Investigating the Effect of MReader on Japanese University Students' Attitudes Toward Reading in English

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The purpose of this paper is to investigate student attitudes towards extensive reading (ER) with MReader, an online quiz program designed to motivate, verify, and track students' ER achievements. The participants were 61 first- and second-year Japanese university students enrolled in a basic compulsory English course where the Start with Simple Stories (SSS) and Sustained Silent Reading (SSR) approaches were implemented. The participants were placed into two groups: a treatment (MReader) group and a control (non-MReader) group. A multi-item Likert questionnaire was used as a pretest-posttest to measure various components of L2 reading attitude. Although only minor differences between the groups in their mean differences were found, the results of this study suggest that the SSS/SSR approach to ER together with the use of MReader quizzes may lead to improved attitudes towards reading, increased *Intellectual Value* and decreased *Anxiety* in particular.

The extensive reading (ER) approach offers students a wide range of language-learning benefits including improved learner autonomy (Takase, 2012) and better attitudes towards reading (Yamashita, 2013). Among these benefits, it is arguably the shift which occurs in students' attitude which matters more than anything else, and it has been argued that assessment of ER should include a focus on whether the teacher has been successful in improving the students' attitudes toward English (Brierley, Ruzicka, Sato, & Wakasugi, 2009).

Assessing Extensive Reading Using Quizzes in EFL Contexts

One of the main challenges ER presents for teachers is assessing whether students have actually read extensively. The most commonly reported post-reading assessment task is that of writing book reports or summaries. Although book reports have some merits, the problem with them is that they are "time-consuming and often dreaded by students" (Renandya & Jacobs, 2002, p. 297), so they should be used less often. Furthermore, book reports can be easily faked by simply reading the summary on the back of the book and scanning the pages for a few details.

One solution to these problems is to use online quizzes such as those provided at MReader.org, a free program that allows teachers and students to keep track of students' ER achievements, thus removing the need for laborious book reports or summaries (Robb, 2015). MReader contains a bank of over 7000 quizzes, most of which present the student with a randomized selection of 10 items from a bank of questions, including true/false, multiple choice, and sequencing of events. The questions are designed to be easy in order to verify whether the student has read the book or not. To ensure that what the students read is

within their level of linguistic competence, it has a function that restricts the possible quizzes that students can take to equal to or below a reading level set by the teacher or administrator. It also has some gamified devices that motivate students to continue to read. For example, when students pass a quiz, they acquire a replica image of the book's cover on their personal page.

Many ER advocates believe that reading should be its own reward and so it is not usually assessed by comprehension questions (Day & Bamford, 2002). However, Robb (2002) and Mori (2015) noted some factors in the Japanese EFL context that make adhering to "reading is its own reward" and some other principles difficult, such as to deal with a paradoxical situation in which courses require students to read for pleasure. As Yoshida (2014) noted, "for most learners of English in Japanese universities, the instructor must make an intensive effort to induce them to read willingly" (p. 20). In such contexts, it is necessary for the instructor to adopt a realistic view of ER and to employ a variety of innovative devices, with a view to motivating, supporting, verifying, and keeping track of students' ER achievements. It has also been pointed out that, in order for ER to be effective in such contexts, it is essential that Start with Simple Stories (SSS) (Furukawa, 2006; Sakai & Kanda, 2005) and Sustained Silent Reading (SSR) methods are used (Takase, 2008). Recent research on ER level placement conducted at universities in western Japan also strongly suggests that starting with simple stories is appropriate and critical to success (Herbert, 2016).

It can be argued that quizzes could reinforce students' negative attitudes towards reading. However, Stoeckel, Reagan, and Hann (2012) investigated the effect of ER quizzes on reading attitudes and found no difference between the reading attitudes

of Japanese university students who took weekly five-question ER quizzes as compared to students who did not, thus providing evidence contrary to the view that assessment of ER may negatively influence affect. Stoeckel et al.'s (2012) results suggest quizzes are appropriate for students requiring external motivation for ER and that the use of quizzes might help students obtain greater intellectual value from the reading task, so "possible positive effects of ER quizzes should be explored. Might they, for example, lead to increased reading?" (p. 194).

Cheetham, Harper, Elliott, and Ito (2016) investigated students' attitudes toward using graded readers, MReader, and an "MReader Challenge" contest that recognizes and rewards students' ER achievements at a private university in Japan. The results of their study suggest that reading graded readers and doing MReader quizzes helped many students to improve their English skills and gave them tangible reassurance that they had achieved their reading goals.

Extensive Reading and Reading Attitudes

Yamashita (2013) has pointed out that, while there is an abundance of research on ER's effects on proficiency, there is a surprising scarcity of rigorous investigation into ER's effects on attitudes. In her study investigating EFL learners' attitudes towards reading in a Japanese university, Yamashita found that "ER increased students' feelings of comfort and reduced anxiety towards EFL reading, and also had a positive effect on the intellectual value that the students attached to reading" (p. 254). These results are very encouraging as they provide empirical evidence that supports previous anecdotal statements and reinforces many teachers' awareness that the ER approach can be successfully implemented with positive

effects on learners' attitudes. Possible limitations of Yamashita's study, however, were the use of book reports to assess that the reading had been done, and the lack of a control group.

Few studies have used a pretest-posttest research design with a control group to investigate the effect of ER on learner attitudes, with notable exceptions being Matsui and Noro (2010) and Stoeckel et al. (2012). Would Stoeckel et al.'s findings pertain to longer quizzes such as those within the MReader program? The present study seeks both to build on Stoeckel et al.'s (2012) study and to address the above-mentioned limitations of Yamashita's (2013) study by examining the effect of ER and MReader quizzes on L2 reading attitude, comparing an MReader group and a control group.

Research Questions

The research questions this study attempts to answer are as follows:

> How does ER with MReader affect student attitudes to reading in English?

> Do the L2 reading attitudes of Japanese university students who are quizzed on ER for one semester differ from those of students who do not take MReader quizzes?

Methods

Participants

The participants were 61 first- and second-year undergraduate students enrolled in compulsory basic 4-skills EFL classes taught by the author at a university in Japan. All of them were L1-Japanese, except one L1-Chinese student. They were English majors and Life Design majors whose estimated English CEFR levels were A1-B1. Table 1 shows how the participants (convenience sample) were placed into two groups: a treatment (MReader) group and a control group.

Materials

A questionnaire employing a Likert scale developed by Yamashita (2007) was used to measure attitudes toward reading in English (see Appendix A). Two large-scale studies (Stoeckel et al., 2012; Yamashita, 2007) that employed this questionnaire found nearly identical factors in the responses of Japanese university students. Both studies identified comfort, anxiety, intellectual value, practical value, and linguistic value as factors underlying the broader construct of reading attitudes. Although Yamashita identified a single factor, comfort, Stoeckel et al. were able to isolate two distinct factors, comfort and discomfort, from nearly the same set of items. This instrument, having been developed and shown to be effective in similar teaching contexts, was selected for my own.

Table 1. Composition of the Treatment Group (n = 32) and Control Group (n = 29)

	MReader Group		Control Group	
	1st year	2nd year	1st year	2nd year
English majors	9	8	-	10
Life Design majors	15	-	19	-

Two kinds of reading materials were used: (1) levelled readers (mainly Oxford Reading Tree, levels 3-9) and (2) graded readers (mainly Cengage Foundations Reading Library, levels 1-7; Oxford Bookworms Library, levels 0-1; Oxford Classic Tales, Levels 1-5; Matsuka Phonics Institute Building Blocks Library, levels 4-8). Multiple copies of approximately 200 titles were available to students, about half of which were located in the university library and the other half were made available in the form of a teacher-managed mobile library.

Two slightly different versions of a reading log were used, both of which required students to record the following information about each book read: date, series, title, comments, *Yomiyasusa* Level (YL), word count, and total cumulative word count. The MReader group version included an "MReader quiz passed?" column with a checkbox where students could put a check after passing each MReader quiz (see Appendix B-1). The control group version included a row where students could write a short report after reading each book (see Appendix B-2). YL is a readability leveling system for Japanese learners, developed by Akio Furukawa of SSS Study Group in cooperation with Japan Extensive Reading Association members (for more details on YL, see Takase, 2012).

Procedure

During the first week, all students completed the reading attitudes survey as a pretest. They were then introduced to the benefits and procedures of ER based on the principles established by Day and Bamford (1998) and Sakai and Kanda (2005). This information was distributed in a bilingual printed handout (adapted from C. Koby, personal communication, April 3, 2019) as well as in a Google Slides presentation,

a key part of which was the four essential rules of ER (taken from Koby, 2017, p. 395):

> *Choose books that you enjoy and feel free to change them if you lose interest.*
>
> *Read at a level at which you can completely or almost completely comprehend the text's vocabulary without the use of a dictionary. Guess the meaning of unknown words and, if you wish, make note of these words and confirm their meaning after you have completed reading the entire book.*
>
> *Read as fast as you can while still following the general meaning of the story—placing emphasis on gist rather than complete, discrete-point comprehension (as is the focus in intensive reading).*
>
> *Read often and read as long as you can, without losing concentration.*

All students were also shown a short video (Ryan, 2017) that explains the "why" of ER from a Japanese university student's perspective, and they were given a Google Forms quiz (see https://forms.gle/GLZ-D3qna5ksATN8d6) based on the video for homework. Thereafter the MReader group was introduced to MReader and shown how to do MReader quizzes, using a detailed explanatory handout in Japanese (Appendices C-1 and C-2).

In the following 15 weeks, 15 minutes were allocated to each class for ER activities, using SSR and SSS approaches with typical post-reading activities (mainly brief oral reports in pairs, adapted from Helgesen, 2004). Students in all classes began reading at the beginner level towards a basic word-count goal of 10,000 words, the completion of which counted for 25% of their course evaluation. The students read books silently at their own pace. All students were required

to bring their reading journals to each class, and the researcher checked their logs every class, rewarding them a small stamp each time they finished reading a book and recorded it in their reading journals. Each time a student achieved the initial word-count goal, the researcher made a point of congratulating the student and encouraging her to set her next word-count goal. In addition, each book contained a simple rating sheet (see Appendix D, adapted from M. Elliott and C. Cheetham, personal communication, March 1, 2019) attached to the inside cover where students could rate the graded reader out of five stars and leave a brief comment after reading the book. This rating sheet helped students in selecting a book of interest, sharing information and recommendations and creating what Shibata (2016) has called a supportive "learner community" where they could socialize and motivate one another towards achieving their reading goals.

The MReader group were encouraged to access www.mreader.org to do quizzes during class and outside class, using university or personal devices, while the control group did not do MReader quizzes but rather were encouraged to write short reports (of at least 40 words).

Additionally, all students were encouraged to participate in an optional "Reader Challenge" contest featuring tiered award levels (See Table 2) where they could get prizes and certificates of achievement. Students who achieved the Gold or higher level were invited to attend a celebratory lunch.

Table 2. Reader Challenge Contest Tiered Award Levels

Number of Words Read	Award Level
150,000 words	Diamond
100,000 words	Ruby
70,000 words	Emerald
40,000 words	Gold
20,000 words	Silver
40 books	Bronze

(adapted from Elliot & Cheetham, 2018)

In order to participate in the contest, the treatment group were required to pass MReader quizzes and put checkmarks in the MReader column in their reading log for each book read. Similarly, the control group were required to write short reports in their reading log for each book read. It should be noted that the contest was not designed as a competition, but rather was a personal challenge that students could choose to participate in.

At the end of the semester, the reading attitudes survey was conducted as a posttest.

Analyses

For the reading attitudes survey, this study adopted the same grouping of items as in Stoeckel et al. (2012), because the sample size of the current study was not sufficiently large to reliably run an analysis to confirm underlying factors, and the six attitude factors used had been identified using data from a similar population of EFL learners. There were four items for *Comfort* (items 9, 20, 23, and 25), three for *Discomfort* (3, 15, and 18), four for *Anxiety* (5, 10, 14, 19), four for *Intellectual Value* (2, 16, 22, and 26), four for *Practical Value* (4, 12, 13, and 21), and five for *Linguistic Value* (6, 7, 11, 17, and 24). A few slight adjustments were made, though, as described below, in order to tailor the item combination to the current

data set and achieve the most informative results.

The internal consistency of the questionnaire items was estimated by Cronbach's alpha. Although the coefficients in Yamashita (2007) were all higher than .70, and those in Yamashita (2013) varied from .35 to .85, those in the present study varied from .50 to .88. The lowest estimate was the pretest score for *Comfort*. The estimate for this variable was also low on the posttest (.56). The reliability of *Comfort* improved, however, with the removal of item 23 (*I don't mind even if I cannot understand the book content entirely*), whose item-rest correlation was low and negative (-0.04 and -0.19 on the pretest and posttest scales, respectively). This item used double negative wording that was quite different from the other items, which all used positive wording (e.g. *I feel relaxed…*). This item may thus have been functionally different from the other items. Therefore, following Yamashita (2013) who likewise found this item unreliable in her study, it was deleted.

In addition, the reliability of *Intellectual Value* improved with the addition of item 1 (*I can become more sophisticated if I read English*). Although item 1 did not load onto any construct in Stoeckel et al's (2012) study, this item was reliably used to measure *Intellectual Value* in Yamashita's (2007, 2013) studies, and it appeared to fit well with the other items in the *Intellectual Value* category in the present work. Therefore, it was added.

Additionally, the wording of item 7 (*Reading English is useful to get a good grade in class*) suggests that it fits more appropriately in the *Practical Value* category, as it uses very similar wording to most items in *Practical Value*. With the addition of this item, the reliability of *Practical Value* improved. Thus, it was added.

Finally, the wording of item 13 (*When I read English, it satisfies my intellectual curiosity*) suggests that it fits more appropriately in the *Intellectual Value* category rather than the *Practical Value* category, so it was moved to *Intellectual Value*. However, with the addition of this item, the reliability of *Intellectual Value* decreased. Therefore, following Yamashita (2007) who determined that this item did not load onto any factor in her study, it was deleted.

Scores for the variables were obtained by taking the means of the assembled items. Distributions were carefully checked visually, and no severe departure from normality was observed. Therefore, all data were used in the final analyses. In order to answer research question one, six separate t-tests were conducted to examine whether there were any significant differences between the means from the pretest to posttest for each group. A 2 x 6 repeated measures ANOVA with time (pretest and posttest) and attitude (*Comfort*, *Discomfort*, *Anxiety*, *Intellectual value*, *Practical value*, and *Linguistic value*) as within-subject variables was also conducted, accompanied by Bonferroni-corrected multiple comparisons (Goss-Sampson, 2019). In order to answer research question two, six separate t-tests were conducted to examine whether there were any significant differences among the groups in their mean differences from the pretest to the posttest.

Results and Discussion

During the 15-week course, the students in the MReader group read 30,840 words on average (SD = 26,692) all with MReader quizzes passed, according to MReader usage records. The students in the control group read 22,880

words on average (SD = 10,313), according to their self-written reading logs. Many students in the control group opted to keep simple reading records, without writing the short report component.

Reading Attitudes Survey

Results of the six separate paired samples t-tests for the MReader group are presented in Table 3.

As Table 3 shows, the paired samples t-tests found the differences between the means of *Anxiety* and *Intellectual Value* to be significant, $t(31) = 2.043$, $p = .025$, and $t(31) = -2.478$, $p = .009$, respectively.

In running the ANOVA for both groups, Mauchly's test of sphericity indicated that the assumption of sphericity had been violated ($p < .05$). Consequently, Huynh-Feldt corrected results were used. For the MReader group, the main effect of time was not significant, $F(1, 31) = 0.010$, $p = 0.922$, $\eta^2 = 0.000$, but the main effect of attitude was highly significant, $F(2.6, 80.6) = 22.882$, $p < .001$, $\eta^2 = 0.277$, and the interaction between time and attitude was approaching significance, $F(3.8, 116.5) = 2.865$, $p = .029$, η^2

= .008. Figure 1 shows the descriptives plot of these results.
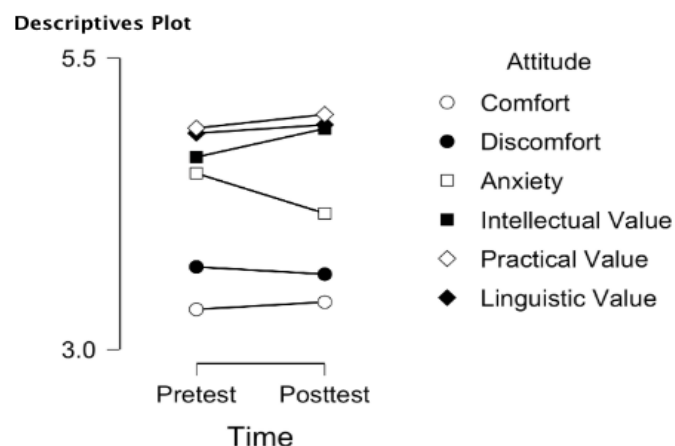

Figure 1. Descriptives plot showing significant increase in *Intellectual Value* and significant decrease in *Anxiety* from pretest to posttest (MReader Group)

Together these results suggest that ER with MReader can lead to significantly decreased *Anxiety* and significantly increased *Intellectual Value* in a short period of time.

Results of the six separate paired samples t-tests for the Control group are presented in Table 4.

Table 3. *Descriptives and Paired Samples T-Tests of Different Attitudinal Variables: MReader Group (n =32)*

Attitudinal Variable	Pretest		Posttest				
	Mean	SD	Mean	SD	t	df	Cohen's d
Comfort	3.34	0.88	3.41	0.89	-0.468	31	-0.083
Discomfort	3.71	1.33	3.65	1.19	0.298	31	0.053
Anxiety	4.38	1.23	3.98	0.97	2.043*	31	0.361
Intellectual Value	4.57	0.91	4.86	0.77	-2.478*	31	-0.438
Practical Value	4.9	0.95	5.02	0.67	-0.750	31	-0.133
Linguistic Value	4.83	0.97	4.88	0.79	-0.418	31	-0.074

$*p < .05$

Table 4. Descriptives and Paired Samples T-Tests of Different Attitudinal Variables: Control Group (n = 29)

Attitudinal Variable	Pretest		Posttest				
	Mean	SD	Mean	SD	t	df	Cohen's d
Comfort	2.71	0.92	3.15	0.71	-2.214*	28	-0.411
Discomfort	4.43	0.91	3.87	0.88	2.568*	28	0.477
Anxiety	4.49	0.87	4.18	0.84	2.326*	28	0.432
Intellectual Value	4.34	0.85	4.45	0.82	-0.63	28	-0.117
Practical Value	4.66	0.71	4.67	0.82	-0.053	28	-0.01
Linguistic Value	4.61	0.72	4.67	0.75	-0.302	28	-0.056

*p < .05

As Table 4 shows, the paired samples t-tests found the differences between the means of *Comfort*, *Discomfort*, and *Anxiety* to be significant, $t(28) = -2.214$, $p = .018$; $t(28) = 2.568$, $p = .008$; and $t(28) = 2.326$, $p = .014$, respectively.

As for the control group's ANOVA, the main effect of time was not significant, $F(1, 28) = 0.190$, $p = .666$, $\eta^2 = 0.000$, but the main effect of attitude was highly significant, $F(3.4, 94.6) = 34.171$, $p < .001$, $\eta^2 = 0.341$, and the interaction between time and attitude was significant, $F(2.3, 64.8) = 4.969$, $p = .007$, $\eta^2 = 0.024$.
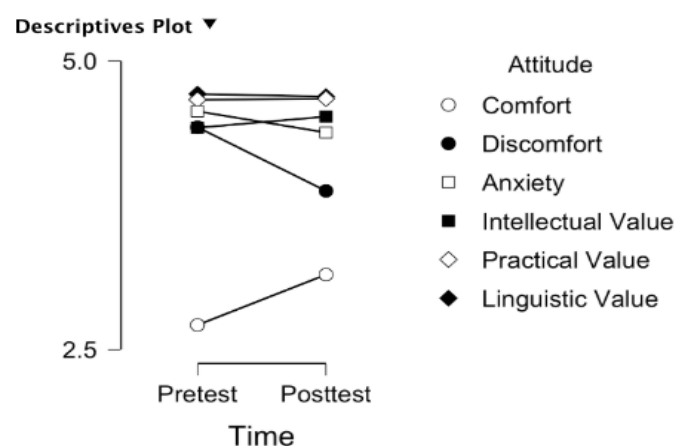

Figure 2. Descriptives plot showing significant increase in *Comfort* and significant decreases in *Discomfort* and *Anxiety* from pretest to posttest (Control Group)

Two possible reasons for the significant increase in *Comfort* and significant decrease in *Discomfort* are: (1) the control group had a relatively low level of comfort and a high level of discomfort from the time of the pretest, which meant that they had considerably more room for measurable improvement, as Table 4 and Figure 2 show, and (2) many of the participants in the control group chose not to write short reports, instead opting to keep very simple records in their journals. As mentioned, keeping records in their journal was required, but writing the short report section was required only if they wished to participate in the optional Reader Challenge contest.

As for the question of whether there were any differences among the groups in their mean differences from the pretest to the posttest, six separate paired samples t-tests found no significant differences.

This could be interpreted as there having been negligible differences between the two groups in any of the six variables. This interpretation, which corroborates Stoeckel et al.'s (2012) main finding, provides further evidence counter to the view that assessment of ER might negatively influence affect.

However, taken together with the above-presented results of the paired samples t-tests for each group, overall, the results of this study suggest that the use of MReader quizzes may lead to increased reading and more positive attitudes towards reading, and increased *Intellectual Value* in particular. The results support Stoeckel et al.'s (2012) contention that the use of ER quizzes may lead to slightly greater intellectual benefit. It is important to note that Stoeckel et al.'s study employed short, two- to three-minute quizzes, whereas the present study employed longer quizzes, most of which

Table 5. Descriptives and Paired Samples T-Tests of the Mean Differences Among the Groups

Attitudinal Variable	Group	Mean	SD	t	df	Cohen's d
Comfort	Control	-0.44	1.06	-1.605	28	-0.298
	MReader	-0.06	0.76			
Discomfort	Control	0.55	1.16	1.444	28	0.268
	MReader	0.06	1.19			
Anxiety	Control	0.31	0.72	-0.433	28	-0.080
	MReader	0.40	1.10			
Intellectual Value	Control	-0.11	0.94	-0.433	28	0.092
	MReader	-0.29	0.66			
Practical Value	Control	-0.01	0.87	-0.493	28	-0.024
	MReader	-0.12	0.88			
Linguistic Value	Control	-0.04	0.77	0.078	28	0.015
	MReader	-0.06	0.74			

had 10 questions that could be completed in about five minutes.

These results also support Yamashita's (2013) finding that ER can have a measurable impact on the following aspects of reading attitude in a relatively short time period: increased *Comfort*, decreased *Anxiety*, and increased *Intellectual Value*.

Due to limitations on the word count, the current study could only address the research questions from a quantitative perspective. However, it is important to address the questions from a qualitative perspective and hear the students' voices. Other related questions are worth asking: What are students' perceptions and preferences regarding the method of ER assessment (doing MReader quizzes versus writing short reports)? Does the use of MReader lead to a greater sense of achievement? What are students' perceptions of the Reader Challenge contest? A large amount of qualitative data was collected from both groups during the course of this study. Although it is beyond the scope of the present paper to examine the qualitative data in detail, overall, the qualitative data reveals two other findings (Hougham, in preparation): (1) once students try MReader and experience the fun and joy of reading books and achieving success in passing quizzes, most of them prefer doing MReader quizzes and using a simple checklist-style journal over writing short reports, and (2) the use of MReader can lead to a greater sense of achievement and satisfaction among students. The following comments from students illustrate these findings and help to elucidate the positive effects of MReader quizzes (translated into English by the author):

積極的に本を読むようになり、1つのクイ ズをやり終えたら達成感があって、とても

うれしい！ *(I became able to read books positively, and after completing each quiz, I am very happy to have a sense of accomplishment!)*

MReaderを使うことで、多くの英語の本 を読むことができ、スムーズに英文を読 むことができるようになった。 *(By using MReader, I became able to read many English books smoothly.)*

与えられた質問に対して問題を解き、合格 した時の達成感がまた本を読む気にさせ てくれるから。 *(The sense of accomplishment when I answer questions and pass quizzes makes me feel like reading more books.)*

クイズをすることで、より本の内容を理解し ようと努力できたし、目に見える結果が出 て楽しいから。 *(By taking the quiz, I was enabled to make an effort to better understand the contents of the book, and it is fun to see visible results.)*

Limitations of this study include the small number of participants (convenience sample) and the fact that there were a few more English majors in the MReader group who were taking other English classes at the time of the study. Also, the study was conducted in an EFL setting and the 15-week time frame was quite short. For these reasons, the results have limited generalizability and should be taken tentatively.

Suggestions for future research include studying the relationship between the use of MReader quizzes and changes in reading attitudes over a longer period of time, with a larger number of participants. It is also suggested to try using a simplified version of the reading journal, removing the need for students to manually record their word counts, as MReader records these automatically (see Appendix E for a new simplified

version). Further use of the reading attitude survey, which has been developed and reliably employed in small- (Yamashita, 2013) and large-scale studies (Stoeckel et al., 2012; Yamashita, 2007) in Japan is recommended.

Conclusion

In summary, the results of this study suggest that the SSS/SSR approach to ER together with the use of MReader quizzes can lead to increased reading and improved attitudes toward reading, even though no significant differences were found between the two groups. The results confirm that MReader quizzes are an appropriate way to assess ER in EFL teaching contexts where students need more external motivation for extensive reading. The author feels that MReader quizzes are an effective method of assessment and highly recommends MReader for teachers and learners in such contexts.

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Appendix A

Reading Attitude Questionnaire Items (original items are in Japanese, adapted from: Stoeckel et al., 2012; Yamashita, 2007)

1. I can become more sophisticated if I read English.
2. I can get various forms of information if I read English.
3. Reading English is troublesome.
4. Reading English is useful for my future career.
5. I feel anxious if I don't know all the words.
6. I can acquire vocabulary if I read English.
7. Reading English is useful to get a good grade in class.
8. I can acquire broad knowledge if I read English.
9. I feel relaxed if I read English.
10. When I read English, I sometimes feel anxious that I may not understand it.
11. I can develop my reading ability if I read English.
12. Reading English is useful to get credit for class.
13. When I read English, it satisfies my intellectual curiosity.
14. I feel pressure when I read English.
15. Reading English is dull.
16. I get to know about new ways of thinking if I read English.
17. I can improve my sensitivity to the English language if I read English.
18. I feel tired if I read English.
19. I feel anxious when I'm not sure whether I understood the book content.
20. I feel refreshed and rested if I read English.
21. Reading English is useful for getting a job.
22. I can learn to express myself better when I read English.
23. I don't mind even if I cannot understand the book content entirely.
24. Encountering unfamiliar expressions in English improves my English.
25. Reading English is enjoyable.
26. I get to know about different values if I read English.

Appendix B-1

MReader Group Version of the Reading Journal (with Checklist)

冊数 No.	日付 Date	シリーズ Series	タイトル Title	コメント(日本語可) Comments	Mリーダークイズ 合格した? MReader Quiz Passed?	YL*	語数 Words	総語数 Total Words
例 Ex.	3/4	BBL4**	First Day at School	これなら読める。	☒	0.5	258	258
1					☐			
2					☐			
3					☐			

Appendix B-2

Control Group Version of the Reading Journal (with Report)

冊数 No.	日付 Date	シリーズ Series	タイトル Title	コメント(日本語可) Comments	YL	語数 Words	総語数 Total Words
例 Ex.	3/4	BBL4*	First Day at School	これなら読める。	0.5	258	258
***Report (簡単なレポート、例): This book was interesting. It's about a girl who does not want to go to her first day at a new school. I liked this book because the girl makes new friends and she is happy in the end. When I finished the book, I felt happy. (47 words)							
1							
Report (簡単なレポート)							

*BBL4 = Building Blocks Library, Level 4

Appendix C-1

Handout Explaining What MReader is and How to Use It (Japanese version given to students, adapted from Sato, Fukushima, Morioka, & Kasamoto, 2017, pp. 12-13; Kyoto Institute of Technology, 2015)

一冊の本を読み終えるごとにM-Readerというホームページでクイズに挑戦し、合格すると語数が追加されます。M-Readerは、学習進捗状況を管理する学習支援ウェブサイトです。M-Readerは在学期間中継続利用できますので、授業終了後も語数を追加していくことができます。

　M-Readerのページにアクセスします。: http://mreader.org (右 QR コード)　**MReader**

M-Reader　にアクセスの後、IDとパスワードを入力し、[Go]を押すとログインします。ログインの方法: 以下のユーザーネーム(ID)とパスワード(IDと同じ)を入力しましょう。

ID: hju-XXXXXX (XXXXXX は学籍番号の最後の6文字または数字)

Password: hju-XXXXXX (XXXXXX は学籍番号の最後の6文字または字)

例えば、あなたの学籍番号がC18009なら、ID・パスワードは「hju-C18009」となります。パスワードは、スクリーン右上の自分の名前をクリックすることで変更することできます。

[Select the book that you want to take a quiz on:]の下にある検索キーワード入力欄に、本のタイトルまたはその一部を入力し、[Search]を選択し検索します。

自分が読んだ本と同じカバー画像を選択し、クイズの挑戦を開始します。

★【重要】M-Reader 注意事項★

本のカバーデザインが変更されているものもあります。また、同じタイトルの本が複数ある場合があるため、出版社とタイトルが一致しているかを確認してください。出版社が異なっても同じタイトルの本を2回読んだ場合、最初に読んだ本のみ語数が加算されますので注意してください。

M-Readerでは、各本には20〜30質問あり、その中から10個の易しい質問がランダムに出題され、50%以上で合格となります。

本を参照しながら解答しても構いませんが、クイズは制限時間内(15分)に終了する必要があります。ほとんどの学生が 5 分以内に解答を終えることができます。

クイズに合格するごとに、読破した本の語数及び写真がホームページ上にあるあなたのページに追加されていきます。学期末目標語数と週間目標語数について: M- Readerの自分のページには、これまで読んだ本と棒グラフが表れます。棒グラフを用いて読破語数、目標語数にどのくらい近づいたかを確認したり、さらに週間目標と自分の一週間の読破語数も比べることができます。

一度挑戦したクイズは、不合格の場合、再度挑戦することができます。再度挑戦する方法は、担当教員にM-Reader 上での再度挑戦設定をしてもらうよう要請しましょう。

読後に M-reader で内容理解クイズを受けられるのは、開始レベルの本を読んだ場合です。一つ高いレベルでは 3 冊までクイズが受けられますが、開始レベルで 10 冊クイズ゛に合格すれば、あなたのレベルは一つ高いレベルに切り替わります。

開始レベルを上げる、または下げる方がよいと判断した場合は、担当教員にM-Reader　上でのレベル変更をしてもらうよう要請しましょう。レベルが適切でないとクイズに合格することができませんし、また、読みたい本を読んでも指定レベルと異なるとクイズも受けられず、せっかく読んだ語数も評価の対象になりません。

クイズは挑戦後 3 時間経過しなければ、別の本のクイズを受けることができません。

All students must start at the beginner level. The following table shows what series of books have MReader quizzes available at each level.

すべての学生はまずビギナーレベルの本から読まなければなりません。次の表は、各レベルでどのシリーズのMReaderクイズが利用可能であるかを示しています。

	Beginner (ビギナー)			Elementary			Int.		Upper	Advanced
MReader Level (RL)	Starter(0)	1	2	3	4	5	6	7	8	9
YL*	0.4-0.7	0.7-1.0	1.0-1.2	1.2-1.6	1.6-2.6	2.6-3.1	3.2-3.7	3.8-4.4	4.5-5.5	5.5-6.5
Oxford	OCT1** OCT2 ORT3*** ORT4 ORT5 ORT6 ORT7	OCT3 OBWS****	OCT4	OCT5						
Compass	CYLC1*****	CYLC2	CYLC3	CYLC4	CYLC5 CYLC6					
Cengage	FRL1 ****** FRL2 FRL3	FRL4 FRL5	FRL6 FRL7							
MPI	BBL4******* BBL5	BBL6 BBL7	BBL8		BBL9					

*YL=Yomiyasusa Level　(読みやすさレベル)とはSSS英語学習法研究会が生徒を観察している教師の意見、多読をしている大人の意見から総合的に普通の英語学習者にとっての読みやすさを0.0から9.9までの数値にしたもの。数値が小さい程読みやすくなっています。なお、見出し語、総語数は目安であり、個別の本によって異なることがあります。

**OCT1 = Oxford Classic Tales - Level 1

***ORT3 = Oxford Reading Tree - Level 3

****OBWS = Oxford Bookworms - Starter

*****CYLC1 = Compass Young Learner Classic Readers - Level 1

******FRL1 = Foundations Reading Library - Level 1

*******BBL4 = Building Blocks Library - Level 4

Who should you contact if you have problems?　困った時のお問い合わせ先

M-Readerの技術的な問題の問い合わせは　Daniel　Hougham先生(hougham@gaines.hju.ac.jp)宛てにメールを下さい。授業や評価、また英語に関する質問もHougham先生に問い合わせをしましょう。

Appendix C-2

Handout Explaining What MReader is and How to Use It (English translation)

When you finish reading a book, you will take a quiz on a website called M-Reader. If you pass the quiz, the number of words will be added to your personal webpage. M-Reader is a learning support website that manages learning progress. The M-Reader website can be used continuously during the semester, so you can access it freely and add more words outside class.

1) Access the M-Reader page. : http://mreader.org (use the QR code on the right)
   After accessing M-Reader, enter your ID and password and press [Go] to log in. Login method: Enter the following user name (ID) and password (same as ID).

   ID: hju-XXXXXX (XXXXXX is the last 6 letters or numbers of your student ID)
   Password: hju-XXXXXX (XXXXXX is the last 6 letters or letters of your student ID)
   For example, if your student ID number is C18009, your ID and password will be "hju-C18009".
   Your password can be changed by clicking on your name at the top right of the screen.

2) Enter the title of the book or a part of it in the search keyword input field below"Select the book that you want to take a quiz on:"and select [Search] to search.
3) Select the same cover image as the book you read and start the quiz.

[**Important**] M-Reader Cautionary Points

- Some book designs have changed. Also note that there may be more than one book with the same title, so make sure the publisher and title match. Note that if you read a book with the same title twice, even if it is a different publisher, only the first book you read will have the word count added.
- In M-Reader, each book has 20 to 30 questions, from which 10 easy questions are randomly selected for each quiz. You must get a 50% or higher score to pass each quiz.
- You can answer the questions while referring to the book, but the quiz must be completed within the time limit (15 minutes). Most students can finish answering the questions within five minutes.
- Each time you pass a quiz, the number of words and cover image of the book you read will be added to your personal MReader homepage. Regarding the target number of words by the end of the semester and per week: Your personal M-Reader page will show you the books and bar graphs you have read so far. Using the bar graph, you can check whether the number of words read and the target number of words are close to each other, and also compare the weekly goal and your own number of words read per week.
- If you try a quiz and fail it, you can retake it. If you want to try it again, make a request to your instructor to adjust the "try again" setting on M-Reader.
- After reading the book at your current level, you will be able to access a quiz on M-reader. You can read up to three books at the next two higher levels each. If you pass 10 books at your current level, your level will switch to the next higher level.
- If you want to move up or down from your current level, ask your instructor to change your

level on M-Reader. If you are not at the right level, you will not be able to pass a quiz. If you read a book you want to read, but it is different from your specified level you will not be able to take a quiz and the number of words you have read will not be counted towards your goal.

☐ There is a 3-hour wait time after each quiz before you can take another quiz.

Note: many of the above settings can be adjusted by the person in charge of administering MReader at your institution. For example, the 3-hour wait time rule can be changed so that the wait time is 1-hour, 2-hours, or 3-hours, depending on the level of the book.

Appendix D

Book Rating Sheet

Rating (評価) How many stars do you give this book? Circle (丸で囲む)	Comment（コメント）	Name（名前）
★ *5 4 3 2 1 記入例	Great book!	Miki
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		

*5= I highly recommend this book. (この本を強く勧めます。)
  1 = I don't recommend this book. (この本はお勧めしません。)

*(*adapted from M. Elliott and C. Cheetham, personal communication, March 1, 2019)

Appendix E

A New Simplified Version of the Reading Journal (without comments and word counts)

Student Name: (学生氏名):	Student Number: (学籍番号):

Fill in this sheet each time you finish reading a book and passing an MReader quiz. Please also fill in the rating sheet attached to the inside cover of each book. 毎回本を読み終わったら、このシートに下記の項目を記入してください。各本の表紙の内側に添付されている評価シートも記入してください。

冊数 No.	日付 Date	シリーズ Series	タイトル Title	YL*	Mリーダークイズ 合格した？ MReader Quiz Passed?
例	3/4	BBL4**	First Day at School	0.5	☒
1					☐
2					☐
3					☐

*YL = Yomiyasusa Level (読みやすさレベル)

**BBL4 = Building Blocks Library - Level 4