Judging books by their covers and more: Components of interest in graded readers

The present study explored pre- and post-reading perceptions of the motivational variable interest in simplified novels (graded readers) of intermediate-level students (N = 89) in an intensive English program at a private university in Japan. The study examined participants' reported overall interest, and lack thereof, in an assigned set of six graded readers. Results confirmed that the selected books represented a wide variety of interest and boredom components, a finding that underscores the importance of assessing student interests in relation to ESL/EFL classroom activities. The study also found that the pre- and post-reading interest differed significantly for some books, and that prior knowledge likely was a contributing factor in some perceptions of interest.

教育心理学では、興味・関心（interest）が もたらすモチベーションの強さが学習に大 きな影響を与えることは広く認められてい る。しかし、興味・関心と第2言語習得との 相関関係についての研究が全くと言ってよ いほど行われていないのは、驚くべきこと である。本論では、日本の私立大学の英語 インテンシブ・プログラムにおいて、中級レ ベルのクラスで学ぶ学生（89名）を対象に、 平易に書き直された小説（いわゆる「グレイ デッド・リーダー」）を6冊使用し、読む前と 後で、それらに対して持った興味・関心の変 化について調査を行った。その結果、小説 には、興味を呼び起こす要素、およびつまら ないと感じさせる要素が幅広く含まれてお り、ESL/EFLクラスの活動に際し、学生の興 味・関心を見極めることが重要であること が確認できた。また、読前、読後で興味・関 心の高さが大きく変化する小説があること、 さらに、読む前に内容についての知識を持っ ていることは、いくつかの点で興味・関心の 持ち方に影響を与える可能性があることも 明らかになった。

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Reading lengthy texts over an extended period of time, without cumbersome pauses or frequent use of dictionaries, is regarded as an efficacious way to improve second language (L2) reading skills (Day & Bamford, 1998; Grabe, 2009). Researchers have suggested Extensive Reading (ER) promotes improvements in motivation (Day & Bamford, 1998), reading comprehension (Elley, 1991; Robb & Susser, 1989) and vocabulary growth (Nation, 2001). A way to support L2 students in fluency-reading is the use of *graded readers* (see Waring & Takahashi, 2000), whose grammar and vocabulary have been modified for ease of comprehension.

While the importance of using interesting reading materials is stressed by reading researchers (e.g., Day & Bamford, 1998), to date little if any research has been conducted regarding the assessment of student interest in graded readers. If more were known about the qualities that L2 readers find interesting, teachers who use ER might be better able to appraise specific interests and assign more appropriate materials for their students.

This study examined participant reports of initial overall interest and perceptions of components of interest, and lack thereof, found in a specific set of graded readers.

Interest and learning

Research in educational psychology has established that *interest* has a powerful influence on learning; therefore, the lack of interest research in L2 learning is somewhat surprising. Individuals who are interested in a domain, activity, topic, or thing (henceforth "object") are more persistent, engaged, and attentive when interacting with the object of interest (Ainley, Hidi, & Berndorff, 2002; Hidi, 1990, 2000; Renninger, 2000). Additionally, empirical findings reviewed in Hidi (2001) showed consistently that interest facilitates reading comprehension and recall.

Interest is commonly divided into *individual interest* and *situational interest*. Individual interest is considered to be a long-lasting inclination to reengage with specific objects (Hidi, 1990; Schiefele, 1999). Situational interest is usually an ephemeral state aroused by the qualities of interesting objects or the context in which they are encountered; emotions accompanying situational interest are usually positive but can sometimes, as in the case of interest in a roadside accident, be negative. Text characteristics that evoke situational interest include text concreteness (see Sadoski, 2001); novelty and personal relevance (see Hidi & Baird, 1986); and engagement, emotiveness, and vividness (see Schraw, Bruning, & Svoboda, 1995). While the characteristics of interesting texts have been the focus of several studies, those of texts perceived as lacking interest, to the knowledge of the present researchers, have not yet been investigated in either L1 or L2 domains.

Hidi and Renninger's (2006) four-phase Model of Interest Development describes a continuum wherein a spark of situational interest, when supported to develop through social and environmental interactions and the availability of felicitous resources, can lead to repeated and increasingly committed contact with an interesting object. Interest develops in four phases: (a) *triggered situational interest*, (b) *maintained situational interest*, (c) *emerging individual interest*, and (d) *well-developed individual interest*, with each

phase characterized by usually positive feelings, stored value, and stored knowledge (see Renninger, 2009, for a thorough discussion of interest development).

In a pioneering study, Brantmeier (2006) investigated qualities evoking situational interest, the interactions of individual interest and situational interest, and the influence of interest on reading comprehension among advanced students of Spanish as a second language. Brantmeier found five components contributed to perceptions of a text being interesting: (a) cohesion, (b) prior knowledge, (c) engagement, (d) ease of recollection, and (e) emotiveness. Brantmeier, however, did not attempt to explore specific emotions or their potential emotional antecedents. The idea that L2 learners do not have identical emotional responses to texts, nor designate all emotional categories as identically interesting, has intuitive appeal, but has not been confirmed by interest research to date.

Since little is known about which characteristics of graded readers might influence student interest, a better understanding of what these characteristics, or their broader manifestations as components, are could aid teachers wanting to use interest to improve classroom practice and materials writers desiring to produce texts that are more conducive to the promotion of learning. Moreover, because teachers using Extensive Reading encourage students to choose books that are *interesting*, exploring student evaluations of books before and after reading holds merit. Are books really as interesting (or uninteresting) as their covers (and more) initially suggest they would be?

Based on this background, it was conjectured by the authors that qualities evoking emotiveness might provide a suitable foreground for the study of situational interest in graded readers. A list of eight components (exciting, unpredictable, romantic, heartwarming, mysterious, strange, humorous, and scary) believed to relate to emotiveness was compiled by examining a sample of graded texts. A ninth component, ease of understanding, was included under the assumption that it might be especially compelling for learners reading in their second language.

Pre- and post-reading perceptions of overall interest have been shown to be at times dissimilar

with expository texts (Eidswick, 2009). The purpose of this study was to examine perceptions of overall interest and perceptions of interest components, and lack thereof, in specific graded readers, under pre- and post-reading conditions. The following questions were explored:

1. Do students' overall ratings of interest differ before and after reading?

2. What components of interest do students associate with specific graded readers before and after reading them? And do they differ?

3. What components of lack of interest do students associate with specific graded readers before and after reading them? And do they differ?

Method
Materials

In order to elicit a diverse range in levels of interest, the researchers pre-selected a set of graded readers by taking into account the speculated reading preferences for students of both genders in the participant age group of 18-20 years old. A variety of texts including popular and lesser-known titles were chosen. Considering the workload within one semester in the integrated skills courses at this Japanese university (14 weeks), six graded readers with headword counts ranging from 600 to 1200 were chosen. Drawing from Rouault (2009), an earlier study with students in the same program, the difficulty level represented by these headword counts was deemed appropriate on the assumption that the majority of the participants would have at least 95% coverage of the vocabulary (see Nation, 2001, for findings on coverage in reading comprehension). The books chosen were: *Anne of Green Gables* (Oxford – 700 headwords), *The Children of the New Forest* (Oxford – 700 headwords), *The Murders in the Rue Morgue* (Oxford – 700 headwords), *Notting Hill* (Penguin – 1200 headwords), *Pirates of the Caribbean: The Curse of the Black Pearl* (Penguin – 600 headwords), and *The Year of Sharing* (Oxford – 700 headwords).

Participants

The participants in this study (N = 89) were four intact classes of 2nd-year students (male = 35 and female = 54) enrolled in intermedi-

ate courses (TOEFL ITP scores 430-525) of an intensive English language program at a private university in western Japan.

Survey Design

Pre-reading and post-reading surveys were each designed in English (Appendices A and C respectively) and were then professionally translated into Japanese (Appendices B and D respectively). Following personal data for identification purposes, the body of the pre-reading survey consisted of three sections: (a) a 6-point Likert scale item on overall anticipated interest in the reader, (b) a list of nine components of interest for students to check the component or components that they thought the stories might contain (students could also choose none if appropriate or identify other components they found that were not listed), and (c) a space for written comments on anticipated lack of interest. The post-reading survey was similar in design to the pre-reading survey, although in Section B a space was added for students to write examples, paraphrases, or quotations from the text that elicited particular components of interest (Appendices C and D).

Procedure

The pre-reading surveys for all of the books were administered at the beginning of the semester. Students spent approximately 10 minutes examining each book before completing a pre-reading survey for each book. Graded readers were distributed randomly to all participants during the second week of classes. Every 2 weeks, after the books were read as homework, students spent 10 minutes in class completing the post-reading survey on the book. In order to bring the reading done outside of class into the classroom, for pedagogical purposes, students then participated in a Reading Circle discussion (see Eidswick, Praver, & Rouault, 2010b; Furr, 2004). The graded readers were then redistributed for the next round of reading homework. This process was repeated every 2 weeks until participants had read and reported on all six books.

Following the pre-reading survey, the raw counts on the 6-point Likert scale for the overall interest item in Section A were tabulated for each

book. Although non-normally distributed, as measured by the Kolmogrov-Smirnov test for normality, the histograms showing ranges of 5 (min 1 to max 6) for five titles and a range of 4 (min 2 to max 6) in the other (see Appendices E-J) confirmed that the books evoked the desired breadth of interest levels (Eidswick, Praver, & Rouault, 2010a). This preliminary step suggested this sample of readers chosen would be appropriate for further investigation into the topic of interest before and after reading.

Overall interest was measured by tabulating the responses on the 6-point Likert scale in section A of the pre- and post-reading surveys. A Kolmogrov-Smirnov test was used to examine distributive normality in the pre- and post-reading overall interest data for each book. The test was significant ($p < .05$), indicating that the data had a non-normal distribution. Based on this, pre- and post-reading responses were compared statistically in a within-subjects design by conducting a non-parametric equivalent of the *t*-test, the Wilcoxon signed-ranks test, using a 2-tailed test under the asymptotic method (see Field, 2005). Interest component frequency was measured by tabulating the number of endorsements for each component by students in Section B of the pre- and post-reading surveys. Finally, lack of interest, noted in the written answers in Section C of the pre- and post-reading surveys, was first coded by one researcher, clustered into common themes and labeled as components by a second researcher, and discussed before being tabulated.

Results

To examine possible differences in overall ratings of interest before and after reading (Research Question 1), same subject responses under the pre- and post-reading conditions in Section A of the surveys were compared using the non-parametric Wilcoxon signed-ranks test. In Table 1, results indicated that two of the six books, *The*

Children of the New Forest and *The Year of Sharing,* showed a significant difference, $z = -3.72$, $p < .01$ and $z = -2.78$, $p < .01$ respectively. The mean of the ranks in favor of pre-reading interest for *The Children of the New Forest* was 29.11, while the mean of the ranks in favor of post-reading interest was 28.62. The mean of the ranks in favor of pre-reading interest for *The Year of Sharing* was 32.74, while the mean of the ranks in favor of post-reading interest was 25.05. The effect size for *The Children of the New Forest* was $r = .43$ suggesting a moderate to large effect and the effect size for *The Year of Sharing* was $r = .30$ suggesting a moderate effect.

To address Research Question 2, raw counts of interest components elicited from all 89 participants in Section B for the pre- and post-reading surveys were examined. Table 2 shows that the sum of responses for pre-reading was 1041 and the post-reading total was 1124. These response rates, with averages of around two responses per book, per student, were considered to support felicity over threats to internal validity and posttest differences not related directly to the treatment in a social research context (Trochim & Donnelly, 2008). This is particularly relevant since the survey tasks were conducted initially for all six books at the same time prior to reading and then individually for each book every two weeks after reading. Seventy-seven percent of the components showed relatively stable pre- and post-response numbers. Notable differences in the results from Section B of the pre- and post-reading surveys (set for convenience as +/- 10) can be seen in 13/60 of the components by book as well as the Other category for *Pirates of the Caribbean: The Curse of the Black Pearl*. In seven cases, endorsement frequency of the interest component is higher pre-reading versus post-reading and in seven cases lower. The greatest number of differences in pre/post interest components was for *The Children of the New Forest*, with seven components varying by more than 10 responses. Other notable differences were found

Table 1. Wilcoxon signed-ranks test statistics

	Anne Post - Anne Pre	Children Post - Children Pre	Murder Post - Murder Pre	Notting Post - Notting Pre	Pirates Post - Pirates Pre	Year Post - Year Pre
z	-0.41	-3.72	-0.94	-1.78	-1.06	-2.78
Asymp. Sig. (2-tailed)	.686	.000	.350	.075	.289	.006

for unpredictable, heartwarming, and easy to understand for *Anne of Green Gables*; mysterious and scary for *The Murders in the Rue Morgue*; and heartwarming for *The Year of Sharing*.

To explore Research Question 3, comments written in the open-ended Section C of the pre- and post-reading surveys were clustered into common themes. Raw counts of frequency were compiled under these themes interpreted as components of lack of interest. As shown in Figure 1, participants identified six components in the pre-reading condition: genre, pictures or imagery, mood, general interest, predictability (including both expected predictability of the outcome and past experience awareness), and difficulty. Figure 1 also shows the frequency of components identified in the post-reading survey. While raw counts for most of the initial surface components fell, participants identified the following new textual components for lack of interest: a lack of realism, prior knowledge of the story, lack of clarity, and most numerous, a lack of complex development in the story.

Table 2. Components of interest (pre and post)

| Components | Grader reader titles | | | | | | | | | | | |
| | Anne | | Children | | Murders | | Notting Hill | | Pirates | | Sharing | |
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Exciting	3	1	**28**	****17**	24	21	8	13	66	66	26	21
Unpredictable	**25**	**9	**52**	**25	64	69	21	20	33	30	47	43
Romantic	8	13	**-**	*15	-	-	72	74	15	16	1	2
Heartwarming	**49**	*70	20	*50	-	-	41	45	4	11	**17**	*32
Mysterious	9	2	**13**	**2	57	**44	3	2	14	8	24	28
Strange	9	8	-	1	-	2	9	6	14	10	1	3
Humorous	13	16	-	1	-	1	20	23	22	24	-	2
Easy to understand	**23**	*44	**13**	*22	2	10	21	19	28	32	11	14
Scary	1	2	**17**	**6	**40**	*84	-	1	3	8	11	18
Other	7	1	5	8	4	-	6	1	**13**	**2	4	6
Total[ab]	147	166	148	147	191	231	201	204	212	207	142	169

Note. a Pre-reading raw count total = 1041, b Post-reading raw count total = 1124
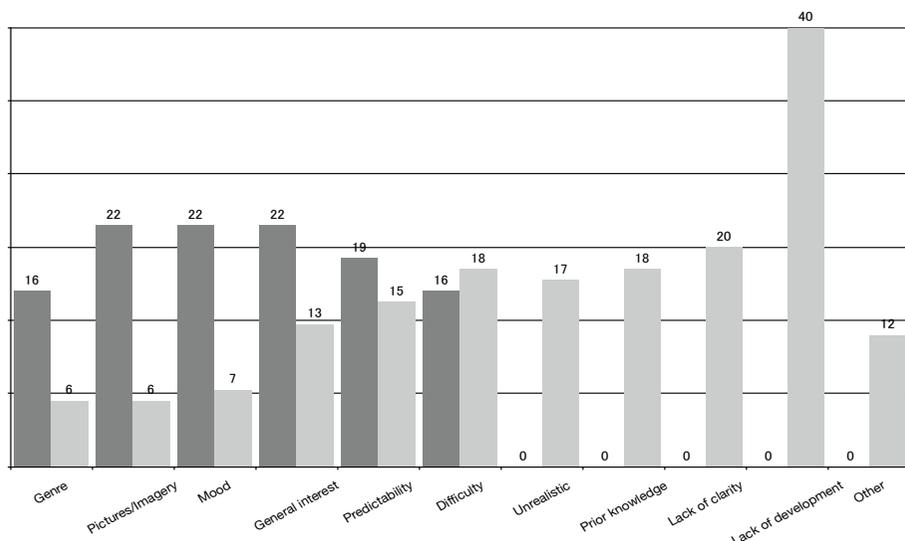* plus 10 or more responses post versus pre   ** minus 10 or more responses post versus pre

Table 3 outlines the frequency count for the components of lack of interest cited by title in Section C of the post-reading survey. Lack of interest is the highest in *Pirates of the Caribbean* for prior knowledge, unrealistic for *The Murders in the Rue Morgue,* and for both lack of clarity and lack of development in *The Year of Sharing.*

Figure 1. Components of pre- and post-reading lack of interest

Table 3. Post-reading components of lack of interest by book

Components of lack of interest (post-reading)	Grader reader titles					
	Anne	Children	Murders	Notting Hill	Pirates	Sharing
Genre	1	4	1	-	-	-
Difficulty	-	5	3	5	4	1
Mood	2	-	3	-	-	2
Pictures or imagery	-	1	1	2	-	2
General interest	4	3	1	1	-	2
Predictable outcome	-	5	3	6	1	2
Prior knowledge	4	-	-	-	**14**	-
Unrealistic	-	2	**11**	2	-	2
Lack of Clarity	-	3	1	1	-	**15**
Lack of Development	9	6	5	2	5	**13**
Other	-	-	10	-	-	2
Total = 172	20	29	39	19	24	41

The following sample of original written comments retrieved from section C of the post reading survey identifies the range of lack of interest perceptions and reflects the coding arrived at for Research Question 3 and the components shown in Figure 1 and Table 3.

Anne of Green Gables

"not so thrilling" (general interest)

"Not that much happening there I'd like to read. For example, Anne's fanny [sic] scene." (lack of development)

The Children of the New Forest

"I couldn't understand this story well. All of this was not interesting." (lack of clarity)

"I'm not interested in old story and fighting story." (genre)

The Murders in the Rue Morgue

"It wasn't what I was expecting" (negative connotation) (other)

"difficult to imagine" (unrealistic)

Notting Hill

"I could know what's gonna be the ending." (predictable outcome)

"too many conversation" (difficulty)

Pirates of the Caribbean

"The book is too easy. And detail is not written down. So I feel the book is little bit boring." (lack of development)

"I watched that movie once before, so, I could predict the line of the story." (prior knowledge)

The Year of Sharing

"Basically the story was so dark" (mood)

"This story was monotonous and there aren't ups and downs." (lack of development)

Discussion

Consistency between the pre- and post-interest overall in four of the books and over three quarters of the component ratings before and after reading suggested that the criteria students used to determine how interesting a book would be were generally steady. However, the results also showed that books and the story development they weave (or fail to) are not always easily judged by their covers or surface level features.

The first research question of this study focused on whether overall interest changed before and after reading specific graded readers. Overall interest in *The Year of Sharing* and *The Children of the New Forest* declined significantly post-reading. Although the components of interest for *The Year of Sharing* shown in Table

2 remained steady, the decline in post-reading interest would appear to be reflected in statements on lack of clarity and lack of development provided by the readers (Table 3). After reading *The Children of the New Forest*, the number of students who thought the story was unpredictable was half the number that anticipated it would be before reading it (Table 2). It could be that the lower overall interest ratings for these books reflect dissatisfaction in literary development or a disappointment in expectations related to signifiers of interest components (e.g., cover art, blurbs, titles, and images), which were observed as the actions students took in the initial hour they had to analyze the six books prior to any reading. Furthermore, these unmet expectations could not be overcome for overall interest with the substantial climb in post-reading responses for romantic, heartwarming, and easy to understand. Additionally, for *The Children of the New Forest*, pre-reading written comments communicated a lack of interest in the book's genre (historical fiction) and a perceived difficulty in understanding the book. Post-reading, a quarter of the respondents found the story easy to read and comments on lack of interest due to genre declined suggesting possibly that it was the readers' engagement with the graded text that allowed them to identify and focus on deeper textual features in qualifying the significant downward change in overall interest.

The remaining research questions explored pre- and post-reading emotive components of interest and lack of interest. From the results, some preliminary observations can be made regarding interest components and graded readers. First, while information presented on the covers (and more) of graded readers might be fairly reliable for informing potential readers about the presence or absence of certain interest components, this is not always so. While students did not nominate many additional components of interest post-reading, they did identify several textual features beyond the surface elements as components of lack of interest. Of note, while "murders" is explicit in the title of one of the stories, fewer than half of the students nominated scary in the pre-reading components while 84/89 did choose scary post-reading. This may highlight a limitation in controlling

responses specifically to components of interest as instructed to do so and the nomination of features recalled from the story. Second, in cases where students' expectations of the presence or absence of components, or of patterns anticipated in certain genres, are not met, reduction of overall interest might occur. Third, semantic overlap can occur between interest components. For example, responses to romantic, in the case of *The Children of the New Forest,* may have represented a phenomenon similar to heartwarming. This is a point for consideration for researchers in nominating components of interest in the L2 and the operationalization of subjective terms. Fourth, prior knowledge could contribute to participants' ease of understanding of graded texts. *Anne of Green Gables* and *Pirates of the Caribbean* received the highest pre- and post-reading ratings for the component easy to understand and are also the stories most likely familiar to Japanese university students. Fifth, the relationship between interest components and overall interest is not straightforward and may relate to learning styles and reader preferences in different ways. For example, in the case of *The Murders in the Rue Morgue*, unpredictable was endorsed as an interest component by a relatively high number of students, yet 25% of the written comments in Section C as quoted above identified the "surprise" ending as a lack of interest source. Another example is seen in the written responses to *Pirates of the Caribbean*. While familiarity with this story might have aided ease of understanding, it also prompted lack of interest because it rendered the story predictable. This is relevant to authors and creators of graded or simplified texts as more common readers of unabridged stories may find the books offer more than movies. More research is needed to understand how interest components interact with factors such as prior knowledge (see Eidswick, 2010), predictability, expectation, text genre, and difficulty and some learners' desire for challenge in an L2 reading experience. Such limitations prevent strong claims from being made about the results of the study. Future second/foreign language learning research into interest could include interviews of participants to better understand the processes by which they form perceptions of interest in relation to reading material.

Conclusion

This study explored Japanese 2nd-year university EFL students' perceptions of overall interest and interest components in selected graded readers, and whether these perceptions differed before and after reading. Overall interest differed significantly for two of the six graded readers, possibly in part because of disappointment or unmet expectations relative to the interest components observed in qualities such as genre, difficulty, mood, and pictures or imagery. Responses for some components of interest and lack thereof also changed substantially, possibly owing to difficulty in initially discerning textual development and story contents from the book covers and introductory blurbs. Prior knowledge, possibly contributing to ease of understanding, related with interest such that more-well known books were given higher interest ratings than less-well known books. Yet well-known books that lacked development or remained predictable evoked a lack of interest. Both familiarity and unpredictability might support interest, but the relationship between the two in graded readers appears complicated, perhaps mitigated by ease of understanding and other, as-yet undefined mediating variables, including learner preferences. In addition to implications for authors of graded materials and teachers using interest to improve motivation in their classrooms, these preliminary findings regarding situational interest and L2 reading suggest other areas for research exploration in terms of assigned readers versus choice and the contribution of collaborative learning and communicative output activities.

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Appendices

The appendices are available from the online version of this article at <jalt-publications.org/tlt/issues/2011-05_35.3>.

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センゲージラーニング協賛

後援：
長野県教育委員会
松本市教育委員会
信州大学人文学部後援
協賛：
全国語学教育学会の研
究部会、信州支部

JALT
SHINSHU

5 月 22 日

小学校英語活動＠ＰａｎＳＩＧ

基調講演
酒井英樹　信州大学教育学部
児童語学教育研究部会 (TC) 協賛

山中純子　愛知学院大学

清野明子　ブライト、松本

カレイラ松崎順子　東京未来大学

西澤一　豊田工業高等専門学校

田上達人　安曇野市立穂高北小学校

横山桂子　塩尻市立広陵中学校

長野県松本市
信州大学人文学部

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http://pansig.org/2011

TLT RESOURCES

FEATURE ARTICLE

Judging books by their covers and more: Components of interest in graded readers

John Eidswick, Konan University; Greg Rouault, Konan University, Hirao School of Management; Max Praver, Tsukuba University

Appendix A: *Pre-reading interest survey (English version)*

Student number: Date:

Sex: Male   Female   Age:

Major: Year at the university: 1st   2nd   3rd   4th

Book Title

Choose the number from 1-6 which most accurately represents your feelings. 1 = I disagree strongly. 6 = I strongly agree.

A. I think **<Book Title>** _____ will be interesting to read.

   1   2   3   4   5   6

B. I think **<Book Title>** _____ will be interesting to read because it appears (check the boxes of the words below).

- exciting
- unpredictable
- romantic
- heartwarming
- mysterious
- strange
- humorous
- easy to understand
- scary
- other:_____

I think **<Book Title>** _____ will be boring to read because…(please write specific reasons in the box below)

Appendix B

Pre-reading interest survey (Japanese version)

学生番号 日付

性別　男　　女

年齢　　　　歳

専攻

学年　一回生　　　　二回生　　　　三回生　　　　四回生

(本のタイトル)

つぎのナンバーに　〇　をしてください。自分の気持ち(感覚)に近いものから、1 ＝「全くそう思わない」　2、3、4、5、6という順番で選んでください。6 は「強くそう思う」になります。

私が(本のタイトル)を面白そうだと思う。

1　　　2　　　3　　　4　　　5　　　6

私が(本のタイトル)を面白そうだとおもうのは、なぜなら。。。そうだからです。(。。。に近い気持ちを下のナンバーから選んでください。あてはまるものすべてに　Ö　をつけてください。)

- 興奮する
- 予測できない
- ロマンチック
- 心温まる
- 不可解・不思議
- おかしい
- 笑わせる・愉快
- わかりやすい
- こわい
- その他:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

なぜあなたは(本のタイトル)をつまらなそうだと思いますか。理由を詳しく書いてください。

Appendix C: *Post-reading interest survey (English version)*

Student number: Date:

Sex: Male   Female   Age:

Major: Year at the university: 1st   2nd   3rd   4th

Book Title

Choose the number from 1-6 which most accurately represents your feelings. 1 = I disagree strongly. = I strongly agree.

A. I thought *<Book Title>* was interesting to read.

　　2   3   4   5   6

B. I thought *<Book Title>* was interesting to read because it was _____ (check the items in the left boxes that reflect your feelings and thoughts most accurately. Please write examples from the book.

	Examples
☐ Exciting	
☐ Unpredictable	
☐ Romantic	
☐ Heartwarming	
☐ Mysterious	
☐ Strange	
☐ Humorous	
☐ Easy to understand	
☐ Scary	
☐ Other:_____	

C. Write in detail the reasons you thought that *<Book Title>* was boring.

Appendix D: *Post-reading interest survey (Japanese version)*

学生番号   日付

性別　男　女

年齢　　　歳

専攻

学年　一回生　　　　二回生　　　　三回生　　　　四回生

（本のタイトル）

つぎのナンバーに　〇　をしてください。自分の気持ち（感覚）に近いものから、1 ＝「全くそう思わない」　2、3、4、5、6という順番で選んでください。6 は「強くそう思う」になります。

A. 私が（本のタイトル）を面白そうだと思いました。

2　　　3　　　4　　　5　　　6

B. 私が（本のタイトル）　を面白かったとおもうのは、なぜなら。。。だからです。（。。。に近い気持ちを下のナンバーから選んでください。あてはまるものすべてに　Ö　をつけてください。）本からの例を書いてください。

	例
☐　興奮する	
☐　予測できない	
☐　ロマンチック	
☐　心温まる	
☐　不可解・不思議	
☐　おかしい	
☐　笑わせる・愉快	
☐　わかりやすい	
☐　こわい	
☐　その他:_____	

なぜあなたは（本のタイトル）をつまらなかったと思いますか。理由を詳しく書いてください。

Appendices E – J

Appendix 5 – Anne of Green Gables

Series1, 4, 32
Series1, 5, 19
Series1, 3, 17
Series1, 2, 6
Series1, 6, 7
Series1, 1, 1

Frequency
Likert scale for overall interest pre-reading

Appendix 8 – Notting Hill

Series1, 5, 32
Series1, 6, 26
Series1, 4, 15
Series1, 3, 5
Series1, 2, 3
Series1, 1, 1

Frequency
Likert scale for overall interest pre-reading

Appendix 6 – The Children of the New Forest

Series1, 4, 23
Series1, 5, 24
Series1, 3, 19
Series1, 2, 10
Series1, 6, 6
Series1, 1, 0

Frequency
Likert scale for overall interest pre-reading

Appendix 9 – Pirates of the Caribbean

Series1, 6, 36
Series1, 5, 23
Series1, 4, 11
Series1, 3, 6
Series1, 2, 4
Series1, 1, 2

Frequency
Likert scale overall interest pre-reading

Appendix 7 – The Murders in the Rue Morgue

Series1, 3, 23
Series1, 4, 21
Series1, 5, 20
Series1, 6, 15
Series1, 1, 2
Series1, 2, 1

Frequency
Likert scale for overall interest pre-reading

Appendix 10 – The Year of Sharing

Series1, 4, 21
Series1, 5, 20
Series1, 2, 14
Series1, 3, 15
Series1, 6, 11
Series1, 1, 1

Frequency
Likert scale overall interest pre-reading