

An Examination of Students' Opinions about Extensive Reading and Mreader

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Abstract

Extensive Reading (ER) has been a popular method of second language (L2) reading instruction for several years and previous research has shown that using ER helps learners improve in L2 reading by targeting key areas of reading fluency and comprehension, while also improving learner motivation and autonomy. In recent years, the use of e-learning websites such as Mreader, a free to use website which offers quizzes on available English graded readers (simplified English books) and tracks students' progress, have made it easy for instructors to implement ER assignments and programs in their classrooms. At present, many teachers have adopted using tools like this to create ER assignments or ER programs for their reading classrooms. While research on ER has been common over the years, more current research has focused on whether students view ER with e-learning tools such as Mreader as effective for improving their L2 reading ability. This research looks to investigate the opinions of thirty Japanese university students majoring in English towards the use of an (ER) assignment using the site Mreader for a reading course over a fifteen-week academic semester.

Literature Review

About Extensive Reading

According to Grabe and Stoller (2011) ER means reading large quantities which are within the student's reading comprehension level. There are several benefits of using ER, but one of the most often mentioned benefits is improving reading fluency. Wolf and Katzir-Cohen (2001) define reading fluency as a level of reading comprehension where text can be read effortlessly and still be understood automatically. According to Day and Bamford (1998) ER improves reading fluency because it provides students with a large amount of easy texts in the form of graded readers that are within the students' linguistic knowledge, thus making it possible for students to read with little effort. In other words, ER gives students the opportunity to read materials that they should be able to read and understand immediately. Improvements in reading fluency are often measured

by words per minute (WPM) and several studies have shown that students have improved (e.g., Mu He, 2014, Chang & Millet, 2015, Suk, 2017). Belgar and Hunt (2014) studied the effects of ER with Japanese university students (N=76) among five different groups over the span of one academic year and showed that four of the five groups showed improvements in WPM at the end of the year. Huffman (2014) compared the differences between groups using ER and groups using intensive reading, the practice of reading thoroughly to gain a deeper understanding of the text. This research showed that groups using ER had a significantly larger WPM gain when compared to the group using intensive reading.

There are also several studies that have reported that ER has benefits on reading motivation (e.g., Takase, 2012, Yamashita, 2013). Yamashita (2013) conducted a 15-week study of ER in the classroom which showed increased levels of comfort with reading and decreased levels of anxiety with reading. Takase (2012) showed that using ER helped increase motivation in students who had generally negative feelings towards L2 English reading or had low L2 English ability. Increase in motivation is important for L2 readers of any language as it can encourage them to read more which could help them with improving the previously mentioned reading fluency, and perhaps motivate them to study their target language more in general.

As a result of ER research, ER has seen growing popularity in L2 reading instruction as it promotes reading large amounts of text, while targeting important areas of reading skills while also increasing reading motivation. Although there is research out there that also suggests using ER does benefit students L2 reading, teachers wishing to use ER in their classrooms need to be aware of how to best to implement ER assignments or programs most effectively to see the best results. Day and Bamford (2002) created ten principles for creating a successful ER program are often cited in the literature. These principles are as follows.

1. The reading material is easy.
 2. A variety of reading material on a wide range of topics is available.
 3. Learners choose what they want to read.
 4. Learners read as much as possible.
 5. The purpose of reading is usually related to pleasure, information, and general understanding.
 6. Reading is its own reward.
 7. Reading speed is usually faster rather than slower.
 8. Reading is individual and silent.
 9. Teachers orient and guide their students.
 10. The teacher is a role model of a reader
- (Day & Bamford, 2002, pp. 136-141)

As can be seen here, Day and Bamford made a set of principles which they claim need to be met for ER to be beneficial for students in an L2 reading classroom. One of the main points to be taken from here is that the available reading material should meet a certain criterion. For students to

get the indented benefit from ER, the reading materials must be easy, and students must have access to many reading materials of different topics and genres. Having a wide range of materials should make it possible for students to find materials which they want to read and there should be enough materials of interest where students should be able to read large amounts of texts which suit their personal interests. Another important point is that reading should be its own reward, which is different than many assignments where there should be a grade involved. This means that reading should be done as its own benefit, without any academic pressure. Despite that, Day (2015) found that many articles using ER did not follow this principle because there were test or book report requirements. The principles act as a model for teachers to follow. However, there are arguments that L2 reading classes should not focus too heavily on ER, but rather it should be used as additional support in the classroom (Grabe & Stoller, 2011). In other words, ER is best used as an additional assignment or program to be used in the L2 classroom.

About Mreader

Mreader is an online site which allows teachers to implement an L2 English ER program or assignment for their classes. Mreader allows teachers to set a reading goal for their classes over a set period of time and provides an easy means of recording their students' progress. When teachers set the reading goals and time period (i.e., 50,000 head words read over the span of fifteen weeks), students are then asked to read graded readers and use Mreader to record what they have read. Students record what they read by taking quizzes provided by the Mreader website and if they pass, they receive a certain amount of head words towards the set goal. At present, there are over 6,000 quizzes available for graded readers published by a variety of publishers. There are generally 10 questions for each quiz with each question ranging from one of the four types: (1) Multiple choice, (2) Who said...?, (3) True / False, (4) Drag & drop the order of events. The 10 questions given to a student are randomly chosen from a bank of over twenty possible questions. The quizzes are also timed to prevent students from trying to read during the quiz. Furthermore, the system has a pre-set setting where students can only take one quiz within twenty four hours. This setting was made to force students to constantly read instead of attempting to finish it all in a short period of time.

As Mreader is still a relatively new way of incorporating ER using an e-learning platform and it has not been researched too heavily at present. Regarding learner motivation using Mreader, a study by Al Damen (2018) showed that over half of the participants were motivated to read more while using Mreader. Some findings from this study showed that students were motivated by seeing their personal word counts get higher on their individual profiles, and they found the quizzes to be enjoyable as well. McBride & Milliner (2017) found that students at a university in

Japan had general positive impressions of Mreader, but some students reported technologically related issues, while others also mentioned that the quizzes were too difficult for them.

Curriculum

Under the Basic Reading course curriculum of the English Language and Literature department at a small, private university in Japan, first year students are required to read English books which total 50,000 head words in the span of one academic semester (15 weeks), which is recorded through Mreader. As decided by the teachers, the quizzes must be passed with 70% to be given credit for the words read. Following the principles of ER, students are instructed that they should be reading books which are easy for them; in other words, books which they can read without the use of a dictionary. This is further enforced through Mreader's quizzes, which do not record their total words read if students do not complete the quiz with a passing score. This means if students want credit for reading, they should be reading books which are easy enough for them to complete the quizzes. The Mreader assignment holds significant weight to passing the class as it accounts for thirty percent of the students' final grade and in the university the passing grade for a class is sixty percent. This assignment is being implemented as something that should be done on students' time outside of the classroom to encourage students to read more on their own.

Purpose

Mreader has been used at the university for several years, and this research has been conducted to see how students feel about the assignment as it is being given. An important part of this research was to conduct the assignment as it has been done previously to see what changes need to be made in the future based on student feedback. The research questions were as follows:

RQ1: How do students' feelings towards English reading change after 15 weeks of Mreader?

RQ2: How do students feel about the Mreader assignment for their class?

Instrument

To answer research question 1, pre and post surveys are administered, as well as a semi-structured interview at the beginning of the following semester. Students are given the first survey at the beginning of the semester to determine their views on reading. The survey was created using a 4-point likert scale where students had to agree or disagree with the following statement (1=strongly disagree; 4=strongly agree) which was written in Japanese and can be seen in Appendix A. The items used on the survey are as follows.

1. I enjoy reading in English.
2. I enjoy reading books and magazines in Japanese.
3. Not only will my English reading comprehension improve by reading in English, but my listening, speaking, and writing skills will improve as well.
4. I'm confident in reading in English.
5. When I read in English, I become more interested in it and want to study more.

6. My ability to read in English will become useful for my career.
7. By reading in simple English, I can learn more vocabulary.
8. I get frustrated if I read English I do not understand.
9. I enjoy reading English materials, even if they are not related to my class work.
10. It is important to be able to understand everything when reading in English.
11. If there is something I do not understand while reading in English, I stop reading and search for the meaning immediately.
12. Reading simple English books is a good way to improve your reading comprehension.
13. If you want to improve your overall English ability, listening and speaking are more important than reading.

The items on the survey were used to observe the students' feelings towards reading in English. There was also one item, Q2, which was used to see how students felt towards reading in their mother language, Japanese. This was added just to see if there was a difference in their opinions between reading in their 1st language and English. For example, if the students had positive feelings towards Japanese, but not English, or if they disliked reading in general. The thirteen items were designed based on students' comments from a previous academic year about reading in English.

Methods

Participants

The participants for this research were 1st year university students (N=30) during the 2019 academic year in the English Language department of a small private university who were enrolled in two different sections of the same reading course. The participants were enrolled in the two lowest English proficiency levels as determined by a placement test administered upon entry into the university.

Procedure

The participants for the research were introduced to Mreader and the benefits of reading easy materials and given the survey. After completing the academic semester, they were given the same survey, with two additional open-ended questions asking them about the Mreader assignment. At this point in the semester, most students had completed the Mreader assignment, but a small number of participants had not finished it as the deadline was set for the following week. Afterwards, the pre and post surveys were compared and analyzed. Following this, the participants were asked if they would volunteer for a semi-structured interview based on results of the survey. The purpose of this was to gain further understanding of their responses and get more detailed responses.

Results and Discussion

Survey Responses

Table 1: Survey responses

Item	Pre mean	Post mean	Post-pre difference
1. I enjoy reading in English.	2.56	2.69	0.12
2. I enjoy reading books and magazines in Japanese.	2.31	2.53	0.22
3. Not only will my English reading comprehension improve by reading in English, but my listening, speaking, and writing skills will improve as well.	3.06	3.06	0.00
4. I'm confident in reading in English.	1.63	1.90	0.27
5. When I read in English, I become more interested in it and want to study more.	2.33	2.51	0.14
6. My ability to read in English will become useful for my career.	3.46	3.43	-0.03
7. By reading in simple English, I can learn more vocabulary.	3.06	3.03	-0.03
8. I get frustrated if I read English I don't understand.	2.33	2.36	0.03
9. I enjoy reading English materials, even if they are not related to my class work.	1.76	2.33	0.57
10. It's important to be able to understand everything when reading in English.	3.16	2.66	-0.50
11. If there is something I don't understand while reading in English, I stop reading and search for the meaning immediately.	2.60	2.73	0.13
12. Reading simple English books is a good way to improve your reading comprehension.	3.13	2.93	-0.20
13. If you want to improve your overall English ability, listening and speaking are more important than reading.	3.06	2.93	-0.13

Note: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree

Upon looking at the results of the 13 items, there were only slight changes to students' views on reading because of the assignment. Although these changes cannot be viewed as being significant, there are still some interesting results. Item 9 (I enjoy reading English materials, even if they are not related to my class work) showed the highest gain from pre-test to post-test. This is an interesting result in that students appear to be more interested in reading in English even when it is not for an assignment. While students still generally disagreed with the statement, this does show that students have begun to feel that English reading can be enjoyable. This could mean that Mreader and ER could be useful tools for increasing motivation and learner autonomy as previous research suggests.

Item 10 (It's important to be able to understand everything when reading in English) showed an interesting change in students which shows students disagreeing with this statement more in the post-test results. Students generally agreed with this statement in the pre-test with an average answer of 3.16, but this number decreased to 2.66 in the post-test findings. This suggests that students' views on understanding all the content has changed to the belief that a general

understanding is more important for comprehension.

There were also several smaller positive changes from pre-test to post-test. Item 2 (I enjoy reading books and magazines in Japanese.) showed that there was a slight change to how students viewed reading in Japanese. The results of this item suggest that experiencing reading in a second language could have positive effects on how students view reading in their native language. Although the gain from 2.31 to 2.53 is still a minimal gain, it shows that the 15 week exposure to the assignment changed their views on reading in general, albeit slightly. Item 4 (I am confident in reading English) also showed a slight change in their confidence in English reading. Generally, students disagreed or strongly disagreed with this statement, but the students feeling more confident in their reading is promising. Item 1 (I enjoy reading in English) changed slightly from pre-test average of 2.56 to 2.69, which is a minimal change, and still shows that students do not enjoy reading in English, it does show a slightly positive change after experiencing ER with the Mreader assignment.

Interestingly, some negative results appeared from the use of Mreader. Item 12 (Reading simple English books is a good way to improve your reading comprehension.) showed a negative change after the assignment going from an average of 3.13 to 2.93. Although this is also a small change, students started to view one of the key principles of ER, reading simplified language books, as being an ineffective way to improve in reading comprehension. Although item 11 (If there is something I don't understand while reading in English, I stop reading and search for the meaning immediately.) showed a small trend to students viewing this as important and while it is not necessarily a negative response, it is one that conflicts with the key views of using ER in the classroom. Although the average response showed that most students did not think it was important to search for unfamiliar words instead of reading fluently, and the post-test showed that generally this was still the case, it was interesting to see that students slightly started to believe it was important to search for any unfamiliar words that they encountered after finishing the Mreader assignment. This trend was further seen in the post-survey open-ended section and the interview.

The following section discusses the open-ended responses that were given in the post-survey.

Table 2: Responses about the Mreader assignment

14. How has the Mreader assignment helped you improve in English?	
Sample comments about Comprehension (11 comments)	"I've become able to translate books on my own." "I think I'm better at understanding sentences." "I think I can analyze the sentences better to understand what they mean."
Sample comments about reading rate / speed (6 comments)	"By reading a lot, I think I became faster at reading texts." "Reading one book used to take a long time, but lately I've become faster at reading books."

Sample comments about vocabulary (8 comments)	"I had to search many words to understand the books, so I learned a lot of vocabulary." "Passing the Mreader quizzes was very important, so I felt I had to search every word I didn't understand." "Reading simple books helped me remember simple words."
Other comments (5 comments)	"This gave me an opportunity to read English books, which I didn't have before." "It was good to be able to read at my own pace." "I think my writing is better now." "I think it was useful in learning everyday English." "Passing the Mreader quizzes was very important, so I had to learn how to read better."

Note: Some students wrote more than one type of comment.

The results of item 14 provide some insight on whether students feel they have improved or not, and shows which areas students believe they have improved in. The most common comment involved comprehension. Eleven comments mentioned that they were more able to analyze text and / or translate them on their own. Eight comments also showed that students felt the assignment helped them either learn new vocabulary or memorize vocabulary they had learned before. Although one participant mentioned that she learned more vocabulary because she searched for every word that she did not know because she felt she needed to in order to pass the test. This response is interesting because although ER is supposed to be effortless reading, this participant felt that she needed to study the vocabulary to pass the quizzes given by Mreader. This suggests that the Mreader platform may not actually be promoting ER the way it was originally intended where reading should be for pleasure and its own reward. Six comments mentioned that participants felt they were getting faster, which is consistent with the research. However, in this research only a minority of students commented about this.

There were also a few interesting comments that could not be categorized. One comment mentioned that the goal was to pass Mreader quizzes, and therefore, the student felt she needed to improve in reading. This is similar to the previously mentioned comment where passing Mreader quizzes seems to be the main goal for some students, which doesn't follow the ER principles of reading being its own reward as previously stated. Another comment also mentioned that the student felt that the assignment gave her the opportunity to read English books, which she felt she did not have previously. Other comments, such as one student mentioning it affected her writing and another student saying it helped her learn every day English phrases, showed that some students believe there is a possibility for improving other areas of their English; not just their English reading.

Table 3: Responses about improving the Mreader assignment?

15. What changes would you make to the Mreader assignment?	
Sample comments about how many quizzes can be taken per day (10 comments)	"I should be allowed to take at least three quizzes per day" "I'd like to take as many quizzes as I want in a day."
Sample comments about available books (2 comments)	"There are not many books available." "I would like more book genres or something more difficult."
Sample comments about quiz results (4 comments)	"I would like to know the answers to the quizzes after I take them." "I want to know which questions I got wrong."
Sample comments on receiving credit (2 comments)	"We should be given credit for reading books, even if we don't pass the quiz." "Finishing 50,000 words in a semester is too difficult."
Sample comments about Mreader accessibility (2 comments)	"Mreader is not very easy to use. It could be simpler." "The website should be in Japanese."

Note: Students who answered no changes needed: 5; Students who did not comment: 7

The following results are more targeted to the Mreader website and assignment design itself. The most frequent comment type on Mreader mentioned that students did not like the limit of quizzes that could be taken. Some students also added suggestions such as two or three quizzes per day as being a limit. The second most comment type also involved quizzes, in that students wanted to know their scores and / or which answers they got incorrect. As can be seen here, comments regarding dissatisfaction with Mreader accounted for more than half of the total responses. Other comments involved the available books, for example, students wanted more variety in reading materials, and another comment type involved problems with accessing the website itself, with one comment suggesting that it should be in Japanese. Finally, one more comment type mentioned problems with receiving credit. One student thought that the word goal was too much for a 15 week semester, and another student commented that credit should be received even if they don't pass the Mreader quizzes.

Interview responses

Out of the thirty participants who took the survey, four participants agreed to take the interview. In this section they will be referred to as P1, P2, P3, and P4. While this provides extremely limited data, the answers from these participants gave interesting responses that show how they feel towards reading and using Mreader. Their responses were mostly in Japanese and will be summarized here in English.

Table 4: Sample Interview Responses

Interview responses	
Sample comments about how their reading skills have been affected.	<p>"I have improved in test taking. For example, reading tests have become easier."</p> <p>"My TOEIC reading score has increased."</p> <p>"It doesn't feel very useful for getting better at reading."</p> <p>"I now think it's better for me to read easy books more than difficult books."</p> <p>"I think it's important to use a dictionary while reading."</p>
Sample comments on the Mreader assignment.	<p>"It's too difficult to complete with other class assignments."</p> <p>"I would rather do something else, but it's ok."</p> <p>"I wouldn't do this if it wasn't an assignment."</p> <p>"It shouldn't be a grade. It should be extra credit for students who want to do it."</p>
Sample comments on quizzes	<p>"I watched the movies to pass the quizzes. I didn't read most of the books."</p> <p>"I have to focus very hard when reading because I wanted to pass the quizzes."</p>
Sample comments on available books	<p>"I'm not that interested in any of the books there. I'd rather read magazines."</p>

Some students responded that they felt that the program did have a benefit for them in the survey but did not provide details. As a result, these students were asked to provide more details on when they felt that the Mreader assignment was useful to them. Two students (P1 and P2) answered that they felt that they are better at completing reading sections of assignments and tests as a result, as well as feel that the reading section of TOEIC has become easier for them. P2, however, said that she felt while her reading skill has improved, she didn't think the program was as useful as she had hoped, and thought it was a burden to complete the assignment, on top of other course work. P2 also said she would rather do other reading assignments other than Mreader but did not specify what those would be.

P3 said that she felt it was useful but mentioned that she no longer felt that way during the interview. It is unclear what made her change her thinking, but she claimed that it was not particularly useful to her. P3, however, did admit that she was not entirely honest about the books she read, saying that she would sometimes choose books that she had seen as a movie adaptation and took the quizzes without ever reading the books. This provides some useful information for the study. In this case, it makes it difficult to analyze her responses as she admits she did not do the assignment as instructed. Furthermore, it shows that a student can pass some of the quizzes without reading the available books. She further added that she feels the program should just be extra credit, and not part of the reading course curriculum.

P4 did not respond the same way as the other students. She responded that she gained an interest in literature, particularly in reading Japanese literature. This shows that there could be

the effect of motivating students to read in their first language because of completing the assignment.

Two participants (P1 and P4) also mentioned that they used their dictionaries in the survey portion and were asked about this. One participant said that she felt passing the quizzes were most important and felt that she needed to understand everything to pass. The other participant answered that she constantly stopped to search for any words that she did not understand and felt that is what helped her improve her vocabulary. When asked why they read this way, the two participants both claimed that they felt that the quizzes were particularly important and that they needed to study the readings to pass.

Discussion

In answering RQ1 (How do students' feelings towards English reading change after 15 weeks of Mreader?), a look at the pre and post survey shows that there were very few changes over the fifteen weeks. Despite this, most items showed some small improvements in the students' attitudes towards reading in English. This could suggest that perhaps Mreader could help motivate students, but perhaps fifteen weeks is too short of a period to see any major shifts in students' opinions. Still, it is an interesting result, and while it is difficult to conclude that Mreader is a useful tool for improving learner motivation in L2 English reading, it is still a positive result, and one worth exploring in the future. One interesting change in the participants' opinions could be seen in the comments which show they felt a need to pause their readings to search for words, which does not follow fluent reading and that is one of the intended goals of ER. While more participants showed that they now felt general understanding was more important, these interview comments show that the use of Mreader can have the adverse effect of making students feel they need to understand everything.

Q2 (How do students feel about the Mreader assignment for their class?) showed mixed results from students. Some comments on the open-ended item 14 on the post survey showed some students believed that there were some improvements in their English reading abilities after using Mreader (i.e., better reading comprehension, faster reading speed). Other comments showed that some students put more emphasis on passing the assignment, which made them focus on taking the quizzes. Some comments in the interview confirmed some positive feelings towards the assignment (i.e., faster reading rates, higher TOEIC scores). These comments helped support the previous comments that showed students felt they were improving in certain areas of their reading. The interview also helped show that some students did not have positive feelings towards the assignment which were not seen from the survey. One such example was that one student felt they would not want to do Mreader or ER if it was not an assignment. This shows that for this student Mreader did not help motivate her to read more. Another interesting comment was one

that mentioned it was difficult to do along with other assignments in other classes. This is a reasonable response as it is possible that students can become overwhelmed with finishing this assignment while trying to complete other assignments in their courses. Although this is only one comment from one student, it perhaps suggests that when using Mreader, teachers should consider what is a reasonable word count goal for their students. Of course, it should be noted that the interview only accounted for four students, so it is difficult to determine if most of the students had the same feeling. One more thing that is difficult to confirm is if some students have certain opinions about ER or Mreader. For example, one participant commented that it helped her improve in reading faster. Whether that is a result of using Mreader for the assignment, or just the nature of ER, cannot be determined by this research. There were, however, quite a few comments that were clearly targeted at the Mreader assignment itself which could be seen from the responses to item 15 and the interview where participants commented on what changes should be made to the assignment. Several comments (n=10) on the survey that they felt the amount of quizzes per day should be increased. This is a common response seen in Mreader research. However, the idea of one quiz per day was implemented so that students had to read often, as opposed to doing everything at once. Other participants also commented in the interview that it should be extra credit or not a grade. This idea would perhaps fall in line with the principles set by Day and Bamford, but whether students would be willing to do ER or use Mreader if it were not graded is unclear.

Limitations

A clear limitation of this research is that the participants for this study only accounted for fifty percent of the students taking the course as it only looked at two sections of students out of the four sections. Furthermore, the research was only observed over one academic semester. While the results suggest only minimal change over fifteen weeks, which could be different had the research been done over a full academic year. Another limitation could also be seen in the interview portion of the study. While the original study had a small number of participants (N=30), the interview only accounted for a small number (n=4) of the original group of participants. While the participants provided interesting responses, it is important to note that only four participants came in for the interview. As a result, it is hard to determine if the remaining participants have similar or different opinions. Another limitation is that there is no clear distinction between ER or Mreader, and this could have confused the students when answering the survey or interview questions. Regardless, the combination of the two, did provide some small results into the effectiveness of the two when creating an ER assignment using Mreader.

Implications

Although there were not many participants for this study, it does raise questions on how effective ER really is in the classroom for increasing student motivation. As can be seen here, using Mreader in the reading classroom did not show any decisive results for promoting motivation. That is not to say, however, that it cannot be successful in promoting motivation. At present, there are still very few studies on the use of Mreader. Additionally, this research only observes students' opinions towards Mreader and ER. Although there were a few comments where students claimed they had improved in certain skills such as test taking, further research on whether that is true should be conducted in the future. One example of this would be whether using Mreader leads to higher scores on the TOEIC reading section. Another point of interest that arose from this research is how well Mreader fits the model of ER, particularly if it is a suitable means of promoting ER as suggested by Day and Bamford. Further research on whether Mreader, or other forms E-learning platforms support these suggested principles. However, this is not to suggest that programs such as Mreader should necessarily change to fit the principles of ER. In fact, it could be argued that perhaps the principles of ER perhaps need to be modified in some way. It was previously stated by participants that Mreader should not be graded or that it should be extra credit, which would fit the ER principles. Future research could observe Mreader as a voluntary assignment, and to see if students would choose to complete it without a grade.

Conclusion

Mreader is an interesting tool that can be convenient for teachers looking to implement ER in their classrooms. As shown in previous research, ER is important for targeting L2 reading fluency and it can be motivating for students as well. Mreader provided a platform which is convenient for students as it can be accessible from their homes and on their smart phones. Mreader is still a new platform, and how to best use it in the classroom is still unclear. This research could not show clearly positive results in using Mreader and there is still more research to be done on this subject.

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Appendix A

Reading survey in Japanese as it was given to students

文章を読んで1から4の中から一つを選んでください。

1 = Strongly Disagree まったくそう思わない 2 = Disagree そう思わない
3 = Agree そう思う 4 = Strongly Agree 本当にそう思う

1	英語の文章を読むのが楽しいです。	1	2	3	4
2	日本語で書かれた本や新聞などを読むのが好きです。	1	2	3	4
3	英語を読むことを通じて読む力ばかりでなく聞く力と話す力と書く力も伸ばすことができます。	1	2	3	4
4	英語で文章を読むことに自信があります。	1	2	3	4
5	英語を読むとやる気が出てもっと勉強したくなります。	1	2	3	4
6	いつか仕事で英語の読解能力が役に立ちます。	1	2	3	4
7	簡単な英語を読むと新しい単語を習うことができます。	1	2	3	4
8	英語で読みながら分からないことがあるとイライラしてしまいます。	1	2	3	4
9	授業とは関係なく英語の本や新聞などを読むのが好きです。	1	2	3	4
10	読みながら内容を全て理解できるのが重要です。	1	2	3	4
11	英語で読みながら分からないことがあったら、読むのをやめて、すぐに調べるべきです。	1	2	3	4
12	読解能力を伸ばすためには簡単な英語の本を読むのがいい方法です。	1	2	3	4
13	英語力を伸ばすためには読むことよりも聞くことと話すことのほうが大切です。	1	2	3	4
14	Mreaderの課題はあなたの英語力を伸ばすのにどのように役立ったと思いますか。				
15	Mreaderの課題をさらに効果的なものにするための改善案があれば、書いてください。				

Note: Items 14 and 15 were added on the second survey administered at the end of the semester.

Keywords : Extensive reading, graded readers, Mreader, L2 reading