able to choose themselves amongst the variety of books, gave the students a chance to read a lot of different books that they wanted to read. The reading became pleasurable and they wanted to read as many books as possible, thereby choosing books they found easily understandable.
9. *Teachers orient students to the goals of the program* – before starting the reading program the process was thoroughly explained to the students and their parents, aims and methodology were introduced orally and in writing. A reading journal kept track of the amount of reading done by each student, both in volume and time. The test group teacher was available for guidance during the reading sessions and online, outside of the reading sessions, for questions concerning the project.
10. *The teacher is a role model of a reader for students* – the teacher took part in the project reading, when not guiding the students, during the sessions and keeping a reading journal just like the students.

The goals of the extensive reading program can be compared with the aims found in the English subject curriculum. These aims adapted from day and Bamford (1998:45) include:

- To have a positive attitude towards reading in a second language
- To have confidence in their reading and motivation to read in a second language
- To have increases in their word recognition ability
- To know the purpose of their reading
- To choose appropriate reading materials for their interests and language ability

5.3. Monitoring the Student's reading

Throughout the project period the test group and the control group were told to use “the five finger rule” (explained in *The Project* Chapter 5.1.). This was done in an attempt to monitor the proportion of unknown to known words. In order for the results to be accurate the “five finger rule” had to include the number of words read as well. The students were told to count the words per line and multiply this number with the number of lines read. With this number it was possible to give an assumption as to their density of unknown words.

If the text read by a student consisted of 70 words before the “five fingers” were down on the table, that student would have one in fourteen words unknown, which is a density of 93% of words familiar. According to Nation (2001) most readers would need to know 98% of the running text, which is one in fifty words unknown, to gain adequate comprehension of the text (p. 165). Book titles and/or text headings together with the word count were recorded in their reading notebook.

A reading record form was kept by each student in the test group (appendix 9) to help the “students keep track of their reading” (Bamford and Day, 2004:77). This form included the titles of the books read, date started and date finished, and the number of pages read. Together with the reading record form, all students both test group and control group, kept records of time spent reading every day of the week during the whole project period, in a weekly reading diary (appendix 8). Credits were given at the end of the project for the amount of pages read, and the total amount of minutes spent reading.

Once a week students were interviewed about books they had read using an oral interview form which were handed out in advance (appendix 7). On the interview day students individually talked about a book of their own choice and answered questions related to this book. The purpose of these book interviews were to help “determine whether students are reading their books and to gauge their comprehension” (Bamford and Day, 2004:84).

5.4. Evaluating the Student's reading

Tests that measure reading speed and reading comprehension in Norwegian are mandatory and conducted yearly to record students' progressions as readers. Intensive and extensive reading approaches are included in the *Norwegian National Knowledge Promotion Curriculum* with the competence aims of becoming better readers. National testing of reading skills shows a positive outcome on the test scores.

In the teaching of English as a second language “Studies that measures reading speed are relatively few, and those that do exist rarely evaluate reading speed in relation to the effect

of different classroom methodologies in the teaching of reading” (Bell, 2001, para.1). Using Bell’s study as an inspiration this study was developed to find out if there is coherence between reading speed and reading comprehension within the framework of a comparison of intensive and extensive reading approaches in the second language classroom. In order to document the students’ progression in these matters a pre-test and a post-test were carried out to map out the students’ reading speed and reading comprehension. These tests were conducted the first and last day of the project period which lasted six weeks.

Throughout this study students were “required to demonstrate understanding of their reading through written reports or answers to questions. The progress of individual learners can therefore be tracked, achievements can be recognized and rewarded, and assistance can be given as necessary to learners who are having difficulties” (Bamford and Day, 2004:86).

A minimum requirement of pages read each week was decided for both groups of students in order to receive a certain grade. Students reading above the minimum requirement were offered extra credits in order to achieve a higher grade. The teacher checked the students’ reading journals, reading record forms, and discussed their reading with them weekly.

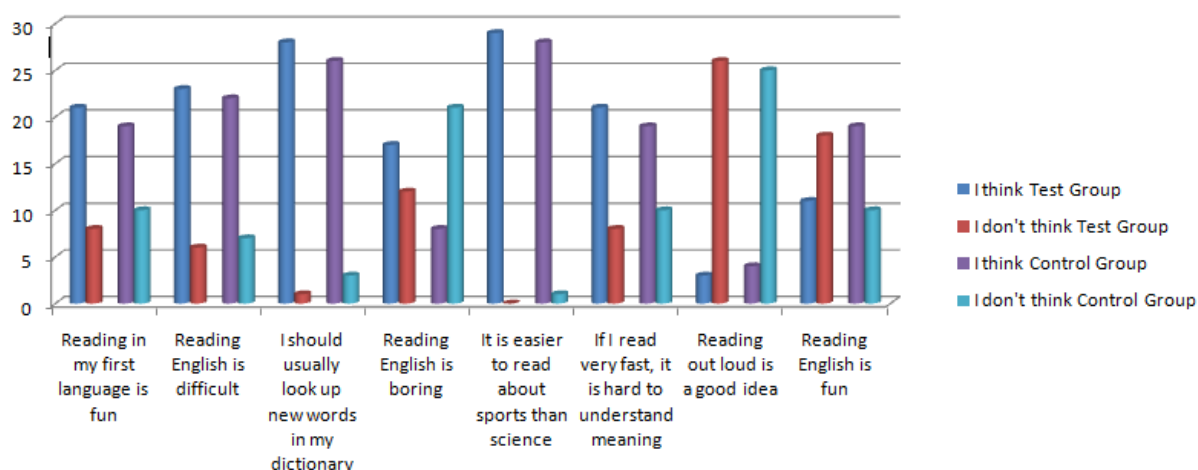
There are many different testing procedures to evaluate students’ language comprehension such as; vocabulary tests, reading comprehension tests, listening comprehension tests, and cloze tests (Grabe & Stoller, 1997). All of these different tests were to some extent used in the vocabulary acquisition activities.

6. Results and Discussion

Results and discussions from the reading speed- and comprehension pre- and post-tests, the vocabulary level and vocabulary knowledge scale pre- and post-test, as well as students’ response to the questionnaire on reading habits and opinions about reading are presented in this following chapter.

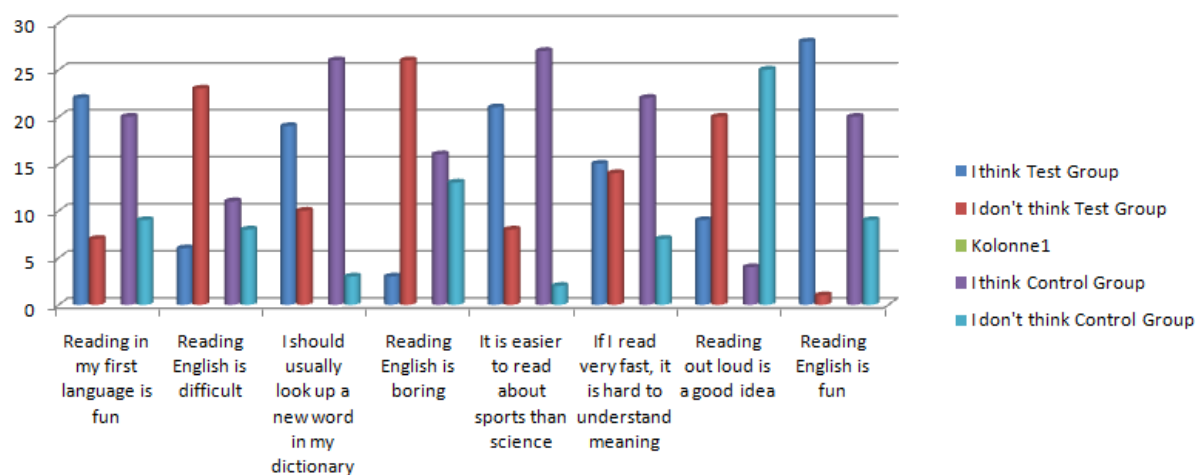
The results in Table 1 show that most of the students in both groups found reading in their first language to be fun. Likewise they found reading in English to be difficult and students in both groups are to high extent dependent on the use of a dictionary. Both groups show a negative attitude towards reading loud. Prior to this study the students were only familiar with the use of set textbooks in their second language learning lessons.

Table 1 Opinion about reading pre-test



As seen from the columns shown in Table 2 the attitude change of *Reading English is fun* is remarkable within the test group. Before the reading program, only 10 of the 29 students thought of reading in English as being fun. After six weeks of extensive reading using graded readers this number has changed to 28 out of 29 students. Test results show that throughout this study a lot of the reluctant students have become eager readers. An improvement in attitude towards reading in a second language is very clear and impressive. An even more noticeable fact is the difference between the test group and control group.

Table 2 Opinion about reading post-test



Bell (2001) concludes that “reading speed will develop naturally if learners are motivated to read interesting simplified material like graded readers that are accessible linguistically (para. 12). Results shown in Table 2 is a strong evidence of this assumption made by Bell (2001).

The reading speed- and comprehension test used in this study has been specially developed for this purpose. It was made to be identical to the reading speed- and comprehension test used to measure students’ reading abilities in Norwegian. The test is

explained in detail in *The Tests* Chapter 4.3. The method used when conducting the test is what Bell (2001) is referring to as *paced reading*. This is when the teacher is in control of the time allowed to spend on the reading test. Reading speed is calculated by taking the number of words read divided by time spent reading (maximum 10 minutes). The numbers indicated in Table 3 and Table 4, are number of words read per minute (reading speed) and the number of mistakes in reading comprehension.

Table 3 Reading Speed- and Comprehension test group

Student	Reading Speed Pre-test	Reading Speed Post-test	Reading Comprehension Pre-test	Reading Comprehension Post-test
1	103	125	3	1
2	56	89	7	6
3	63	101	4	4
4	42	75	16	9
5	74	127	7	5
6	66	102	13	7
7	47	83	5	2
8	31	79	19	13
9	117	156	2	0
10	123	186	0	1
11	74	132	4	4
12	87	127	2	1
13	88	136	4	1
14	72	91	8	9
15	142	167	3	1
16	57	100	8	8
17	84	114	7	2
18	102	109	13	9
19	99	137	6	3
20	82	121	6	5
21	97	142	3	1
22	89	103	8	6
23	114	154	5	5
24	76	98	15	11
25	119	146	3	1
26	139	176	2	4
27	164	198	0	0
28	112	137	9	2
29	61	104	10	8
	2580	3612	192	129

Table 4 Reading Speed- and Comprehension test control group

Student	Reading Speed Pre-test	Reading Speed Post-test	Reading Comprehension Pre-test	Reading Comprehension Post-test
1	67	76	9	7
2	52	89	3	3
3	134	156	4	2
4	159	172	7	4
5	89	96	3	3
6	88	92	11	10
7	67	92	9	2
8	74	83	2	1
9	39	44	17	15
10	46	62	14	9
11	152	161	3	2
12	172	179	2	2
13	98	107	1	3
14	141	156	0	2
15	66	82	4	2
16	79	92	3	0
17	89	100	6	1
18	41	36	12	11
19	90	102	2	3
20	134	146	1	0
21	169	167	1	0
22	76	82	3	5
23	111	122	0	0
24	96	113	6	3
25	52	57	11	12
26	172	174	7	5
27	69	86	9	11
28	93	106	2	0
29	99	113	2	1
	2814	3143	154	119

Both groups, the test group and the control group, show gains in reading speed and a reduction in comprehension mistakes. My assumptions are supported by the data shown above. The gain in reading speed for the test group is a 29% increase and the same group has a 33% reduction in comprehension mistakes. The control group has a 10% increase in reading speed and a 23% reduction in comprehension mistakes.

The hypothesis made in this study can be seen in coherence to Bell's (2001) observations that the group exposed to extensive reading based on graded readers has more significant gain in

basic reading speed than the group using the more traditional close reading techniques in form of intensive reading program.

The speed and comprehension scores must be seen in close relation to one another. A gain in speed and a gain in comprehension mistakes could indicate that the student is reading too fast to be able to understand the content of the text. It is important to emphasize on the fact that the development of reading speed should not be done at the expense of comprehension. A very slow reader is likely to read with little understanding because the content of the text is usually forgotten before the reader reaches the end of the page (Bell, 2001). This can be concluded with the fact that “comprehension is achieved by reading neither too fast nor too slow” (Bell, 2001, para. 5).

Another way to measure the reading speed would be to use what Bell (2001) is referring to as *timed reading*. Students read in their own pace and calculate their speed in words per minute by marking their start point in the text and writing down the start time, and then they mark the stopping point and the time when they stop reading. As with the *paced reading* the reading speed is calculated by taking the number of words read divided by time spent reading, but with this method there is no restrictions for maximum time spent on the reading activity. I think a good way to get a valid measurement of the students’ reading speed would be to use both methods. Paced reading can cause learners to stress their reading and give inaccurate indications toward their actual reading speed, while on the other hand timed reading can cause the students to lose their concentration and spend an exaggerated amount of time reading.

As previously mentioned in this paper a language learner need a threshold level of 3000 word families in order to transfer L1 strategies and recognize words automatically, also referred to as sight vocabulary. Laufer (1997) states that language learners need good vocabulary knowledge to become good readers. Studies conducted, including this study can show the positive effect reading has on vocabulary building but not to what extent. I found the vocabulary level tests to be of little value in this study. Unfortunately test scores turned out to be high or low according to random guessing.

Waring and Takaki (2003) points out that “it is rather safe to assume that broadly there are stages, levels or degrees of word knowledge” (2003:133). I think this can be made very concrete and visually clear by using Parabakht and Wesche’s (1997) Vocabulary Knowledge Scale (appendix 4). What should be taken into consideration as visible and valid proof of vocabulary building, is the students’ own decisions to move from one level to the next when reading graded readers.

In this study the vocabulary knowledge scale (VAK) was used when students felt ready to move up one level. In the back of each graded reader there is a word list and these words were used for the VKS. This gave the students a great opportunity to self-report their own vocabulary acquisition and be participants in the evaluation of their own vocabulary learning process.

7. Conclusion

Reading is seen to be quite beneficial for language learning and perhaps especially for vocabulary building (Waring and Takaki, 2003). Unfortunately the cost of such an investment and the uncertainty of travelling the road less travelled, are still standing in the way of more school owners and language teachers using extensive reading programs as part of their English subject curriculum. I am not suggesting that extensive reading should be the only optional reading approach in the second language classrooms today, but it should certainly be considered as one of the major approaches to reading and added into the curriculum.

This paper has provided solid evidence that the need of outside reading material to the curriculum is necessary if attitudes towards reading in a second language are going to change amongst the most skeptical language learners. The learners' attitude towards reading English has proven to be of greater relevance for this study than first expected.

The importance of breaking the chain of negative attitude and turning it into positive experiences of enjoyable reading lessons has proven to be possible if providing the learners with large quantities of comprehensible text. In this study simplified or graded readers have given positive outcomes on test results. By reading them level by level the learners have shown increase in their vocabulary size and the aim of this study has been to certain extents achieved.

Unfortunately the gain in vocabulary has been difficult to measure in this study. The negative effect of guessing in modified cloze tests, true/false, and multiple choice tests questions the reliability of these test types.

This study has clearly shown the positive effect of extensive reading in the second language classroom and the positive outcome of the use of graded readers to provide differentiated reading material. Like Day and Bamford (1998) I strongly believe that Norwegian learners of English as a second language would benefit from an extensive reading program and for it to be a built in component in the second language curriculum.

Extensive and intensive reading should be considered as complementary approaches. Certain types of tasks usually used in intensive reading lessons (ex. referential questions, re-ordering sentences, matching, gap-filling, etc.) has throughout this study been used together with an extensive reading approach and resulted in a visible gain in the students' overall reading speed and comprehension.

Extensive reading could be the key to the secret garden of reading.

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9. Appendices

Appendix 1

Reading Habits Questionnaire

BOX 1.2 Reading and You

Name: _____ Date: ___ / ___ / ___

1. How much time do you think you spend reading in an average week? _____ hours
2. What kinds of things (for example, novels, magazines, TV guides) do you usually read?
3. What is your favorite . . .
magazine? Why? (Example: "It has great photography.")
newspaper? Why? (Example: "I like its international news coverage.")
book? Why? (Example: "I really identified with the main character. It touched me.")
4. Who is your favorite writer? Why? (Example: "Her books are so funny.")
5. Do you enjoy reading? Why or why not? (Example: "It's boring and I don't have time" or "Reading expands my world and gives me experiences and knowledge I couldn't have gotten otherwise.")
6. What is the most interesting thing you have read about recently? (Example: "I'm reading a book now about how our memory works" or "I just read about a man who has been married fifteen times.")
7. Do you enjoy reading in English? Why or why not?
8. What is the most interesting thing you have ever read in English? (Example: "I thought *The Diary of Anne Frank* was very interesting. It helped me understand that suffering happens to real people, like me – not only to faceless people in faraway lands.")
9. If you could easily read anything in English, what would you like to read? Why? (Example: "I'd like to read *Breakfast at Tiffany's* because I liked the movie a lot.")
10. Do you think reading in English helps your English ability? If yes – how? In what way? If no – why not?

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Appendix 2

Reading Comprehension and Speed Test



THE MAGIC FINGER








BY ROALD DAHL

	The farm next to ours is owned by Mr and Mrs Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes	16 28
1	I go to play with (him – them – her). I am a girl and I am eight years old.	46
2	Philip is also eight years old. William (am –is –are) three years older. He is	61
3	ten. What? Oh, all right, then. He (are - is – am) eleven.	72
	Last week, something very funny happened to the Greggs family. I am going to tell you about it as best I can.	85 94
4	Now the one thing that Mr Greggs and (their – his – her) boys loved to do more than anything else was to go hunting. Every Saturday morning they	109 121
5	would take their guns and go off into the (city – ocean – woods) to look for	136
6	animals and birds to (shoot – feed – love). Even Philip, who was only eight years old, had a gun of his own.	149 157
	I can't stand hunting. I just can't stand it. It doesn't seem right to me that	173
7	men and boys should (feed – kill –love) animals just for the fun they get out of it. So I used to try to stop Philip and William from doing it. Every time I	188 205
8	went over to their (house – cottage – farm) I would do my best to talk them out of it, but they only laughed at me. I even said something about it once to Mr Gregg, but he just walked past me as if I weren't there.	220 236 250
9	Then, one (Saturday – Sunday – Monday) morning, I saw Philip and William	261
10	coming out of the woods with their (sister – mother – father), and they were carrying a lovely young deer. This made me so cross that I started	273 287
11	shouting at them. The (animals – boys – birds) laughed and made faces at me, and Mr Gregg told me to go home and mind my own P's and Q's.	299 315
	Well, that did it! I saw red. And before I was able to stop myself, I did something I never meant to do. I PUT THE MAGIC FINGER ON THEM ALL!	332 346
12	Oh, dear! Oh, dear! I even (sat – hold – put) it on Mrs Gregg, who wasn't	361

	there. I put it on my whole family.	369
	For months I had been telling myself that I would never put the Magic (Spell	384
13	– Finger – Hat) upon anyone again – not after what happened to my	395
14	teacher, old Mrs Winter. Poor (young – old – cold) Mrs Winter!	405
15	One day we were in class, and she was (watching – teaching – learning) us	418
16	spelling. “Stand up,” she said to me, “and (yell – spell – sing) cat.” “That’s an	432
	easy one,” I said, “K-A-T.” “You are a stupid little girl!” Mrs Winter said. “I	447
	am not a stupid little girl!” I cried, “I am a very nice little girl!” “Go and	464
	stand in the corner,” Mrs Winter said. Then I got cross, and I saw (red –	479
17	yellow – blue), and I put the Magic Finger on Mrs Winter good and strong,	493
	and almost at once... Guess what?	499
	Whiskers began growing out of her face! They were long black whiskers,	511
18	just like the ones you see on a (dog – monkey – cat), only much bigger. And	526
19	how fast they (grew – flew – swam)! Before we had time to think, they were	540
20	out to (his – its – her) ears!	546
	Of course the whole class started screaming with laughter, and then Mrs	558
	Winter said, “Will you be so kind as to tell me what you find so madly funny,	575
21	all of (they – we – you)?” And when she turned around to write something	588
22	on the (window - blackboard – floor) we saw that she had grown a tail as	602
	well! It was a huge bushy tail!	609
	I cannot begin to tell you what happened after that, but if any of you are	625
	wondering whether Mrs Winter is quite all right again now, the answer is	638
23	No. And she (not – ever – never) will be.	646

Appendix 3

Vocabulary level test

<p>412 Appendix 2</p> <p>2. 1,000 word level tests</p> <p>A description of the making of these two tests can be found in Nation (1993a).</p> <p>VOCABULARY TEST: 1,000 WORD LEVEL TEST A Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence. The first one has been answered for you.</p> <p>We cut time into minutes, hours and days. T</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>This one is little.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>You can find these everywhere.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>Some children call their mother Mama.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>Show me the way to do it means 'show me how to do it'.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>This country is part of the world.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>This can keep people away from your house.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>When something falls, it goes up.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>Most children go to school at night.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>It is easy for children to remain still.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>One person can carry this.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>A scene is a part of a play.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>People often think of their home, when they are away from it.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>There is a mountain in every city.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>Each month has the same number of days.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>A chief is the youngest person in a group.</p> </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div>	<p style="text-align: right;">1,000 word level tests 413</p> <p>Black is a colour. _____</p> <p>You can use a pen to make marks on paper. _____</p> <p>A family always has at least two people. _____</p> <p>You can go by road from London to New York. _____</p> <p>Silver costs a lot of money. _____</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>This is a hill.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>This young person is a girl.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div> <p>We can be sure that one day we will die. _____</p> <p>A society is made of people living together. _____</p> <p>An example can help you understand. _____</p> <p>Some books have pictures in them. _____</p> <p>When some people attack other people, they try to hurt them. _____</p> <p>When something is ancient, it is very big. _____</p> <p>Big ships can sail up a stream. _____</p> <p>It is good to keep a promise. _____</p> <p>People often dream when they are sleeping. _____</p> <p>This is a date - 10 o'clock. _____</p> <p>When something is impossible, it is easy to do it. _____</p> <p>Milk is blue. _____</p> <p>A square has five sides. _____</p> <p>Boats are made to travel on land. _____</p> <p>Cars cannot pass each other on a wide road. _____</p> <p>When you look at something closely, you can see the details. _____</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="flex: 1;"> <p>This part is a handle.</p>  </div> <div style="flex: 0.1; text-align: center;"> <p>_____</p> </div> </div>
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<p>416 Appendix 3</p> <p>3. A Vocabulary Levels Test: Test B</p> <p>The original Vocabulary Levels Test was made by Paul Nation and is described in Nation (1983 and 1990). The following test is one of a pair of equivalent forms and is a major improvement on the original test, which it replaces. This test was made by Norbert Schmitt, Diane Schmitt and C. Clapham: an equivalent form of this test can be found in Schmitt, Schmitt and Clapham (in press). Test A can be found in Schmitt (2000).</p> <p>This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of that word next to its meaning. Here is an example.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 business</td> <td>_____ part of a house</td> </tr> <tr> <td>2 clock</td> <td>_____ animal with four legs</td> </tr> <tr> <td>3 horse</td> <td>_____ something used for writing</td> </tr> <tr> <td>4 pencil</td> <td></td> </tr> <tr> <td>5 shoe</td> <td></td> </tr> <tr> <td>6 wall</td> <td></td> </tr> </table> <p>You answer it in the following way.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 business</td> <td>_____ 6 part of a house</td> </tr> <tr> <td>2 clock</td> <td>_____ 3 animal with four legs</td> </tr> <tr> <td>3 horse</td> <td>_____ 4 something used for writing</td> </tr> <tr> <td>4 pencil</td> <td></td> </tr> <tr> <td>5 shoe</td> <td></td> </tr> <tr> <td>6 wall</td> <td></td> </tr> </table> <p>Some words are in the test to make it more difficult. You do not have to find a meaning for these words. In the example above, these words are <i>business</i>, <i>clock</i>, <i>shoe</i></p> <p>Try to do every part of the test.</p> <p>THE 2,000 WORD LEVEL</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 copy</td> <td>_____ end or highest point</td> </tr> <tr> <td>2 event</td> <td>_____ this moves a car</td> </tr> <tr> <td>3 motor</td> <td>_____ thing made to be like another</td> </tr> <tr> <td>4 pity</td> <td></td> </tr> <tr> <td>5 profit</td> <td></td> </tr> <tr> <td>6 tip</td> <td></td> </tr> </table>	1 business	_____ part of a house	2 clock	_____ animal with four legs	3 horse	_____ something used for writing	4 pencil		5 shoe		6 wall		1 business	_____ 6 part of a house	2 clock	_____ 3 animal with four legs	3 horse	_____ 4 something used for writing	4 pencil		5 shoe		6 wall		1 copy	_____ end or highest point	2 event	_____ this moves a car	3 motor	_____ thing made to be like another	4 pity		5 profit		6 tip		<p style="text-align: right;">A Vocabulary Levels Test: Test B 417</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 accident</td> <td>_____ loud deep sound</td> </tr> <tr> <td>2 debt</td> <td>_____ something you must pay</td> </tr> <tr> <td>3 fortune</td> <td>_____ having a high opinion of yourself</td> </tr> <tr> <td>4 pride</td> <td></td> </tr> <tr> <td>5 roar</td> <td></td> </tr> <tr> <td>6 thread</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 birth</td> <td>_____ game</td> </tr> <tr> <td>2 dust</td> <td>_____ winning</td> </tr> <tr> <td>3 operation</td> <td>_____ being born</td> </tr> <tr> <td>4 row</td> <td></td> </tr> <tr> <td>5 sport</td> <td></td> </tr> <tr> <td>6 victory</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 clerk</td> <td>_____ a drink</td> </tr> <tr> <td>2 frame</td> <td>_____ office worker</td> </tr> <tr> <td>3 noise</td> <td>_____ unwanted sound</td> </tr> <tr> <td>4 respect</td> <td></td> </tr> <tr> <td>5 theatre</td> <td></td> </tr> <tr> <td>6 wine</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 dozen</td> <td>_____ chance</td> </tr> <tr> <td>2 empire</td> <td>_____ twelve</td> </tr> <tr> <td>3 gift</td> <td>_____ money paid to the government</td> </tr> <tr> <td>4 opportunity</td> <td></td> </tr> <tr> <td>5 relief</td> <td></td> </tr> <tr> <td>6 tax</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 admire</td> <td>_____ make wider or longer</td> </tr> <tr> <td>2 complain</td> <td>_____ bring in for the first time</td> </tr> <tr> <td>3 fix</td> <td>_____ have a high opinion of someone</td> </tr> <tr> <td>4 hire</td> <td></td> </tr> <tr> <td>5 introduce</td> <td></td> </tr> <tr> <td>6 stretch</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 arrange</td> <td>_____ grow</td> </tr> <tr> <td>2 develop</td> <td>_____ put in order</td> </tr> <tr> <td>3 lean</td> <td>_____ like more than something else</td> </tr> <tr> <td>4 owe</td> <td></td> </tr> <tr> <td>5 prefer</td> <td></td> </tr> <tr> <td>6 seize</td> <td></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1 blame</td> <td>_____ make</td> </tr> <tr> <td>2 elect</td> <td>_____ choose by voting</td> </tr> <tr> <td>3 jump</td> <td>_____ become like water</td> </tr> <tr> <td>4 manufacture</td> <td></td> </tr> <tr> <td>5 melt</td> <td></td> </tr> <tr> <td>6 threaten</td> <td></td> </tr> </table>	1 accident	_____ loud deep sound	2 debt	_____ something you must pay	3 fortune	_____ having a high opinion of yourself	4 pride		5 roar		6 thread		1 birth	_____ game	2 dust	_____ winning	3 operation	_____ being born	4 row		5 sport		6 victory		1 clerk	_____ a drink	2 frame	_____ office worker	3 noise	_____ unwanted sound	4 respect		5 theatre		6 wine		1 dozen	_____ chance	2 empire	_____ twelve	3 gift	_____ money paid to the government	4 opportunity		5 relief		6 tax		1 admire	_____ make wider or longer	2 complain	_____ bring in for the first time	3 fix	_____ have a high opinion of someone	4 hire		5 introduce		6 stretch		1 arrange	_____ grow	2 develop	_____ put in order	3 lean	_____ like more than something else	4 owe		5 prefer		6 seize		1 blame	_____ make	2 elect	_____ choose by voting	3 jump	_____ become like water	4 manufacture		5 melt		6 threaten	
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Appendix 4

The Vocabulary Knowledge Scale (VKS)

Self-report categories	
I	I don't remember having seen this word before.
II	I have seen this word before, but I don't know what it means.
III	I have seen this word before, and I <u>think</u> it means _____. (synonym or translation)
IV	I <u>know</u> this word. It means _____. (synonym or translation)
V	I can use this word in a sentence: _____. (Write a sentence.) <i>(If you do this section, please also do Section IV.)</i>

Self-report categories	Possible scores	Meaning of scores
I	1	The word is not familiar at all.
II	2	The word is familiar but its meaning is not known.
III	3	A correct synonym or translation is given.
IV	4	The word is used with semantic appropriateness in a sentence.
V	5	The word is used with semantic appropriateness and grammatical accuracy in a sentence.

Appendix 5

Penguin Readers Teacher Download Area

The screenshot shows the Penguin Readers Teachers Download Area. At the top, there is a navigation bar with the Pearson Longman logo, 'Teacher's Home', 'Catalogue', 'Join Us', and 'Contact Us'. Below this is a large orange banner with 'PENGUIN READERS' on the left and 'Teachers' on the right, with a penguin logo in the center. A left-hand sidebar contains a menu with items like 'Penguin Readers Home', 'What are Penguin Readers?', 'The Right Reader', 'Samples Area', 'Download Area', 'Featured Reader', 'Featured Author', 'Film and TV Titles', 'Dossiers', 'Share Your Ideas', and 'Penguin Active Reading'. Below the menu is a 'Learn Conversational English' section with a photo of people and 'Active English' and 'CLIQUE' logos. The main content area is titled 'Download Area' and features a 'Teacher's Support Programme' section. This section provides background information and a list of levels from 'EASYSTARTS' to 'LEVEL 6', each with a corresponding CEFR level (A1, A2, B1, B2, C1) and headword count. Below this is a 'Penguin Readers Teacher's Guides' section, which describes 32-page guides and shows six cover images for guides on using graded readers, listening skills, and preparing for IELTS.

PENGUIN READERS **Teachers**

Download Area

Teacher's Support Programme

Background information, photocopiable activities, teacher's notes, progress tests and answer keys - everything you need to plan your perfect Readers lesson! We are constantly adding new content to this page, so please come back if you cannot find the title you are looking for.

All files are PDF and require **Adobe Acrobat Reader**. Click [here](#) to download the application.

To view and download the free resources available for Penguin Readers, please select a level:

- EASYSTARTS** 200 headwords (A1)
- LEVEL 1** Beginner - 300 headwords (A1)
- LEVEL 2** Elementary - 600 headwords (A2)
- LEVEL 3** Pre-intermediate - 1200 headwords (A2)
- LEVEL 4** Intermediate - 1700 headwords (B1)
- LEVEL 5** Upper Intermediate - 2300 headwords (B2)
- LEVEL 6** Advanced - 3000 headwords (C1)

Penguin Readers Teacher's Guides

Written by ELT authors, these 32 page Teacher's Guides are packed with advice, ready-made activities and photocopiable worksheets to help you use Penguin Readers with your students. Whether you're a new teacher or an experienced teacher, you will find these Free Teacher's Guides invaluable. Click on the covers to download the teacher's guide. All files are PDF and require Adobe Acrobat Reader. Click [here](#) to download the application.

<http://www.penguinreaders.com/members/pr/teachers/download-area.html>

Appendix 6

The Penguin Level Test with Answer Sheet and Key

Test 3A

- 1 When I told her about it, she
A just laughed B has just laughed C was just laughing
- 2 I would like to go for my holiday next year.
A abroad B outside C foreign
- 3 Please ask come in.
A him B him to C to him to
- 4 I to the cinema since last year.
A didn't go B don't go C haven't been
- 5 Is than her sister?
A taller Jane B Jane taller C Jane more tall
- 6 Is the boss still in his office? I don't think
A it B that C so
- 7 I don't like fish, and my brother doesn't,
A either B too C neither
- 8 He wanted to some money from me.
A lend B earn C borrow
- 9 You drive slowly through the village.
A must B need C want
- 10 She was 14 on her birthday, she?
A didn't B wasn't C hadn't
- 11 Is she a relative of ?
A your B yours C your's
- 12 in the class speaks two languages.
A Everyone B All students C All the students
- 13 '..... camera is this?' It's Angela's.'
A Which B What C Whose
- 14 Who was the man ?
A spoke to you B that you were speaking to C that you spoke
- 15 Look, children! Your aunt has you a box of chocolates.
A carried B taken C brought

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- 16 There isn't a good restaurant in this town.
A nowhere B somewhere C anywhere
- 17 I'm going out to the garden to pick some flowers it isn't raining.
A for B so C while
- 18 I having breakfast when she knocked at the door.
A was still B still was C was yet
- 19 The boss is too busy see her now.
A for B that C to
- 20 There wasn't anything interesting on the news, ?
A wasn't it B was there C wasn't there
- 21 I'm afraid they didn't have to eat.
A enough B too much C some more
- 22 He drives much than his father.
A faster B more fast C more fastly
- 23 'We don't believe you!' someone told him in a voice.
A big B loud C strong
- 24 You come with me if you feel tired.
A couldn't B haven't C needn't
- 25, there were no houses here.
A Since 100 years B A hundred years ago C It makes a hundred years
- 26 is it from here to London?
A How long B How long way C How far
- 27 Both play tennis very well.
A they B them C of them
- 28 She never stops working. She works twelve hours day.
A a B by C the
- 29 A large white please.
A bread B loaf C sandwich
- 30 It's late. Ask the waitress for the, John.
A bill B price C cost

Test 3B

- 1 Have they finished working yet? I don't think
A it B that C so
- 2 Please ask see me.
A her B her to C to her to
- 3 Somebody stole her bag so she money from a friend.
A lent B earned C borrowed
- 4 When he heard the news, he
A just smiled B has just smiled C was just smiling
- 5 '..... books are these?' 'They're mine!'
A Which B What C Whose
- 6 You have a ticket to travel on the train.
A must B need C want
- 7 I my uncle since last year.
A didn't see B don't see C haven't seen
- 8 Those people with the guide have never been before.
A abroad B foreign C outside
- 9 My wife doesn't eat meat, and I don't,
A either B too C neither
- 10 Have you had to eat?
A enough B too many C some more
- 11 Who was the girl ?
A spoke to you B that you were speaking to C that you spoke
- 12 She was born
A since 100 years B 100 years ago C for 100 years
- 13 We must go now. Call the waiter and ask for the
A bill B price C cost
- 14 Hurry, children! I'm going to you to school in the car.
A bring B carry C take
- 15 She's a friend of
A them B theirs C their

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- 16 There isn't much news in the paper today, ?
A isn't it B is there C are there
- 17 I couldn't find my hat
A nowhere B everywhere C anywhere
- 18 This book is very easy understand.
A for B in C to
- 19 I in bed when she arrived.
A was still B was yet C still was
- 20 We can go out now it isn't raining.
A for B so C while
- 21 Is than mine?
A longer her hair B her hair longer C her hair more long
- 22 is it to your parents' house?
A How long B How much way C How far
- 23 You come if you don't want to.
A couldn't B haven't C needn't
- 24 We're all hungry. Go out and buy another
A bread B loaf C sandwich
- 25 She'll be 16 on her next birthday, she?
A isn't B won't C hasn't
- 26 If you want to succeed, you must work
A harder B more hard C very hardly
- 27 'Come here!' the policeman said in a voice.
A big B loud C strong
- 28 Both play the piano very well.
A they B them C of them
- 29 She has a very good job. She earns a thousand pounds week.
A a B for C the
- 30 in the class likes that teacher.
A Everyone B All students C All the students

Answer Sheet

NAME CLASS TEST

Try to answer all the questions. Put a **X** through the correct letter.

LEVELS 1-3

- 1 A B C
- 2 A B C
- 3 A B C
- 4 A B C
- 5 A B C
- 6 A B C
- 7 A B C
- 8 A B C
- 9 A B C
- 10 A B C
- 11 A B C
- 12 A B C
- 13 A B C
- 14 A B C
- 15 A B C
- 16 A B C
- 17 A B C
- 18 A B C
- 19 A B C
- 20 A B C
- 21 A B C
- 22 A B C
- 23 A B C
- 24 A B C
- 25 A B C
- 26 A B C
- 27 A B C
- 28 A B C
- 29 A B C
- 30 A B C

LEVELS 4-6

- 1 A B C D
- 2 A B C D
- 3 A B C D
- 4 A B C D
- 5 A B C D
- 6 A B C D
- 7 A B C D
- 8 A B C D
- 9 A B C D
- 10 A B C D
- 11 A B C D
- 12 A B C D
- 13 A B C D
- 14 A B C D
- 15 A B C D
- 16 A B C D
- 17 A B C D
- 18 A B C D
- 19 A B C D
- 20 A B C D
- 21 A B C D
- 22 A B C D
- 23 A B C D
- 24 A B C D
- 25 A B C D
- 26 A B C D
- 27 A B C D
- 28 A B C D
- 29 A B C D
- 30 A B C D

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Answer Key

TEST 3A

- 1 A
- 2 A
- 3 B
- 4 B C
- 5 B
- 6 B C
- 7 A
- 8 A C
- 9 A
- 10 B B
- 11 A
- 12 B C
- 13 B
- 14 B C
- 15 C C
- 16 C C
- 17 A C
- 18 A B
- 19 A C
- 20 A B
- 21 A
- 22 A B
- 23 B C
- 24 B C
- 25 B C C
- 26 A B
- 27 A B
- 28 A B
- 29 A B
- 30 A

TEST 3B

- 1 B C
- 2 B
- 3 C
- 4 A
- 5 C
- 6 A
- 7 C
- 8 A
- 9 A
- 10 A
- 11 B B
- 12 B
- 13 A
- 14 C
- 15 B B
- 16 B
- 17 C
- 18 C
- 19 A
- 20 C
- 21 B
- 22 C C
- 23 C
- 24 B B
- 25 B B
- 26 A
- 27 B
- 28 C
- 29 A
- 30 A

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Appendix 7

Self Access Worksheet

FACTS ABOUT THE BOOK

Title:

Author:

Type of book/genre:

When published:

CONTENT

If you have read an anthology of short stories, then answer the following questions about one story in the book.

- 1 Setting (where the story takes place):
- 2 When is it set?
- 3 The plot: This is a story about
- 4 Characters: Write down the names of the main characters, the role of each one in the story, and 2 or 3 adjectives to describe them.
- 5 Message: Does the book seem to have a 'message'? If so, what is it?

LANGUAGE

Write down 3 or 4 words, phrases or expressions you have learnt from reading this book.

OPINION

- 1 Choose from the following adjectives to describe the book:

light hearted gripping moving tedious gloomy
amusing thought-provoking compelling well-crafted
depressing

- What other adjectives could you use to describe it?
- 2 Would you recommend this book? Why?
- 3 Does this book remind you of any writers or stories in your own language? If so, what?

Appendix 8

Format For Reading Record

WEEK  **14**

Reading Record Time:

student's name

	Home		School
	Quiet Reading	Audio-book	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Time:			
Time: (home)			
Time: (school)			
Time: (h+s)			

Signature:

Teacher's name

