Notes on Introducing a Standardised Extensive Reading Program: First Performance and Initial Expectations

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This paper reports on steps to implement standardisation within a compulsory course at Reitaku University. In encouraging institutions to have a global outlook, Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) has affected course designers through creating the need to refine goals and introduce change. Reitaku University has taken advantage of this call for change by introducing a standardised Extensive Reading (ER) program into a compulsory course for students in its Faculty for Foreign Studies. This paper charts the first steps of what is an evolving program and shows how four teachers utilised a comprehension-based quiz website to create a standardised platform for ER. A distinct connection between teacher expectation and student performance is discerned which gives us a baseline to make further improvements.

Key Words: *Blended Learning, MReader, Extensive Reading, Graded Readers, Standardisation*

Globalisation has seen educational institutions in Japan increasingly move towards standardised programs. As a result, The Ministry of Education, Culture, Sports, Science and Technology (MEXT) is putting continuous pressure on universities to conform to course standardisation (MEXT, 2014). Reitaku University has seen this as an opportunity and, as of 2018, has moved to standardise courses in line with MEXT guidelines.

Our study focuses on the standardisation of extensive reading (ER) in the English for Communication (EFC) course at Reitaku University. It takes the piloted ER program, which uses MReader (www.mreader.org) as the ER platform, and analyses initial perceptions of students towards it. The data

used in this research note covers questionnaire and reading activity data from 133 (n=133) students at the beginning of the program in September 2017, and 153 (n=153) at the end of the program in January 2018. Students from nine separate classes are involved.

The data shows that even over a short period, teacher expectation affected student performance. We found invaluable data on student attitudes toward MReader. The data allows us to consider ways to improve student interaction with the program. Furthering this research will help us refine the standardisation of ER and improve the effectiveness of student reading in ER programs.

Literature Review

MReader

MReader is a website used worldwide to implement ER programs at educational institutes. It offers graded reader quizzes with ten questions, drawn from a random pool of twenty to thirty items. These quizzes allow teachers to identify which books have been read by the students and whether a student has understood the reading (MReader, 2018). The MReader website has been well documented and supported by many scholars around the world (Damen Al, 2018; Mitchell, 2018; Cheetham, Harper, Melody, & Mika, 2016; Chang Chien, & Yu, 2015; Robb, & Kano, 2013).

Extensive Reading

Modern-day ER for L2 students was popularised and summarised by Day (2002). Jeon and Day (2015) further summarised Day's ideas into five useful principles of ER:

1. The reading material is easy

2. Learners choose what they want to read

3. Learners read as much as possible

4. Reading is individual and silent

5. Teachers orient and guide their students (Jeon & Day, 2015, p. 302)

These principles have become accepted as techniques to develop reading skills. The ER program in EFC sought to follow these principles as discussed in Mitchell (2018).

For this ER program to work, there need to be enough books to give students a wide choice. Bullard (2011) notes that when students choose a book from a library "it increases their autonomy" (p.57). Since the university has invested in library resources, the promotion of library usage has become important. A previous study by Walker (2017), which covered two universities (including Reitaku University), found that a majority of students preferred screen-based online texts, but the use of paper-based books was the most practical choice for several reasons, notably the substantial financial investment in paper-based books by the university. Fortunately, the university is well-stocked with graded readers. It has over 900 graded readers among which 600 which have quizzes on MReader.

The teachers participating in this study were given book lists which matched books in the library with quizzes on MReader as described in Mitchell (2018). The book lists ensured teachers could choose books they liked, from a variety of publishers, at a level relevant to their class. Mitchell (2018) introduced The Kyoto scale to Reitaku University as the levelling scale for graded readers. The Kyoto scale is used by MReader and is a scale which "is loosely based on reported headword counts, ... with reference to the "Yomiyasusa Levels"" (mreader.org, 2018). It uses a set levelling system which makes it easy for book lists to be made by listing grading readers suitable for a specific level across many publishers. These graded book lists may include between seventy to one hundred graded readers which students can use to find in the library. After students choose a book from the lists, they log on to the MReader website, find the book they have read, and take a comprehension quiz.

Research Questions

Both ECS (English Communication Studies), and ELA (English and Liberal Arts) majors take the EFC course, which is a central part of the English language program. The long-term aim of the standardised course was to observe Waring and McLean's (2015) call for ER to be "easy, fast, silent, pleasurable, individual and self-selected..." (p.161). To attain this is contingent on teacher behaviour and attitude; Robb and Kano (2013) underline the importance of the instructor as a catalyst for success in small ER classes. In consideration of their findings, three exploratory research questions were created:

1. What effect do the teachers' expectations for students to read more books from the university library have on students' extensive reading?

2. How does one semester of ER change students' perceptions of reading in English?

3. How was MReader received by students as an online quiz-based platform?

Methodology

Following the implementation of the ER program, quantitative data was collected from the participating students before and after the pilot ER program. Analysis of this data specifically considered connections between reading performances and the expected goals of the students. It examines how students feel about reading in English and how MReader is perceived by students.

Data Collection

Quantitative data was collected through two surveys. The first survey was conducted at the beginning of the semester before the ER program began, and the second one at the end of the semester. Both were identical except for four additional questions in the second survey. The first survey was seven questions long and focused on the number of books the students read in English. These questions are as follows:

1. Which year are you in at Reitaku University?

2. What is your major?

3. Do you read books in English (not textbooks)?

4. If yes, how many English do you read a semester?

5. How do you usually obtain English books?

6. How do you feel about reading in English?

7. What areas do you think your English will improve from reading English books?

The second survey had thirteen questions, with the first seven questions repeated from the first survey for comparison. The extra six questions focused on students' satisfaction using the MReader software.

These additonal questions are as follows:

1. How easy was using MReader?

2. How easy was it to find your book in the Reitaku library?

3. How easy were the quizzes?

4. What problems did you have?

5. What type of books did you enjoy?

6. Why did you not read more?

These questions allow teacher' goals and students' achievements to be measured as well as to compare whether students are reading the books they say they enjoy. Additionally, data collected from MReader revealed which genre of books were popular among the students.

The data collected was provided anonymously and not based on student level. However, the MReader website collects data on name, books read, quizzes taken, quizzes passed, and word count read. This data can be used in conjunction with data collected from the survey in future research.

The survey was administered in class time using QR codes to link to SurveyMonkey. Students are mostly familiar with the use of QR codes; they can effortlessly scan them with a smartphone. All questions and answers were in both English and Japanese. The full data tables for the results before the participants took MReader is presented in Appendix 4 and data for the participants took MReader is presented in Appendix 5.

Participants

The study involved first and second-year students. The students were taught by one of four teachers. Classes were organised around TOEIC scores. The MReader levelling system was used to assign books based on the Kyoto scale (See appendix figure 1). Teachers had separate reading targets: 20,000, 10,000, or 5,000 words. All teachers required students to use MReader.

Participants from class levels a1, a2, a3 and a4, as well as e3, e4 and e6 are analysed in the next section. These students were used in the analysis because they represent the levels in which ER will be made compulsory in April 2018. The number of students who participated in the first data collection was 133 and 153 in the second. The difference of twenty may be due to absence from class during the survey or opting out of the survey. Since the survey is anonymous and voluntary, it is impossible to know which students did not participate.

Materials

The four teachers involved in this study gave a list of graded readers to their students. This list comprised readers from the library which matched the students' MReader reading level. Teachers had their own MReader account and set up classes for students to join, who then made a username and password on the website and joined their class. The teacher set a goal, and this was monitored on MReader. Students could take the book list and go to the university library and find a graded reader to read. After finishing the reader, the student could then log on and complete a short comprehension quiz of about ten questions. After passing the quiz, the book was considered read and the student could proceed to the next book. If the student exceeded the goal of the teacher, this would also be added to the student's total.

Reliability and Validity

It should be noted that the students were asked about the books they read. However, there is no way we can know whether they answered truthfully or accurately. Since this study was performed before any MReader data was recorded, there is no data to show how much reading the students did before ER was standardised. While this might harm the reliability of these results, it does support the need for a standardised ER program which does collect and measure students reading.

Data Analysis

1. What effect does the teachers' expectations for students to read more books from the university library have on students' extensive reading?

The first research question considers the teachers' expectations of the ER program. This includes the expectation of an increase in books read by the student and looks at how the participating students' reading changes before and after the ER pilot program. The quantity of English books read is analysed, and where those books were obtained. Finally, goals set by the teachers will be compared with how much the students achieved those goals.

The four questions from the questionnaire which were put to the students are analysed here. These questions were chosen because they focus on reading English books:

(Q3) Do you read books in English? (not textbooks)

(Q4) If yes, how many books do you read a semester?

(Q5) How do you usually obtain English books?

(Q11) Why did you not read more?

Q3. Do you read books in English?

Question 3 analyses the difference in students reading English books before and after the ER program. Before the ER program began, almost half of the students were reading (49.62%) and a little over half were not (50.38%). After the ER program had finished, the number of students reading books in English had increased by 18% (67.76) and the number

not reading English books had also decreased by 18% (32.24%).

Q4. If yes, how many English books do you read a semester?

Students who read books in English were asked about the number of books they read. This is seen in figure one. The participants were n=69 before, and n=110 after the ER program. With less than a 2.5% difference there is very little change overall from before to after the ER program. However, when reading just one book, the percentage dropped by 6.09%, and when reading more than six books, the percentage increased by 6.64%. This suggests that more students are reading a greater quantity of books.

Q5. How do you usually obtain English books?

Figure 2 shows how Reitaku University students obtain their English books. It reveals that the Reitaku University library is the most popular student source for English books. However, after the ER program, Reitaku library usage increased by 17.18%. This increase in library usage correlates with a decrease in the use of eBooks by 7.96%, and a decrease in buying books from the bookstore by 8.45%. Other sources had a slight decrease too (0.78%) but remained the least popular choice.

Q11. Why did you not read more?

With each of the four teachers overseeing the ER goal, a measurement of the success rate of each method could be quantified. The two primary goals set by the teachers were the number of words a

Figure 1: Numbers of books students read before and after the semester
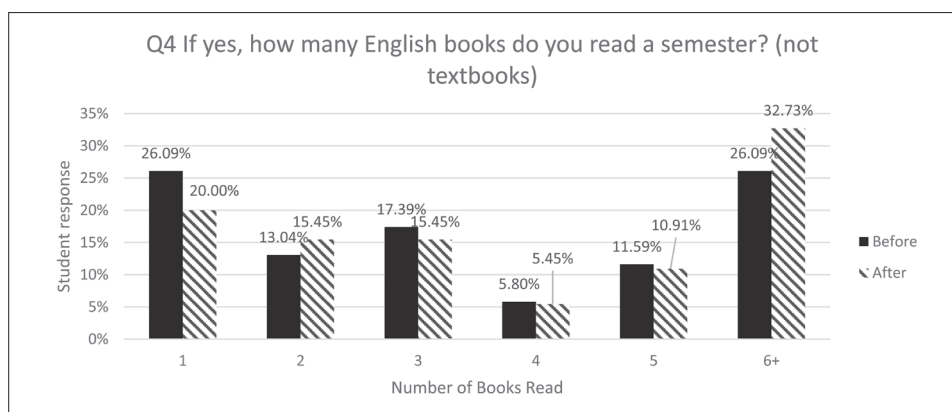

Figure 1Before n=69 After n=110
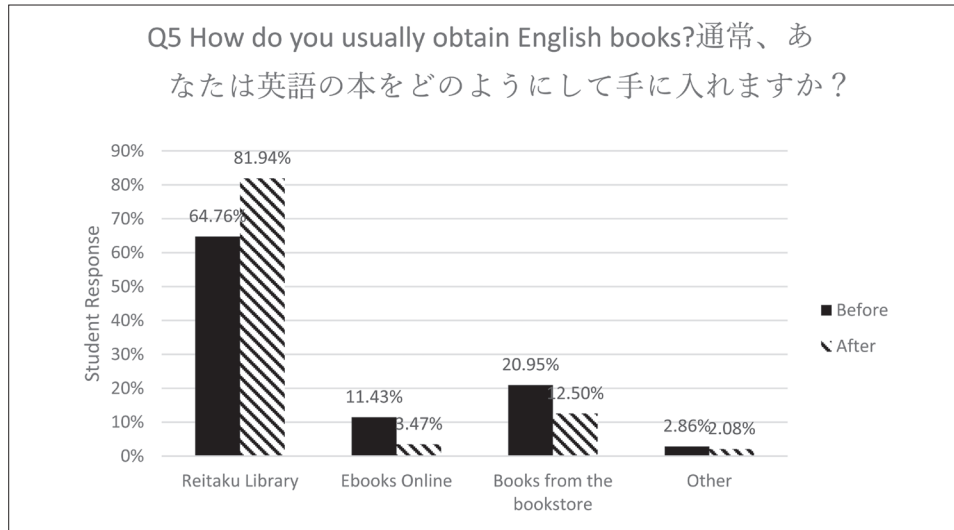
Figure 2: How students obtain English books

Figure 2Before n=91 After n=130

student read for 10% of their grade, or the goals based on the number of books read for 10% of their grade. Comparing the number of books is more complicated as books have a variety of word counts depending on the level. The word count of teachers who gave their expectations in the form of word counts is shown in figure 3, and expectations in the form of number of books is shown in figure 4.

Figure 3 shows the average number of words read in each class compared to the teachers' expected goal. When the goal was based on the number of words read, all but one (e3) class read less than the teachers' expected goal. The a3 class had an expected goal of 10,000 words, and the e3 class had only 5,000 words. The a3 class with the higher expectation was able to meet and exceed the goal. However, since all the books have over 500 words, both level 3 classes are reading on target with the teachers' expectations, as

an extra book would have exceeded the goal.

Both a1 and e4 classes exceeded the teachers' expected goal. Although e4 is the lowest level analysed in figure 2 they had the highest goal and exceeded it by 6,339 words (more than the expected goal of a3).

Figure 4 shows the average number of words read in each class compared to the teachers' expected book count. In this analysis, three classes had an expected goal of five books, and two classes had an expected goal of three books.

The two classes which read three books were the lowest level classes a/e 6 level classes. They also read the least in this study. Classes a2, a4, a5 were all expected to read five books. This meant a5 read the least amount of words, as low-level books usually have low word counts. The two highest levels a2 and a4 exceeded 10,000 words much like all the classes

Figure 3: Average number of words read, and the word count goal set by the teacher
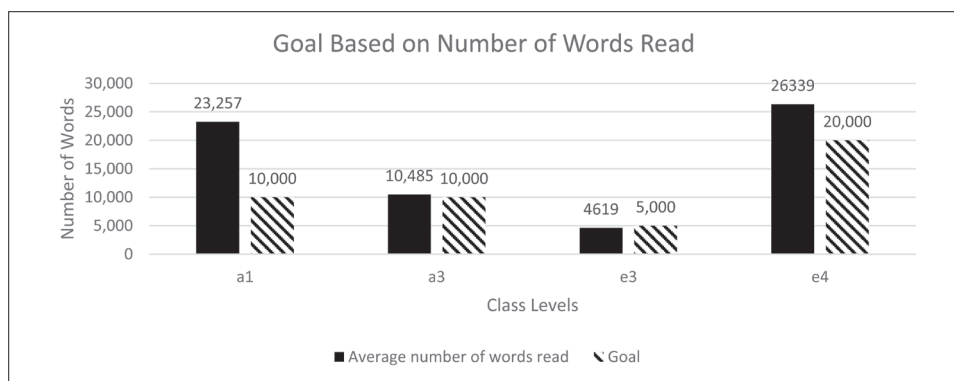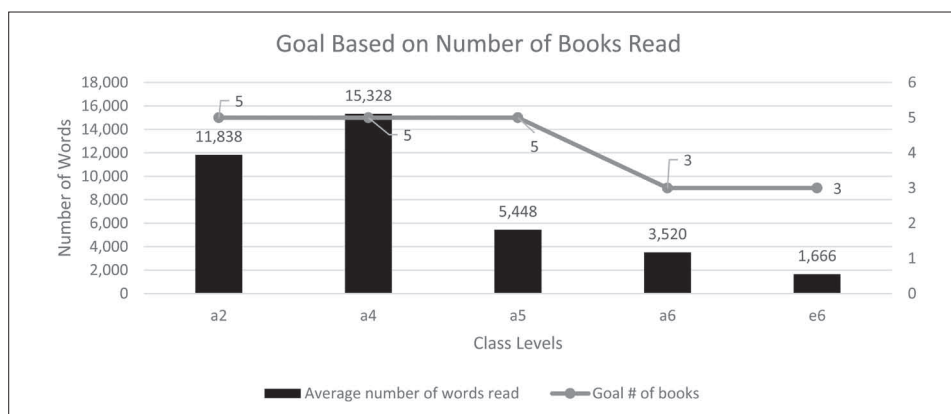
Figure 4: Average number of words read, and the book count goal set by the teacher

Goal Based on Number of Books Read

To understand why the students did not read more, they were asked to give a reason for not reading more than the teachers' expectation. This question was part of the second survey after the ER program. Almost half of the participating students (n=99) said they had completed the reading task (46.15%). Slightly fewer students (37.18%) wanted to read more but felt they did not have enough time. Over 10% (10.9%) exceeded the teachers' expectations and read more. The lowest number and thus the fewest students in this study said they did not want to read more (5.77%).

2. How does extensive reading change students' perceptions of reading in English?

The second research question considers how ER changed students' perception of reading in English. Answers to these questions provided feedback that can be used to help us consider ways to improve future programs. The three questions were:

(Q6) How do you feel about reading in English?
(Q7) What areas do you think your English will improve from reading English books?
(Q10) What type of books did you enjoy?

Q6. How do you feel about reading in English?

Question 6 looked at student feelings about reading both before and after the ER program. Four possible answers were given: easy, enjoyable, challenging, or boring. The main discovery is that students increased their enjoyment of reading in English after standardisation. The 15% increase is significant within our context. There was also a decrease in the number of students who regard reading in English as challenging. 53% saw English as challenging in January 2018. This was a decrease of 15% from the score of 38% in September 2017.

Q7. In what areas do you think your English will improve from reading English books?

Question 7 focused on the aspects of English the students believed they would improve from reading English books due to the ER program. Over one semester there was little change in student perception of what skills could be improved. Almost 70% of respondents initially expected their vocabulary knowledge and reading speed to improve. While the expectations for vocabulary knowledge did not change, there was a 6% increase in the number of students who perceived that ER helps reading speed. Interestingly, students who thought reading was enjoyable were more likely to say vocabulary can be improved while those who saw reading as challenging thought reading speed would be improved.

Q10. What type of books did you enjoy?

To discover what kind of books students read, data was extracted from MReader. Notably, adventure was the most popular choice. Surprisingly, fantasy books scored low on the list. We were also surprised by the unpopularity of mystery books; with them being read only four times. Unsurprisingly, romance books were chosen to be read 23 times, and children's literature was popular with the genre being read 42 times. We were reassured by the popularity of human-interest books as third most popular choice.

Figure 5: The total number of books read by genre
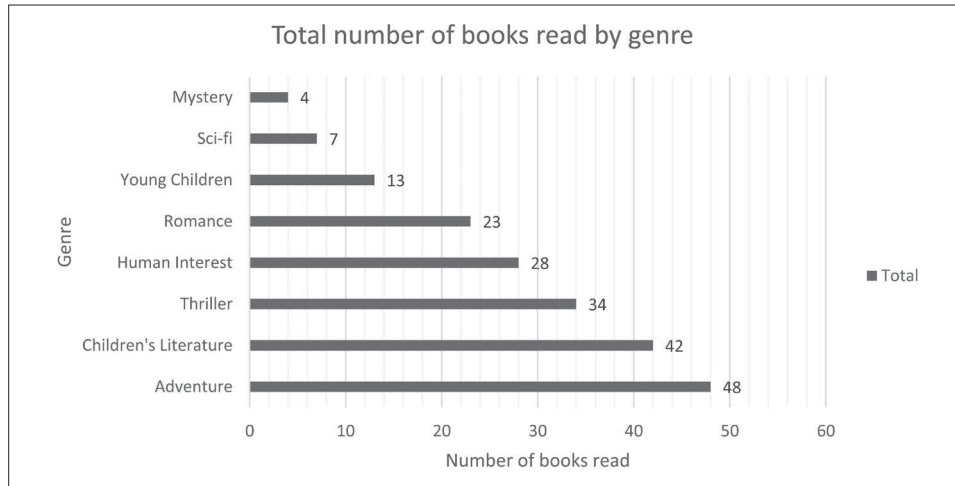
3. How was MReader received by students as an online quiz-based platform?

The third research question looked at the reception of the MReader website by the students. This section looks at the ease of use of the library and MReader. It looks at problems the students had in using the online site using three parts of question eight (n=99):

1. How easy was using MReader?
2. How easy was it to find your book in the Reitaku library?
3. How easy were the quizzes?

Q8 On the ease of using MReader, finding books in the library, and the ease of the quizzes.

Question 1 focused was on the ease of use of MReader (n=151). Five possible answers were given: very easy, easy, neither easy nor difficult, difficult, and very difficult. The main discovery was that overall 22.45% of the students found using the programme either easy or very easy. These figures separately were 21.85% and 10.60% respectively. The combined percentages for difficult and very difficult were 18.54%. The separate figures were 3.97% and 14.57% respectively. This showed a smaller percentage of users found the site challenging. These results show that, overall, students were more positive than negative about using MReader.

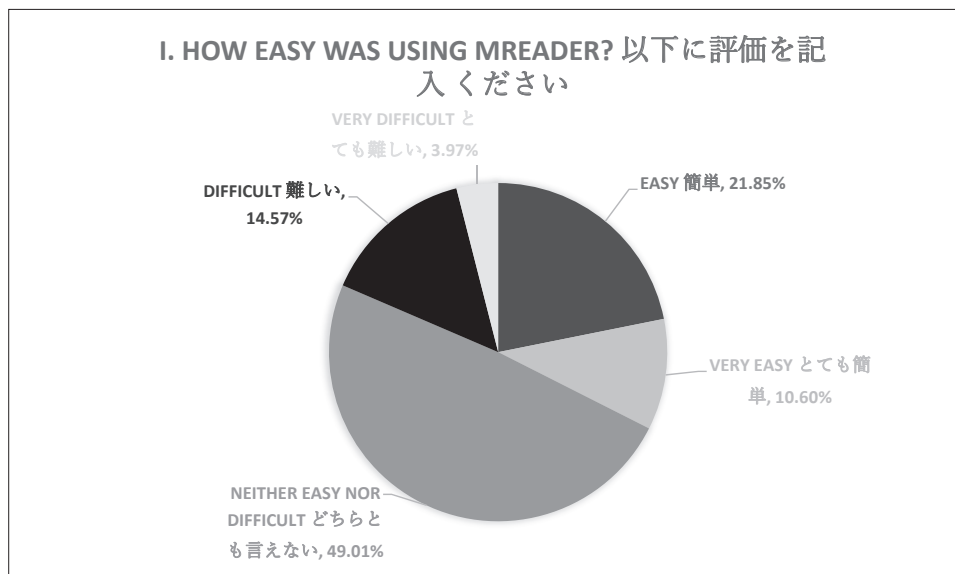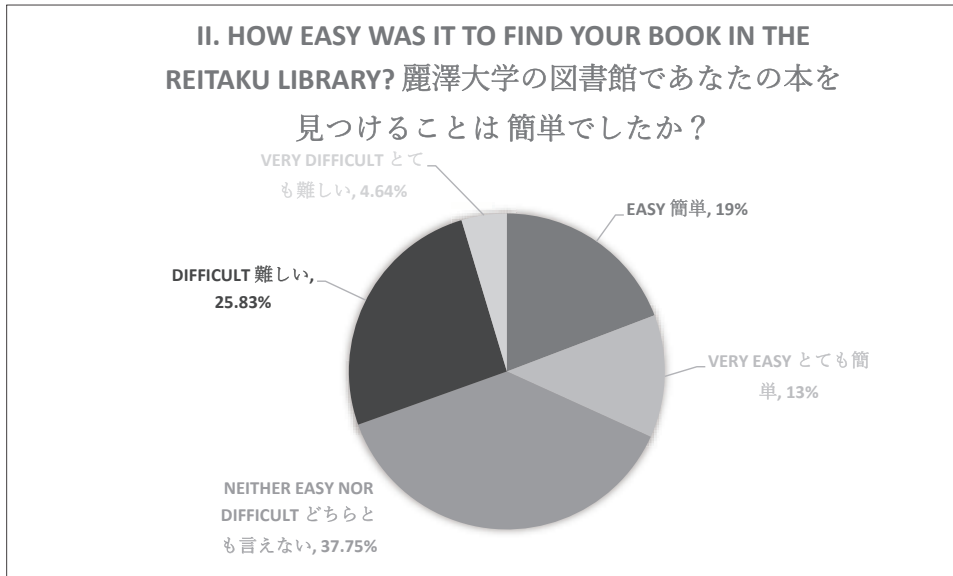Figure 8: Student feelings on the ease of use of MReader

Figure 8: Students feelings on the ease of finding books in the Reitaku library

Question 2 discussed the ease of finding the books in the library and showed that while some students found it easy to locate books, there were many students who found it difficult to locate the books they wanted. Just over a quarter claimed it was difficult (25.83%), while just under a fifth answered that it was easy (19%). The answer 'difficult' (25.83%) outnumbered the 'easy' at 19%.

The final question concerned the comprehension check quizzes on MReader. The data showed that a combined total of 33% of students found it easy (25.17%) or very easy (7.95%). 21% of students found them difficult (17%) or very difficult (4.64%) had a combined total of 21.64%. They show that a significant percentage of students found the quizzes easier to use rather than difficult.

Q9. What problems did you have?

Question 9 looked at eight categories of possible problems that had occurred with MReader. One hundred fifty students responded to this question. Students could choose more than one answer, which gave a total of two hundred and thirty three responses. From the responses, a minority claimed that there were no negative issues with MReader, technologically speaking, but that a majority had a

Figure 8: Students feelings on the ease of the MReader quizzes
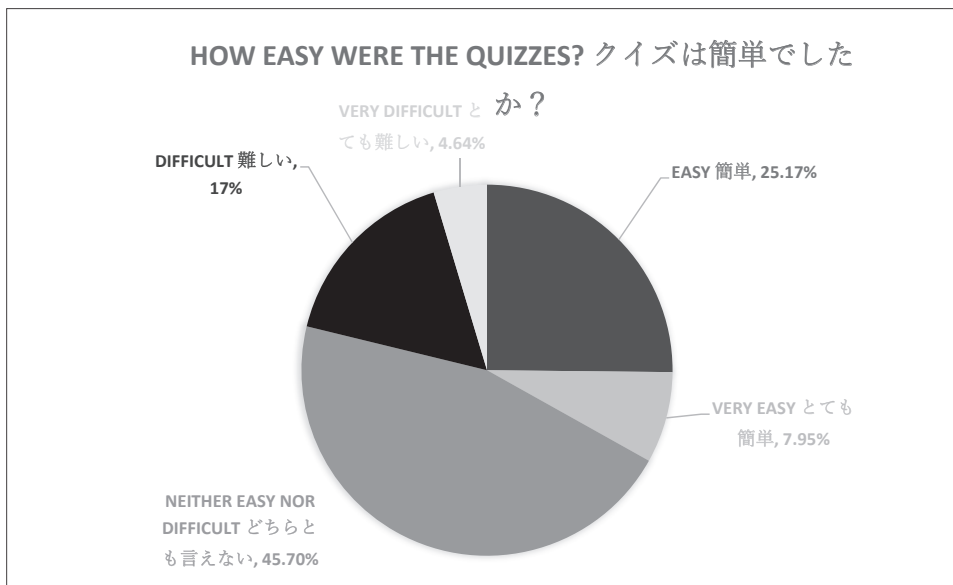
negative issue of some kind.

Overwhelmingly the problems were connected to factors related to logging onto the site. One hundred ten responses were connected to three parts of using MReader: logging in, username issues, and password issues. As can also be seen in the data, the second largest problematic area was about the quizzes themselves. Forty-five responses dealt with difficulties with finding or doing the quizzes once logged in.

Five students had trouble with the anti-cheating features of MReader, and three commented on how some books were unavailable. Another comment was from a student who expressed disdain for being graded based on the number of books read.

Discussion

1. What effect the teachers' expectations for students to read more books from the university library have on students' extensive reading?

Some of the expectations were the same for all teachers, but there were notable differences. First, all the teachers expected the students to read books from the library and take quizzes on the MReader website. This expectation was met successfully as more students were perceived to be reading more books than before the course started. More notably, there was an increase in students who had read more than six books by the end of the semester. This resulted in an increase in library usage. Although this was initially seen as positive, it put a strain on the university library due to an increased demand for books. The current library policy at Reitaku University stipulates that there should be only one copy of each title. This rule might not work well when it comes to graded readers where there can be many students of one specific level. Multiple copies of books at some levels may well be necessary.

Expectations differed with the reading goals for the students. Most teachers had a cautious expectation of 10,000 words or less for the students. This was new territory for the teachers and students, and at the time it seemed that lower expectations would be more manageable. Our research shows that many students were willing to meet teachers' expectations, and teachers with higher expectations saw their students

reading more. Very few of the students did not want to read more; in fact, many wanted increased time to read many more books. Being cautious and lowering expectations appears, in this case, to have reduced the number of books and words read.

The research shows that students can comfortably read over 26,000 words a semester. Because of this, for the next semester, we have readjusted our aim and increased our expectations to 30,000 words a semester. Using a word count as our basis for measurement appears to be best, as the study also shows that book count may yield various reading quantities since some books may be very short. In theory, this higher teacher word count expectation will increase students' reading quantity. However, a time management system may need to be implemented. It will be interesting to see how various time management systems set up by teachers and students aid in increasing students reading.

2. How does extensive reading change students' perceptions of reading in English?

With this ER program being standardised for Reitaku University, we wanted to know how the students perceived their reading. The ER program aims to meet the principles suggested by Jeon and Day (2015), and we saw that students found reading to be enjoyable.

By using the Kyoto levelling system, teachers had made sure that the books were at appropriate levels for their classes. This allowed teachers to recommend readers across a variety of publishers and make it easier for students to choose from a wider variety of books they liked, particularly adventure, children's literature and human-interest titles. The one copy per title rule in the library is a limiting; factor however it does mean that students are likely to be reading individually.

3. How was MReader received by students as an online quiz-based platform?

We saw that many students found the online quiz-based platform to be very easy or easy to use and had no problems. This is reassuring and gives us the confidence to continue using the platform as part of the standardisation of ER.

Those who did have problems with MReader,

mainly had problems with their username and password. Mitchell (2018) proposes students follow a standardised form for creating a username which follows the rule: 'rei-<student number>'. Students also need to be aware of the password recovery feature on the MReader website.

Some students found it difficult to find the MReader books in the library. This could be attributed to the library policy of only holding single copies, as discussed earlier, resulting in titles being taken out by another student. Other students found it easy to get books, suggesting that overall if the book was not taken out, it was easy to find and use on MReader.

The quizzes on MReader were not intended to be difficult, and this is reflected mainly by the students' response to the quizzes. However, some students had difficulties due to anti-cheating features. Since a student noted that being graded on number of books was not an incentive, it should be made clear that the grade given is very minimal. It would be unfair to place a high valued grade on ER within a course which has many other elements such as with EFC.

Conclusion

Having a standardised platform allows stakeholders more control over the program. In the case of using ER in EFC, a percentage of a final grade can be awarded based on students reaching or surpassing a specified number of words. We found that teachers' expectations are of high importance in influencing how students' progress. There is a danger that low expectations, such as expecting low word counts, will result in low student performance.

Further research is needed, and through MReader educators can control and collect accurate data. Therefore in 2019, all teachers will increase their expectations to 30,000 words per semester. Although this will put a strain on the library, it is hoped that increasing the demand will encourage the library to re-think its present policy to allow students to get more access to books they want. Through further research and experimentation using MReader, a motivating reading system can be developed where students can read as much as they can.

MReader has proven to be easy for students to use and has enabled the teachers to recommend books easily. However, the teachers will need to be better prepared for problems which could arise. A clear explanation of the MReader sign up, and of the quiz section will need to be given.

Using MReader with more teachers and students will allow for a considerable amount of quantitative data to be collected. It will reveal a list of books read as well as the number of books and word counts read. It is hoped that this data will give more validity to our research in the future.

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Appendices:

Appendix 1: Reitaku University levelling system based on TOEIC score, and the MReader levelling system based on the Kyoto scale.

Level	A/E	Average TOEIC score Listening/Reading	Graded reading level (Based on the MReader Kyoto scale)
Advanced	1	600 L:350/R:250	Level 6
High Intermediate	2	500 L:300/R:200	Level 5 - Level 6
Intermediate	3	400 L:250/R:150	Level 3 - Level 4
Low Intermediate	4	350 L:230/120	Level 2 - Level 3
Elementary	5	300 L:200/R:100	Level 1 - Level 3
Starter	6	Less than 300	Starter - Level 2

Appendix 2: The Kyoto Scale https://mreader.org/mreaderadmin/s/html/Kyoto_Scale.html

Reader series written for language learners			
Starter	Foundation Series-Levels 1,2,3	Building Blocks Library Level 5	Oxford Classic Tales B1,B2
	BlackCat EasyReads Level 1		
Level 1	Foundation Series-Levels 4,5	Oxford Bookworms Starter	Penguin Readers Easystart
	Building Blocks Library Level 6	Page Turners Level 1	Macmillan Starter
	BlackCat EasyReads Level 2	Scholastic Popcorn 1	Oxford Classic Tales E1
Level 2	Foundation Series-Levels 6,7	Page Turners Level 2	Penguin Readers Level 1
	BlackCat EasyReads Level 3	Building Blocks Library Level 7	Macmillan Beginner
	Oxford Dominoes Starter	Scholastic Starter	Scholastic Popcorn 2
			Oxford Classic Tales E2
Level 3	Cambridge Starter	Page Turners Level 3	Penguin Readers Level 2
	Helbling Level 1	Building Blocks Library Level 8	Oxford Classic Tales E3
	BlackCat EasyReads Levels 4,5	Scholastic Level 1	Scholastic Popcorn 2
	Helbling Readers 1		
Level 4	Cambridge Level 1	Oxford Bookworms Stage 1	Cengage Footprints 800
	Helbling Level 2	Page Turners Level 4,5	Building Blocks Library Level 9
	BlackCat GreenApple Starter	BlackCat R&T Stage 1	Compass Classics 1
	Helbling Readers 2	Scholastic Level 2	Oxford Dominoes 1
Level 5	Cambridge Level 2	Oxford Bookworms Stage 2	Penguin Readers Level 3
	Helbling Level 3	Page Turners Level 6	Macmillan Elementary
	BlackCat GreenApple Level 1	BlackCat R&T Stage 2	Cengage Footprints 1000
	Helbling Readers 3	Oxford Dominoes 2	Compass Classics 2
Level 6	Cambridge Level 3	Oxford Bookworms Stage 3	Oxford Dominoes 3
	Helbling Level 4		Compass Classics 3
	BlackCat GreenApple Level 2	BlackCat R&T Stage 3	Scholastic Level 3
	Helbling Readers 4	Page Turners Level 7,8	Cengage Footprints 1300
Level 7	Cambridge Level 4	Oxford Bookworms Stage 4	Penguin Readers Level 4
	Helbling Readers 5	BlackCat R&T Stage 4	Macmillan Pre-Intermediate
	Cengage Footprints 1600,1900	Page Turners Level 9,10	Compass Classics 4
Level 8	Cambridge Level 5	Oxford Bookworms Stage 5	Penguin Readers Level 5
		BlackCat R&T Stage 5	Macmillan Intermediate
	Cengage Footprints 2200,2600	Page Turners Level 11	Compass Classics 5
Level 9	Cengage Footprints 3000	Oxford Bookworms Stage 6	Macmillan Upper-Intermediate
	Page Turners Level 12	BlackCat R&T Stage 6	Compass Classics 6

Appendix 3: Number of students who participated in the survey before and after the ER program.

Number of students before the ER program		Number of students after the ER program	
1st year	100	1st year	104
2nd year	33	2nd year	49
Total	133	Total	153

Appendix 4: Student survey before taking MReader

Which year are you in at Reitaku University?
あなたは、麗澤大学で何年生ですか？

Answer Choices	Responses	
1st year	74.81%	101
2nd year	25.19%	34
Answered		**135**

What is your major?
あなたの専攻は何ですか？

Answer Choices	Responses	
ECF	82.96%	112
ELA	17.04%	23
Answered		**135**

Do you read books in English? (not textbooks)
あなたは、英語で本を読みますか？（テキストなど教材は除きます）

Answer Choices	Responses	
Yes はい	48.89%	66
No (Skip to question 6 on the next page) いいえ（質問 6 はスキップして下さい）	51.11%	69
Answered		**135**

If yes, how many English books do you read a semester? (not textbooks)
前の質問で「はい」の場合、学期中、何冊ぐらい英語の本を読みますか？
（テキストなど教材は除く）

Answer Choices	Responses	
1	27.14%	19
2	12.86%	9
3	17.14%	12
4	5.71%	4
5	11.43%	8
6+	25.71%	18
Answered		**70**

How do you usually obtain English books?
通常、あなたは英語の本をどのようにして手に入れますか？

Answer Choices	Responses	
Reitaku library 麗澤大学の図書館	75.00%	69
Ebooks (online) 電子書籍（オンライン）	13.04%	12
Books from the bookstore 本屋	23.91%	22
Other その他	3.26%	3
Answered		**92**

How do you feel about reading in English?
英語で読むことについて、どのように感じますか？

Answer Choices	Responses	
It is easy 簡単	0.00%	0
It is enjoyable 楽しい	27.41%	37
It is challenging 努力を必要とする	68.89%	93
It is boring 退屈	3.70%	5
	Answered	135

What areas do you think your English will improve from reading English books?
英語の本を読むことにより、あなたの英語力のどの部分が改善されると思いますか？

Answer Choices	Responses	
Vocabulary 語彙力	68.89%	93
Grammar 文法	37.04%	50
Reading speed 読む速さ	69.63%	94
Speaking 話す能力	10.37%	14
Listening 聞く能力	6.67%	9
Writing 書く能力	10.37%	14
My English will not improve 改善しない	1.48%	2
	Answered	135

Appendix 5: Student survey after taking MReader
Which year are you in at Reitaku University?
あなたは、麗澤大学で何年生ですか？

Answer Choices	Responses	
1st year	67.97%	104
2nd year	32.03%	49
	Answered	153

What is your major?
あなたの専攻は何ですか？

Answer Choices	Responses	
ECF	92.81%	142
ELA	7.19%	11
	Answered	153

Do you read books in English?（not textbooks）
あなたは、英語で本を読みますか？（テキストなど教材は除きます）

Answer Choices	Responses	
Yes はい	67.76%	103
No（Skip to question 6 on the next page）いいえ（質問 6 はスキップして下さい）	32.24%	49
	Answered	152

If yes, how many English books do you read a semester?（not textbooks）
前の質問で「はい」の場合、学期中、何冊ぐらい英語の本を読みますか？
（テキストなど教材は除く）

Answer Choices	Responses	
1	20.00%	22
2	15.45%	17
3	15.45%	17
4	5.45%	6
5	10.91%	12
6+	32.73%	36
	Answered	110

How do you usually obtain English books?
通常、あなたは英語の本をどのようにして手に入れますか？

Answer Choices	Responses	
Reitaku library 麗澤大学の図書館	90.77%	118
Ebooks（online）電子書籍（オンライン）	3.85%	5
Books from the bookstore 本屋	13.85%	18
Other その他	2.31%	3
	Answered	130

How do you feel about reading in English?
英語で読むことについて、どのように感じますか？

Answer Choices	Responses	
It is easy 簡単	1.94%	2
It is enjoyable 楽しい	42.72%	44
It is challenging 努力を必要とする	53.40%	55
It is boring 退屈	1.94%	2
	Answered	103

What areas do you think your English will improve from reading English books?
英語の本を読むことにより、あなたの英語力のどの部分が改善されると思いますか？

Answer Choices	Responses	
Vocabulary 語彙力	66.99%	69
Grammar 文法	39.81%	41
Reading speed 読む速さ	75.73%	78
Speaking 話す能力	10.68%	11
Listening 聞く能力	4.85%	5
Writing 書く能力	12.62%	13
My English will not improve 改善しない	1.94%	2
	Answered	103

Please rate the following
以下に評価を記入ください。

	Easy 簡単		Very Easy とても簡単		Neither easy nor difficult どちらとも言えない		Difficult 難しい		Very difficult とても難しい		Total	Weighted Average
How easy was using MReader? 以下に評価を記入ください。	21.85%	33	10.60%	16	49.01%	74	14.57%	22	3.97%	6	151	2.68
How easy was it to find your book in the Reitaku library? 麗澤大学の図書館であなたの本を見つけることは簡単でしたか？	19.21%	29	12.58%	19	37.75%	57	25.83%	39	4.64%	7	151	2.84
How easy were the quizzes? クイズは簡単でしたか？	25.17%	38	7.95%	12	45.70%	69	16.56%	25	4.64%	7	151	2.68
									Answered			151

What problems did you have?
どんな問題がありましたか？

Answer Choices	Responses	
Forgot my username ユーザーネームを忘れた	26.00%	39
Forgot my password パスワードを忘れた	26.00%	39
Could not log in ログインが出来なかった	14.67%	22
Could not find the quizzes クイズを見つけられなかった	10.00%	15
Could not do the quizzes クイズが出来なかった	20.00%	30
Could not find my book in the library 図書館で私の本を見つけることが出来なかった	24.67%	37
I had no problems 何も問題がなかった	28.00%	42
Other (please specify) その他（以下に明記ください）	6.00%	9

Respondents	Response Date	Other（please specify）その他（以下に明記ください）
1	Jan 25 2018 12:16 PM	クイズがある本とない本があって困った
2	Jan 24 2018 02:32 PM	本が探せなかった
3	Jan 22 2018 12:02 PM	間違えてクイズを開いてしまったらもう答えられなくなっていた
4	Jan 22 2018 12:02 PM	クイズを一度抜けたらもう一回できなかった
5	Jan 17 2018 02:29 PM	該当する本が M-Reader になかった
6	Jan 17 2018 02:29 PM	成績が関わるという重圧感から純粋に英語の本を読もうと思えないから、多読本を読んだ冊数によって成績をつけるという制度は廃止するべき。（Xreading）
7	Jan 17 2018 01:21 PM	やり方を知らずにページを戻ってしまったらクイズに答えられずに、読んだ本が無駄になってしまった
8	Jan 17 2018 10:52 AM	一回間違ってクリックしたら、本を読んだらもう一回やろうとしたけどできなかった
9	Jan 17 2018 10:51 AM	時間制限を過ぎてしまった

What type of books did you enjoy?
どんなタイプの本を楽しみましたか？

Answer Choices	Responses	
Horror ホラー	16.67%	25
Sci-fi サイエンス・フィクション	19.33%	29
Adventure アドベンチャー	40.00%	60
Fantasy ファンタジー	39.33%	59
Mystery ミステリー	29.33%	44
Human interest 人情	16.67%	25
Romance ロマンス	22.67%	34
True story ロマンス	6.00%	9
Thriller スリラー	5.33%	8
Film adaptation 映画の原作	10.67%	16
Other（please specify）その他（以下に明記ください）	1.33%	2
	Answered	150

Respondents	Response Date	Other（please specify）その他（以下に明記ください）
1	Jan 17 2018 02:29 PM	とても簡単な本
2	Jan 17 2018 01:28 PM	音楽

Why did you not read more?
なぜ読みませんでしたか？

Answer Choices	Responses	
I completed the reading task assigned. 読み終わった	48.00%	72
I wanted to read more but I had no time. 読みたかったが時間がなかった	38.67%	58
I read more than the target set by the teacher. 与えられた目標よりも多く読んだ	11.33%	17
I do not want to read any more. もう読みたくない	6.00%	9
	Answered	150