

Students' Reflections on the Physical Features of EFL Graded Readers

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Graded readers are books written or adapted especially for second or foreign language learners, by controlling vocabulary load, grammatical structures, and the amount of information (Hedge, 1985; Hill, 1997). Often, the level of graded readers is graded from beginner to advanced, and this “ostensibly ensures that learners can read with relative fluency without being overwhelmed by unfamiliar structure and vocabulary” (Bamford, 1984, p. 218). In other words, the main purpose for this grading is to control the language and information so that they match the competence of the students. Therefore, “grammatically accurate language” and “limited vocabulary and sentence structure” are the most common strengths of graded readers (Hill, 1997, p. 76).

The use of graded readers has been promoted by many individuals and organizations. An example is the Edinburgh Project on Extensive Reading (EPER), established in 1981 by Dr. Clive Criper. The project aims at providing a “tailor-made list of suitable books and supporting materials, such as tests, reading cards, teachers' guides for class readers, and handbooks for administration at Ministry, school, and classroom level” (Hill, 1988, p. 44). Since then, by providing lists and materials, the EPER-based reading schemes have been set up successfully in many countries such as Cameroon (Davis, 1995), Fiji (Elly & Mangubhai, 1983), Hong Kong (Lai, 1993), Japan (Robb & Susser, 1989), Malaysia (Raj & Hunt, 1990) and Singapore (Elly, 1991). Graded readers have been used internationally in extensive reading programmes and related studies. Along with the remarkable development of graded readers, the director of the EPER, David Hill, and his colleagues have produced several excellent survey reviews (Hill, 1997, 2001; Hill & Thomas, 1988a, 1988b; Thomas & Hill, 1993) on graded readers, demonstrating the potential for their use in fostering voluntary reading for pleasure and language learning.

Stating graded readers should be resources for language learning, Hill (2001) recommends in his up-to-date survey review eight criteria for teachers to select readers for their students: motivation, fluency, language learning, source of exposure, use of books, and teacher training. Accordingly, he then examines eight series which aim respectively at two markets: Worldwide, and Africa and Spain. He reports that “57% of graded readers score 4 out of 5 on the EPER assessment rating” (p. 303); “their

accessibility is fairly easy and the cost is reasonable and they can be used in many different situations.” While he welcomes the increase of new titles, the lavish use of colorful artwork, and the availability of resource materials, he was disappointed that some books still included in the most recent series have mediocre titles and boring texts. In summation, the other points of each series are as follows:

1. *Macmillan Heinemann ELT Guide Readers*: gap in language level between the beginner and the elementary level.
2. *Macmillan Heinemann ELT New Wave Readers*: dense text, and no questions or other aids to learners.
3. *Penguin Readers Easystarts*: lack of space and dense text.
4. *Penguin Readers*: small print font, poor rewriting, and incomprehensible level of stories.
5. *Oxford Hotshots Puzzles*: not reviewed.
6. *Oxford Bookworms Starters*: no fault found.
7. *Oxford Factfiles*: a failure of standard layout of the junior Encyclopedias.

While the survey, (Hill, 2001), reviews of graded readers discussed above, provides superb resources for teachers to select books they think are appropriate to their students, more importantly we should consider how our students themselves view the books. Of course, it is very useful to receive feedback or suggestions about graded readers at the end of an ER programme, term, or year as Thomas and Hill (1993) suggest, but it will be more useful if such an examination can be done before the implementation of an ER programme, especially at the stage of book selection, because the selected books should be able to capture, attract and maintain our learners' interest in reading, and the appearance of graded readers play a crucial role in doing so (Day & Bamford, 1998). Yet, to my knowledge, learners' reflections on the physical appearance of books they have read has not been discussed in most of the research on extensive reading, except by Hafiz & Tudor (1989) who mentioned the important role of the appearance of books.

In contrast to previous survey reviews which have looked at graded readers from the expert's point of view, the present study attempts to make a first step towards reviewing graded readers through the eyes of learners. As Thomas and Hill have pointed out “it is the students' verdicts that really count” (1993, p. 265). Attention as to whether our learners are satisfied with the selected books will broaden our perspective on the use of graded readers. Moreover, since this study was a first phase in investigating issues in the introduction of extensive reading (ER) into the English language curriculum in Taiwan, it aimed at finding out how far the students were

satisfied with the physical features (i.e. title, the cover, illustrations, size of print and book, length and quality of print) of sample graded readers preparatory to book selection for a new reading project. Therefore, the research questions asked in this study were:

1. How much did the title, the cover page, and illustrations attract EFL students?
2. Were students satisfied with the length, quality of print, size of print and book?
3. What were students' overall impressions of graded readers?

Method

Participants

A total number of 33 Taiwanese junior high school students participated in this study. All of them were native speakers of Chinese aged 13-14 and had been learning English in the official time of studying for at least 1 year.

Materials

In total, 23 books of 7 series were chosen in this study (the inventory and the number of headwords included in each series are shown in Appendix 1). The choice was based mainly on the level of the language because the students participating in this study were beginners, and on the types of the stories which appear to be interesting to the participants. Although Bookworms Library (stage 1) was taken into consideration, it was finally excluded because of the adult-style, and black and white drawings which made this series less comparable, since its target audience is adult. The total number of students evaluating each book is also listed in Appendix 1.

Data Collection and Analysis

Data was collected through a two-stage procedure and two 40-minute lessons were allocated which allowed each student to evaluate two books. The procedure was as follows. In the first stage, the 23 books were displayed on tables and each student was given a two-part evaluation sheet whose items were constructed to elicit the information needed to explore the research questions: (1) how the title, the cover and illustrations attracted EFL learners, (2) the extent to which students were satisfied with the length, quality of print, size of print and book, and (3) what the students' overall impressions were. Then the students were asked to come to the tables and leaf through the books, and to choose one book which appeared to be interesting to them. The students were allowed to work as a group, in pairs, or individually. In the second stage, the students were given 10 minutes to look at the features of the book listed on the evaluation sheet, and then to rate their satisfaction with the books on a five-point scale of interest rating. The subjects' responses were loaded on to the computer and calculated to produce

descriptive statistics, i.e. means, using SPSS/PC 8.0, and then the data of each series and book were analysed respectively.

Results and Discussion

In the following section, a brief description of each feature is firstly presented, and then the results regarding each series are presented to correspond with the questions listed in the introduction.

The results of each individual book are shown in Appendix 2.

The Title

All readers are given a title according to the name of the main character or the plot/themes of the story. The students' reflections on the topics are shown in Table 1 below.

Table 1

The Title

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarts)	Penguin Readers (Level 1)	Oxford Hotshots Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
2.95	3.24	2.95	2.95	3.14	3.03	3.26

Note: 5=very interesting, 4=interesting, 3=about right, 2=boring, 1=boring.

As can be seen, 3 series (*Heinemann ELT Guided Readers*, *Penguin Readers Easystarts* and *Penguin Readers Level 1*) were given a rating below the satisfactory level, while *Oxford Factfiles* received the highest rating. When we looked at the rating of each book, there were 7 books whose ratings were below the satisfactory level, and among them, *Who Wants to be a Star?* (No. 7), *The Magician* (No. 15) and *The White Stone* (No. 17) were rated as the lowest. This was in accordance with Hill's (1997) view that some readers had "mediocre and poor titles" (p. 77). By contrast, the highest rating was given to *Into the Pyramid* in *Oxford Hotshots Puzzles (Level 1)*. *Free the Dolphins!* (No. 6), *New York* (no. 21) and *Brilliant!* (No. 5) were also rated highly. On the whole, the results seemed to suggest that students showed little interest in books named after the main character, but those whose theme was related to their life, or were adventure or detective stories won their favor. Moreover, the impression of *Taxi of Terror* (No. 19) and *Avalanche* (No. 13) were also negative, perhaps because of serious crimes

committed by taxi drivers in their society and their unfamiliarity with the natural phenomenon. This indicated that regional attitudes toward a particular topic or issue may influence students' impressions of the books.

The Cover Page

In *Heinemann ELT Guided Readers*, the editor places a drawing related to the story on the centre of the light yellow covers with the title artistically written in color at the top. *Heinemann ELT New Wave Readers* and *Penguin Readers* use the whole cover page for a picture and titles are shown at the top or at the bottom. *Oxford Hotshots Puzzles* also have pictures over the whole cover pages, but the title and authors are placed in a small green box on the upper right-hand corner. The covers of *Oxford Bookworms Starters* have in the centre a comic picture in a speech bubble and use colorful artwork for the titles. In *Oxford Factfiles*, a real photograph is placed in the center of a blue cover page, and the titles are shown in colour just below the photo. All covers are colourful and glossy, and levels/stages within the series are colour-coded. While the covers of *Oxford Bookworms Starters* are matt laminated, all other series are gloss laminated.

Table 2 shows that students welcome the style of presentation of *Oxford Factfiles* and *Penguin Readers (Level 1)*, and among them the cover pages of *Michael Jordan*, *Leonardo Di Caprio* and *New York* were given a high rating. The results suggested that a real picture (a person or a place) on the front page appeared to win students' favor. Apart from one of the books rated at an unsatisfactory level, students were also delighted with *Oxford Hotshot Puzzles'* colorful cover pages which indicate the plot of the books. Although *Oxford Bookworms Starters* uses a different form (that is, centering a picture in a speech bubble and using different colour artwork for the titles), surprisingly, students did not give a higher rating in response. This is probably because of the use of black colour in the background of its cover, and a change could make this series more attractive.

Table 2

The Cover Page

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarts)	Penguin Readers (Level) 1	Oxford Hotshot Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
2.95	3.18	3.16	3.53	3.46	3.42	3.58

Note: 5=very interesting, 4=interesting, 3=about right, 2=boring, 1=very boring.

By contrast, *Heinemann ELT Guided Readers* and 4 books have failed the satisfactory level: *Alissa* (a picture of an African girl holding a book in her arm), the *Wrong Man* (a photo of Ayers Rock at sunset), *Who Wants to be a Star?* (a drawing of a girl singing) and *The Magician* (a man with a black face and suit). Students appeared to feel that a simple or dull drawing on the cover was boring.

Illustrations

Drawn pictures are used in *Heinemann ELT Guided Readers* and *New Wave, Penguin Readers (Easystarts)* and *Oxford Hotshot Puzzles*; real photographs in *Penguin Readers (level 1)* and *Oxford Factfiles*; comic-strip pictures in *Oxford Bookworm Starters*.

Table 3 shows that students found the colourful comic-strip type of pictures in *Oxford Bookworms Starters* and real photographs in *Oxford Factfiles* and *Penguin Readers (Level 1)* more attractive than drawings in the other series. However, although it claims in other series' catalogues that all books have full-colour artwork, students were not impressed by the illustrations, especially *Heinemann ELT Guided Readers*, which received the lowest rating and two of its books (*Alissa* and *Sara Says No!*) were rated at the unsatisfactory level. It should be noted that the illustrations in the *Magician* (*Oxford Hotshot Puzzles*) were the least interesting, perhaps because this title contains many dark-colored pictures.

Table 3

Illustration

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarts)	Penguin Readers (Level 1)	Oxford Bookworms Starters	Oxford Bookworms Starters	Oxford Bookworms Factfiles
2.95	3.12	3.11	3.58	3.18	3.83	3.77

Note: 5=very interesting, 4=interesting, 3=about right, 2=boring, 1=very boring.

The Length

The average number of pages are: *Heinemann ELT Guided Readers* and *New Wave, Penguin Readers (Easystarts)* and *Penguin Readers (Level 1)*-16; *Oxford Hotshots Puzzles*-21; *Oxford Bookworms Starters*-24; *Oxford Factfiles*-19.

On the whole, students felt that 16 pages was the most appropriate length like that of *Heinemann ELT New Wave Readers* and *Penguin Readers Easystarts* (see Table 4). However, *Oxford Factfiles* were seen as the lengthiest series, and this is not only because they have more pages than other series, but also on each page the text covers more than half of the page. Having the text on the one side of the page and a photograph on the other side, *Penguin Readers (Level 1)* was also viewed as another long series. Although the number of pages in *Oxford Bookworms Starters* are more than all the other series, the comic-strip layout with few sentences in a speech bubble has made it seem shorter in students' eyes. *Heinemann ELT Guided Readers* were the shortest series, and breaking a paragraph into several sentences might be the reason for this. As Hill (1997) points out, the accessibility of a book might be influenced by its length, and it can be said that all these series are accessible and fair.

Table 4

The Length

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarts)	Penguin Readers (Level 1)	Oxford Hotshot Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
2.45	2.94	2.95	3.31	2.85	2.61	3.32

Note: 5=too long, 4=a little bit long, 3=about right, 2=a little bit short, 1=too short.

Quality of Print

All series are printed by a 4-color process (magenta, cyan, yellow and black, and are glossy with art work. The quality of paper is silk of various thicknesses.

Given that the publishers have used high quality paper and high standard print technology in their graded readers, oddly, the students were not impressed by this because no series or readers were rated as having a good level of quality of print, or above (see Table 5). In contrast to the rating of other series, the rating of *Heinemann ELT Guided Readers* and 4 readers (*Alissa, Brilliant!*, *Free the Dolphins!* and *The Magician*) were below the satisfactory level. This is probably because they contain many dull and grey colour pictures which cause the students to lower the rating. By contrast, *Oxford Factfiles* was given the highest rating, followed by *Oxford Bookworms Starters*. The students also rated the quality of print of *Avalanche* (No. 13) as the best,

followed by *Police TV* (No. 17) and *Animals in Danger* (No. 20). This seemed to indicate that glossy print and bright colour would impress students most favourably.

Table 5
Quality of Print

Heinemann ELT Guided Readers (Starter level)	Heinemann ELT New Wave Readers	Penguin Readers (Easystarters)	Penguin Readers (Level 1)	Oxford Hotshot Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
3.10	2.88	3.53	3.42	3.57	3.61	3.68

Note: 5=Excellent, 4=Good, 3=Satisfactory, 2=Not so good, 1=Poor

Size of Print

The font of words used in *Heinemann ELT Guided Readers (Starter level)* is serif Times New Roman 16pt and san-serif Arial 16pt (in conversations), *Heinemann ELT New Wave Readers* serif Times New Roman 16pt, *Oxford Hotshot Puzzles* serif Times New Roman 12pt, and san-serif Arial 12pt (in puzzle questions), and *Oxford Bookworms Starters* san-serif Arial 12pt. *Penguin Readers (Easystarts)*, *Penguin Readers (Level 1)* and *Oxford Factfile* used serif Times New Roman 12pt.

As we can see in Table 6, students appreciated the serif times new Roman 16 pt used in *Heinemann ELT Guided Readers* and *New Wave Readers (Starter level)*. By contrast, students were less satisfied with the fonts used in other series. Such evidence should especially be taken into account in relation to the presentation of the texts which seemed to influence the students' reflection. *Penguin Readers* series is edited by using a whole page illustration on the one side and the text on the other side. The series of *Oxford Hotshot Puzzles* is edited by using a half or whole page illustrations, and texts are presented on the top, the middle or the bottom of pages. The texts in *Oxford Bookworms Starters* are inserted into the speech bubbles and captions. The texts in *Oxford Factfiles* series are presented in two columns and pictures are inserted between lines or paragraphs. All these arrangements probably make the words small and dense, and thus, the students viewed the size of font as less appropriate.

Table 6
Size of Print

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarters)	Penguin Readers (Level 1)	Oxford Hotshot Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
3.00	3.24	2.63	2.47	2.46	2.56	2.58

Note: 5=too big, 4=a little big, 3=about right, 2=a little small, 1=too small.

Size of Book

The book size of *Heinemann ELT Guided Readers (Starter level)* is 128mm x 197mm, *Heinemann ELT New Wave Readers* 148mm x 210mm (A5), *Penguin Readers (Easystarts)* 129mm x 199mm, *Penguin Readers (Level 1)* 129mm x 199mm, *Oxford Hotshot Puzzles* 152mm x 217mm, *Oxford Bookworms Starters* 127mm x 197mm, and *Oxford Factfiles* 162mm x 209mm.

The results in Table 7 show that the size of *Heinemann ELT New Wave Readers*, *Oxford Hotshot Puzzles* and *Oxford Factfiles* were students' favorite size. However, the students felt that the book size of *Heinemann ELT Guided Readers (Starter level)* tended to be unsuitable. This indicated that the approximately A5 size was more appropriate than the packet-size like that of *Heinemann ELT Guided Readers*. One of the explanations was that since the most common size of textbook is 170mm x 245mm, the students were more accustomed to the large size than the small size.

Table 7
Size of Book

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarters)	Penguin Readers (Level 1)	Oxford Hotshot Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
2.35	3.06	2.68	2.58	3.04	2.67	3.00

Note: 5=too big, 4=a little big, 3=about right, 2=a little small, 1=too small.

Overall Expression

On the whole, students were satisfied with all the series (see Table 8). *Oxford Factfiles, New York* (No. 21) and *Animals in Danger* (No. 23) were rated higher than other books. A high rating was also given to *Oxford Bookworms Starters, Heinemann ELT New Wave Readers, Michael Jordan* (No. 11) and *Free the Dolphins!* (No. 6). By contrast, *Heinemann ELT Guided Readers* only just reached the satisfactory level, and the students rated *The Magician* (No. 15) as the lowest, and the rating of *Sara Says No!* (No. 3) was also below the satisfactory level. Interestingly, students' overall opinions coincided with the summary of the highest and lowest rating of each reader shown in Table 9, that is, *Oxford Factfiles* (series #7) received the highest ranking in 4 areas, but *Heinemann ELT Guided Readers* (Series #1) rated the lowest/the least appropriate level in 4 features.

Table 8
Overall Rating

Heinemann ELT Guided Readers	Heinemann ELT New Wave Readers	Penguin Readers (Easystarters)	Penguin Readers (Level 1)	Oxford Hotshot Puzzles	Oxford Bookworms Starters	Oxford Bookworms Factfiles
3.00	3.35	3.21	3.26	3.18	3.42	3.61

Note: 5=Excellent, 4=Good, 3=Satisfactory, 2=Not so good, 1=Poor.

Table 9
Rating Summary of the Series

Series	Topic	Cover Page	Illustrations	Length	Print Quality	Print Size	Book Size
1	x	x	x	x		+	x
2					x		
3	x			+			
4	x						
5						x	
6			+				
7	+	+			+		+

Note: The + is the highest/the most appropriate rating; the x is the lowest/the least appropriate rating.

Practical Suggestions for English Language Teachers

This study has investigated the effect of the physical features in students' choice of graded readers. It was on a small scale, but even so it has raised several practical suggestions that can be made to teachers who plan to select graded readers for their students. First, the teacher can get information about the strength and weakness of each series from already published reviews, and then can set up criteria for book selection. After that, they need to review the books themselves in order to select those they think are interesting to their students. Of course, teachers can visit local bookshops to do that, but whether the bookshops store all the series and books is open to question. Another way to access books and to have a personal collection as well is to request graded readers catalogues from publishers. Nowadays, all GR publishers provide a free copy of a colorful and glossy graded readers catalogue which includes detailed information about graded scheme/syllabus, the cover page, a brief description of the story, and in some cases sample pages. I personally found that looking at the catalogues helped me to know what graded readers are available and what they look like, and to select books which appeared to be appropriate in terms of title, the cover, illustrations and the level of language. Moreover, sample books, guideline books, lesson plans for teachers or teacher's handbooks are also free of charge on request. Note that catalogues and resources are also available on the Internet. All publishers offer a substantial amount of information on their web site and useful web addresses are given in Appendix 3. Finally, before purchasing all the selected books, it is necessary to ascertain whether the book selections meet learners' expectations. The best way is to select some sample books and give them to students to reflect on as this study did. Alternatively, if the Internet is available, we can ask students to choose books themselves. By doing this, teachers can decide to carry on collecting the rest of the books they are planning to acquire or to make changes eliminating any unpleasant book.

Conclusion

The purpose of this study was to investigate to what extent students are satisfied with the physical features of the selected graded readers. This information is very important in two aspects, especially if we want to encourage our students to read: it can ensure that the selected books meet our students' expectations, and the students can be motivated to choose and to read the books of their choice. Moreover, this study has also revealed what approaches have succeeded in attracting learners' attention and what areas should be improved for making graded readers attractive. While some series won students' favour in many aspects in this study, it nevertheless cannot be said they were superior over the other series. But we can assume that once the physical features have met students' expectations, graded readers will find favour in learners' eyes. When

graded readers include more attractive physical features, students are more likely to pick them up to read for pleasure and continually. In this way, we can make the best of graded readers and help our learners to experience the written English world.

Since this study has only looked at the effect of physical features of several series, the results are tentative regarding the exact factors which influence their reflections. If the students had been able to express their opinions in interviews or group discussion, the desirable qualities in graded readers could be revealed. Therefore, future research should go further in detecting the exact information about what makes an interesting cover and good illustrations, and what is an appropriate font, size, length, etc. Moreover, as mentioned in the introduction to this paper, a change in the level of language is one of the innovations that publishers have to make. This issue has not been treated in this study; this is very important because learners may choose a book for its appearance, but they may stop reading or read without care if they find it difficult. Therefore, future research should provide guidelines on making graded readers more acceptable and readable. While we as teachers often base our selection on our own perceptions and experience, it will be of great interest if students' and teachers' reflections are also compared. By doing this, we can realise how similar or different our opinions are from our students', so that we can select appropriate books for our learners.

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About the Author

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Appendix 1**The Inventory of the Selected Readers**

Series	Head-words	No	Title	Number of students read	
1. Heinemann ELT Guided Readers (Starter level)	200	1	Alissa	5	20
		2	The Lost Ship	10	
		3	Sara Says No!	5	
2. Heinemann New Wave Readers (level 1)	300	4	Fire!	6	17
		5	Brilliant!	6	
		6	Free The Dolphins	5	
3. Penguin Readers (Easystarts)	200	7	Who Wants to be a Star?	3	19
		8	Anita's Big Day	8	
		9	The Tory Stone	8	
4. Penguin Readers (Level 1)	300	10	The Wrong Man	5	19
		11	Michael Jordan	8	
		1	Leonardo DiCaprio	6	
5. Oxford Hotshot Puzzles (Level 1)	200	13	Avalanche	11	28
		14	The Thursday Thief	6	
		15	The Magician	3	
		16	Into the Pyramid	8	
6. Oxford Bookworms Starters	250	17	The White Stones	4	36
		18	Escape	10	
		19	Taxi of Terror	12	
		20	Police TV	10	
7. Oxford Factfiles (Stage 1)	400	21	New York	8	31
		22	London	13	
		23	Animals in Danger	10	

Note: In the table the term “headword” means the stem form of a word family which also includes its “closely related inflected, derived and abbreviated forms” (Nation & Wang, 1999, p. 358). For example, the word family beauty includes the headword beauty and the family members beauties, beautiful and beautifully.

Appendix 2**The Summary of Rating of Graded Readers**

Book	Topic	Cover Page	Illustrations	Length	Print Quality	Print Size	Book Size	Overall Rating
1	3.00	x2.50	2.80	2.60	2.80	+3.00	2.50	3.00
2	3.10	3.30	3.10	x2.40	3.20	2.90	x2.20	3.10
3	2.80	3.00	2.80	x2.40	3.20	3.20	x2.20	2.80
4	3.00	3.00	3.17	+3.00	3.00	+3.00	+3.00	3.00
5	3.33	3.33	3.33	2.83	2.83	3.33	3.17	3.50
6	3.40	3.20	2.80	+3.00	2.80	3.40	+3.00	3.60
7	x2.67	2.67	3.00	2.67	3.67	2.67	2.67	3.00
8	3.00	3.00	3.00	+3.00	3.50	2.75	2.63	3.00
9	3.00	3.50	3.25	+3.00	3.67	2.50	2.75	3.50
10	3.00	2.60	3.40	3.40	3.40	2.60	2.60	3.00
11	3.00	+4.00	3.67	3.33	3.50	2.67	2.67	3.67
12	2.88	3.75	3.63	3.25	3.25	2.25	2.50	3.13
13	2.91	3.55	3.27	2.82	+2.82	2.55	3.09	3.18
14	3.71	3.50	3.17	2.83	3.50	x2.33	+3.00	3.17
15	x2.67	2.67	x2.67	+3.00	x2.67	x2.33	3.33	x2.67
16	+3.63	3.63	3.25	2.88	3.63	2.50	2.88	3.38
17	2.75	3.50	4.00	2.75	3.25	2.70	2.75	3.25
18	3.10	3.42	3.70	2.80	3.60	2.50	2.80	3.40
19	2.92	3.40	+4.17	2.85	3.58	2.58	2.58	3.42
20	3.20	3.42	3.50	x2.40	3.80	2.50	2.60	3.50
21	3.38	3.75	3.88	3.38	3.63	2.75	2.67	+3.88
22	3.23	3.54	3.62	2.85	3.62	2.45	+3.00	3.39
23	3.20	3.50	3.90	2.90	3.80	2.60	2.88	3.70

Note: The + is the highest/the most appropriate rating; the x is the lowest/the least appropriate rating.

Appendix 3**Web Site Addresses of Publishers of Graded Readers**

Publisher	Web Address
The Bournemouth English Book Centre (BEBC)	http://www.bebc.co.uk
Cambridge University Press	http://www.cambridge.org/elt/readers
Express Publishing	http://www.expresspublishing.co.uk
Macmillan Heinemann Education	http://www.onestopenglish.com/bookandcourses/readers
Oxford University Press	http://www.oup.com/elt/global/teachersclub/products/readers
Penguin Longman Publishing	http://www.penguinreaders.com
Richmond Publishing	http://www.richpub.co.uk