

EXAMINING READING LEVELS IN ELT COURSE BOOKS AND THE BENEFITS OF EXTENSIVE READING

Peter Tze-Ming Chou

Wenzao Ursuline College of Languages, Kaohsiung, Taiwan

Abstract

This study examines the difficulty level of texts in the reading sections of the Touchstone series of ELT course books. The information analyzed in the reading section included the total number of words and sentences in each reading passage, average number of sentences per paragraph, average number of words per sentence, and number of passive sentences in each text. In addition, the Flesch-Kincaid Reading Grade was used to show the Flesch Reading Ease Level and the Reading Grade Level of each reading passage. The results showed that the average number of sentences per paragraph, for each of the reading sections, was quite low. It meant that the students were not reading material with fully developed paragraphs but instead, were reading shorter pieces, such as advertisements, interviews, or short articles. In addition, students might be unmotivated or uninterested in the type of readings that the ELT course books offer. This paper proposes extensive readings to be added to English courses that use ELT course books. This is because studies have shown that extensive reading can be helpful in developing the student's vocabulary, reading rate, and reading comprehension. It may also increase the student's interest and motivation in learning English.

Keywords: course books, extensive reading, vocabulary building

INTRODUCTION

The study of English is very popular in Taiwan, especially since it is one of the most widely spoken languages in the world. At the tertiary level, English is a required course of study for students in the freshmen and sophomore years (Hsu, 2009). Most English language learners in Taiwan, however, are not exposed to the target language outside the classroom as often as they might have been were they in the United States or other English-speaking countries. Because English is not commonly spoken in Taiwan, students may lack an intrinsic motivation to learn the language beyond fulfilling the basic curriculum requirement. However, people with an advanced proficiency in English are regarded as being more intelligent, possessing a higher social status, and being more successful than their non-English-speaking peers (Wu & Wu, 2008). As a result, many students believe that having a good command of the English language is important. This reason alone could be their greatest motivation of all. However, getting students interested in studying a foreign language is one thing, but keeping those students motivated in the classroom is another.

Much of the English that students study in the classroom can be classified as General English. In such cases, the main purpose of the textbook and classroom activities is to familiarize the learners with the general structures of the English language. 'The curriculum design of General English is

expected to broaden students' horizon so that they can meaningfully relate their academic study to other realms of understanding' (Hsu, 2009, p. 43). Schwartz (2006) mentioned that a good curriculum is designed for not only the students but also the teachers. In other words, a good curriculum educates the student and includes content that teachers find meaningful to teach. However, some English teachers feel that the ELT course books do not provide adequate reading to help learners build their vocabulary. In a recent study, Matsuoka and Hirsh (2010) found that the ELT course books provided minimal opportunities for learners to develop their vocabulary beyond high frequency and academic words. Their findings suggested that an extensive reading program was needed to promote vocabulary development when using ELT course books. This brings us to the following question: Would adding extensive reading to the English curriculum increase student motivation and vocabulary knowledge? This study examined a series of English course books called Touchstone (McCarthy, McCarten & Sandiford, 2008), which is used in the first two years of a 4-year college in Southern Taiwan. Rather than looking at word frequencies (Matsuoka & Hirsh, 2010; Hwang & Nation, 1995), this study examined the difficulty levels of the reading tasks by using the Flesch-Kincaid Reading Grade Level. Overall, the purpose of this study was to find the following: (1) Based on the Flesch-Kincaid Reading Grade, what level of English were the learners exposed to in the Touchstone ELT course book? (2) Are there any possible issues and problems that may arise when the curriculum is based on a series of ELT course books, such as Touchstone?

Review of Literature

Conducting a study on the curriculum involves examining the course books used in the classrooms. Because there are many different ELT course books, the process of choosing the right one for use in the classroom is a daunting task. In addition, this choice often shapes the syllabi, and sometimes even the entire language program (Angell, DuBravac & Gonglewski, 2008; Byrnes, 1988). There are many reasons behind choosing a particular course book. Sometimes, it is based on the teachers' first impressions and prejudices towards what they believe to be the most suitable and practical for their classrooms. Other reasons might be that the textbook is visually appealing, easy for the teacher to teach, and that it fits well into the timetable (Angell et al., 2008). However, all textbooks should be chosen on the basis of their educational values and whether or not they meet the program objectives. According to Cheung and Wong (2002, p. 226), 'the major premise of the academic rationalism orientation is that the curriculum should aim at developing students' intellectual abilities in those subject areas most worthy of study'. This means that the curriculum should provide intrinsically rewarding experiences for the students while developing their affective and cognitive domains. In keeping with this argument, this study examines the level of difficulty in vocabulary in the Touchstone ELT course books.

Studies on the Effects of Vocabulary Knowledge

Many researchers consider vocabulary knowledge to be an important variable that affects reading comprehension in both the first and second languages (Alderson, 2000; Nagy & Scott, 2000; Pressley, 2000). A limited vocabulary size, as well as a lack of sufficient knowledge of word-meanings, will hinder learners from understanding the meaning of the text. For example, Qian (2002) studied the roles of the breadth and depth of vocabulary knowledge in reading comprehension in academic settings. 'Breadth of vocabulary knowledge' refers to the size of vocabulary that a person knows and 'depth of vocabulary knowledge' relates to how well the person understands a word. The two factors play an important role, especially for English-as-a-second-language learners (L2), as they are likely to come across new words that they are not familiar with. 'Having a larger vocabulary gives the learner a larger database from which to guess the meaning of the unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of the guessing work' (Qian, p. 518). In

other words, having vocabulary knowledge helps students in decoding the language, which is an important part of reading. A study by Hwang and Nation (1995) showed that knowledge of the 2,000 most frequently used words enables L2 readers to recognize 84% of the words in various types of authentic texts.

There were also studies which showed a strong relationship between vocabulary knowledge and reading comprehension (Joshi & Aaron, 2000; Joshi, 2005; Martin-Chang & Gould, 2008; Ricketts, Nation, & Bishop, 2007; Manyak & Bauer, 2009). For example, Joshi and Aaron (2000) conducted a study involving a vocabulary and comprehension test on sixth and eighth graders. From the study, they obtained a Pearson product-moment coefficient of correlation between vocabulary and comprehension of 0.63 for the sixth grade and 0.62 for the eighth grade showing that vocabulary and comprehension were strongly related. More recently, Martin-Chang and Gould (2008) conducted a study that looked at the relationships among various aspects of reading skill such as vocabulary, reading comprehension, reading rate and print exposure. The authors found a positive relationship between vocabulary knowledge and reading comprehension on primary print knowledge (personal reading materials) as well as on secondary print knowledge (general literacy knowledge). There was also a strong correlation between the reading rate and primary print knowledge, but not secondary print knowledge. This suggests that reading for pleasure can increase vocabulary knowledge and the reading rate, both of which facilitate reading comprehension. Therefore, the authors believe that the act of reading facilitates language development (Martin-Chang & Gould, 2008).

Studies on the Effects of Extensive Reading

Research in extensive reading has shown its many beneficial effects on students. Nation (2001) claimed that when pupils read, they not only learn new words, but they also develop their syntactic knowledge along with a general knowledge of the world. Recent studies have also shown that students who participated in extensive reading, displayed increased gains in the areas of vocabulary knowledge (Hirsch, 2003; Horst, 2005) as well as in reading comprehension and reading fluency (Hirsch, 2003; Iwahori, 2008; Sheu, 2003). One possible explanation for the increase could be that students acquire new words incidentally through reading thousands and thousands of words every day. This may be considered more effective than rote memorization because, by reading interesting texts, students learn new words and review already familiar ones.

In an EFL setting, there are many reasons why students read texts in English such as for academic purposes, careers or simply for pleasure. 'The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference materials' (Harmer, 2007, p. 99). In many cases, extensive reading involves reading for pleasure, which allows students to choose what they want to read. This increases the students' motivation, encouraging them to read more. The more they read, the greater effect it will have on their language development.

The theoretical framework that supports extensive reading is based on Krashen's (1985) Input Hypothesis. The Input Hypothesis explains the relationship between what the learner is exposed to of a language (the input) and language acquisition (Richards & Rodgers, 2001). One of the principles of the hypothesis is that people acquire language by understanding input that is slightly above their current level of competence (comprehensible input). According to Krashen (1985), comprehensible input, in the form of reading, stimulates language acquisition because reading is primarily responsible for much of our language competence. When a sufficient quantity of comprehensible input is present, the learner will subconsciously acquire the target language. The

formula 'I+1' is often used to describe this process. The 'I' refers to the learner's current level of competence and the '+1' to when they are exposed to language slightly above their competency level. Thus, they will build up their linguistic competence by continuously understanding the language containing I+1. The use of extensive reading can provide the learners with a sufficient quantity of comprehensible input for this natural process of language to occur.

METHODOLOGY

Instrument Identification

Student books of Touchstone (McCarthy et al., 2008), a series of ELT course books published by Cambridge, were obtained for this study. The series comprises of four levels of books, from Book 1 to Book 4. In each book, there were twelve units with each unit further divided into four sections. The first section introduced the theme of the unit. The second section provided grammatical and vocabulary tasks. The third section of the unit contained various activities in listening and speaking. The fourth section focuses on reading. This was the main section used for this study. There were various types of reading texts found in each unit. The types of reading texts include advertisements, short articles, or interviews.

This series of ELT course books was used by freshmen and sophomore students in a medium-sized college in Southern Taiwan. When students enter the college, they are usually 18 years old. The curriculum at this college mandates that all students (English and non-English language majors alike) enrol for 36 credit hours of English-language classes. These classes consist of reading, writing, listening, and conversation courses.

Procedure

The Flesch-Kincaid Reading Grade was used to find the difficulty level of each reading section in the Touchstone books being used in the selected classes. This was calculated in the following manner: First, the average number of words per sentence was determined. Then the result was multiplied by 0.39. Next, the average number of syllables in each word was calculated and the result multiplied by 11.8. Following this, the two results were added together and subtracted by 15.59. The resultant figure was the readability or reading grade level.

Data Analysis

The Flesch-Kincaid Reading Grade was also used to show the reading grade level of the reading texts in each unit of the selected Touchstone books. This analysis included an application of the Flesch Reading Ease Level and the Reading Grade Level. In the case of the Flesch Reading Ease Level, the higher the number meant the easier the passage was to read. For the Reading Grade Level, the number referred to the grade level. For example, a score of 5.5 would be a reading level for the fifth grade (elementary). Other information analyzed included the total number of words and sentences in the text, the average number of sentences per paragraph, the average number of words per sentence, and the amount of passive sentences in each text.

RESULTS

The results of the Flesch-Kincaid Reading Grade of the ELT course books are summarized in Appendix A, B, C, and D (see Appendices). The information that was analyzed in the reading

section of each unit of Touchstone (McCarthy et al., 2008) was the total number of words and sentences in each reading passage, the average number of sentences per paragraph, the average number of words per sentence, and the amount of passive sentences in each text. Finally, the Flesch-Kincaid Reading Grade for each reading section was analyzed.

The first comparison looked at the total number of words and the total number of sentences in each reading passage. In the Touchstone series, the average number of words in the reading section for Student Book 1 was 183.89, while for Student Book 2 it was 273.75. This figure for Student Book 3 was 322.08 and the average number of words in the reading section for Student Book 4 was 383.67. The average number of sentences also increased from 19.78 in Student Book 1, to 26.33 in Student Book 4. However, Student Book 3 had a slightly lower average number of sentences (22.25) than Student Book 2 (25.08).

The average number of sentences per paragraph and the average number of words per sentence were analyzed because these numbers represented the kinds of reading passages available to the students, such as long, informative articles or short interviews with lots of questions and answers. The results from the Touchstone series are summarized in Table 1 (see Table 1). From these results, it is clear that the average number of words per sentence in the Touchstone series steadily increased from Student Book 1 to Student Book 4. However, the average number of sentences per paragraph is low because many of the reading passages consisted of interviews, questionnaires, and advertisements—none of which include a lot of text.

Table 1 Average number of sentences per paragraph and words per sentence

	Sentence per paragraph	Words per sentence
Touchstone 1	3.39	9.57
Touchstone 2	2.85	11.36
Touchstone 3	3.64	14.52
Touchstone 4	3.62	15.06

When the number of passive sentences in each passage was compared, it was a surprise to find that the Touchstone series did not include many passive passages. That is to say that, Student Book 1 in the Touchstone series did not contain any passive passages in the reading sections. In Student Book 2, only one of the twelve reading sections contained passive passages and thus, the average number of passive passages in Student Book 2 was only 0.67%. In Student Book 3, five of the twelve reading sections contained passive passages resulting in the average number of passive passages to be at 3.08%. Finally, although ten of twelve reading sections in Student Book 4 contained passive passages, the average number of passive passages here was still only 4.33%.

In the final comparison, we looked at the Flesch-Kincaid Reading Grade for each reading passage in the Touchstone books. The series showed a progressive increase both in the Flesch Reading Ease Level and in the Reading Grade Level. Student Book 1 started with a Flesch Reading Ease Level of 81.14 and a Reading Grade Level of 4.34. While Student Book 4 ended with a Flesch Reading Ease Level of 64.33 and a Reading Grade Level of 7.95, there was big difference in the Flesch Reading Ease Level and the Reading Grade Level between Student Book 2 and Student Book 3 (see Table 2).

Table 2. Flesch reading ease level and reading grade level

	Flesch reading ease level	Reading grade level
Touchstone 1	81.14	4.26
Touchstone 2	76.73	5.33
Touchstone 3	65.19	7.73
Touchstone 4	64.33	7.95

To summarize, the results of the analysis using the Flesch-Kincaid Reading Grade Level indicated that, as the students worked through each of the Touchstone student books, they could have potentially developed enough language skills in the 36 credit hours of English studies. However, did meeting the Reading Grade Level automatically imply that, after going through the ELT course book, the student had enough knowledge of the language to communicate fluently? This is discussed in the next section.

Issues and Discussion

Using the Flesch-Kincaid Reading Grade, we obtained some useful information about the Touchstone series of ELT course books. First, the average number of sentences per paragraph for each of the reading sections was quite low. This meant that the students were not reading material with fully developed paragraphs. Instead, many of the reading sections, especially in Student Book 1, consisted of short descriptions of foods and places, advertisements, interviews with celebrities, or questionnaires from magazines. Although the books introduced vocabularies in the unit, they were mainly high frequency words as described by Hwang and Nation (1995). In such a situation, if the students are not exposed to longer pieces of writing at this level, they may face problems in academic readings for higher classes. Thus, one of the goals of the 36 credit hours should be to increase the breadth and depth of their vocabulary knowledge beyond the 2000 high frequency words. Qian (2002) found that the more developed a person's vocabulary was, the better they could read and understand a text. This relates to studies that prove the strong correlation between vocabulary knowledge and reading comprehension (Joshi & Aaron, 2000; Joshi, 2005; Martin-Chang & Gould, 2008; Ricketts, Nation, & Bishop, 2007; Manyak & Bauer, 2009).

Another issue that teachers should consider is student motivation. From analyzing Student Book 1 and Student Book 2 (see Appendix A and Appendix B), it was found that the lowest reading grade level is 1.8 (Student Book 1, unit 10) and the highest reading grade level is 8.9 (Student Book 2, unit 6). This meant that the articles were mainly designed for elementary or middle school pupils and not for 18-year-olds entering college. So when these young adults receive reading material and activities designed for 11-year-olds, they may find the readings to be too easy and uninteresting. To avoid this, teachers must consider the cognitive abilities of their students more carefully. Adolescents or young adults have the ability to process abstract ideas. If the textbooks and activities appear to be 'childish', then the students might lose interest and motivation. Even though motivation can be sustained through varied class activities, if the content of the textbook is uninteresting, then sustaining the motivation level of the class will be problematic for the teacher no matter how hard he or she tries.

Including extensive reading in the English classes can potentially solve the issues and problems discussed above. Using more authentic texts could make readings more interesting and challenging

for students. In addition, increasing the amount of reading, especially reading for pleasure, can increase vocabulary knowledge and the reading rate, both of which facilitate reading comprehension (Martin-Chang & Gould, 2008). Studies in extensive reading also found that doing so increased gains in vocabulary knowledge (Nation, 2001; Hirsch, 2003; Horst, 2005), while also increasing reading comprehension and fluency (Hirsch, 2003; Iwahori, 2008; Sheu, 2003). In light of these studies, it might be safe to say that the act of reading facilitates language development, with textbook studies having a limited impact.

Extensive reading material could also enhance student motivation, especially if they find the reading passages from the course book too easy or uninteresting. It is also desirable that the students, as young adults using these ELT course books, improve their general knowledge of the subjects they read about and not just come to class to practice English. In this endeavour, with the use of outside reading materials, the teacher could also design different activities for the classroom. For example, if the class is reading a short story, the teacher can use group discussions as a tool for conversation practice. Teachers could also have students do different kinds of presentations based on their readings. These activities would be more challenging for the students than the question-and-answer activities found in most ELT course books.

CONCLUSION

The purpose of this article is not to deter teachers away from using the ELT course books. Instead, it is hoped that English teachers become more aware of the contents in their ELT course books. There are many advantages of using these books. First, these language books have a clearly identified set of achievement objectives that include what the learners are expected to be able to do at the end of the semester and throughout each year. The books already include carefully chosen topics that meet these achievement objectives. Another advantage is that most ELT course books have the teaching material prepared for the instructor. For example, the ELT course books offer a Teacher's Manual, describing in detail how to teach each unit and conduct each activity. For listening activities, the ELT course books often include a CD with ready-made listening activities that can be used in the classroom or in the students' own homes. What some teachers may find especially helpful is that the course book series also includes exam papers or achievement tests that can be easily photocopied and used in class. This would save the teachers a lot of time trying to come up with their own tests.

To sum up the findings of this study, the teacher's job is not an easy one. Teachers may never find the perfect ELT course book. However, they can easily make things tougher or easier by adding or subtracting activities to go along with textbooks in their classrooms. If one finds the reading activities in the ELT course books to be too easy or to not give students enough opportunities to develop their vocabulary knowledge, the integration of extensive reading into the syllabus would be beneficial. While it is not necessary to base the curriculum around a series of ELT course books, but a multiple of resources to help the students become better at English.

Suggestions for Future Studies

This paper uses the Flesch-Kincaid Reading Grade to compare the various reading s found in the Touchstone ELT course books. While this information may prove to be valuable in improving classroom syllabi, an analysis of other ELT course books could also be explored. In addition, it may be interesting to calculate word frequency in the Touchstone series course books to see how many words appear in the first 1000 and second 1000 word lists.

REFERENCES

- Alderson, J.C. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.
- Angell, J., DuBravac, S. & Gonglewski, M. 2008. Thinking globally, acting locally: Selecting textbooks for college-level language programs. *Foreign Language Annals*, 41: 562 – 572.
- Brynes, H. 1988. Whither foreign language pedagogy: Reflections in textbooks – reflections on textbooks. *Unterrichtspraxis/Teaching German*, 21(1): 29 – 36.
- Cheng, D., & Wong, H.W. 2002. Measuring teacher beliefs about alternative curriculum designs. *The Curriculum Journal*, 13(2): 225 – 248.
- Harmer, J. 2007. *How to Teach English*. Essex: Pearson Education Limited.
- Hirsch, E. D. Jr. 2003. Reading comprehension requires knowledge of words and the world. *American Educator*. http://www.aft.org/pubsreports/american_educator/spring2003/AE_SPRNG.pdf
[16 January 2010]
- Horst, M. 2005. Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review*, 61: 355–382.
- Hsu, W. 2009. College english textbooks for general purposes: A Corpus-based analysis of lexical coverage. *Electronic Journal of Foreign Language Teaching*, 6(1): 42 – 62.
- Hwang, K., & Nation, I. S. P. 1995. Where would general service vocabulary stop and special purposes vocabulary begin? *System*, 23: 35–41.
- Iwahori, Y. 2008. Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(01): 70 – 91.
- Joshi, R. M. 2005. Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly*, 21: 209–219.
- Joshi, R. M., & Aaron, P. G. 2000. The component model of reading: Simple view of reading made a little more complex. *Reading Psychology*, 21: 85-97.
- Karshen, S. 1985. *The Input Hypothesis: Issues and Implications*. London: Longman.
- Martin-Chang, S. Y., & Gould, O. N. 2008. Revisiting print exposure: exploring differential links to vocabulary, comprehension and reading rate. *Journal of Research in Reading*, 31: 273-284.
- Matsuoka, W., & Hirsh, D. 2010. Vocabulary learning through reading: Does an ELT course book provide good opportunities? *Reading in a Foreign Language*, 22(1): 56 – 70.
- Manyak, P. C., & Bauer, E. B. 2009. English Vocabulary Instruction for English Learners. *The Reading Teacher*, 63(2): 174–176
- McCarty, M., McCarten, J., & Sandiford, H. 2008. *Touchstone* (Book 1). Cambridge: Cambridge University Press.
- McCarty, M., McCarten, J., & Sandiford, H. 2008. *Touchstone* (Book 2). Cambridge: Cambridge University Press.

- McCarty, M., McCarten, J., & Sandiford, H. 2008. *Touchstone* (Book 3). Cambridge: Cambridge University Press.
- McCarty, M., McCarten, J., & Sandiford, H. 2008. *Touchstone* (Book 4). Cambridge: Cambridge University Press.
- Nagy, W., & Scott, J. 2000. Vocabulary Process. In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.). *Handbook of Reading Research*, 3: 269-284. Mahwah, NJ: Lawrence Erlbaum.
- Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Pressley, M. 2000. What should the comprehension instruction be instruction of? In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), *Handbook of Reading Research*, 3: 269-284. Mahwah, NJ: Lawrence Erlbaum.
- Qian, D. 2002. Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language Learning*, 52: 513-536.
- Richards, J.C. & Rodgers, T.S. 2001. *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Ricketts, J., Nation, K. & Bishop, D. 2007. Vocabulary is important for some, but not all reading skills. *Scientific Studies of Reading*, 11(3): 235–257.
- Schwartz, M. 2006. For whom do we write the curriculum? *Curriculum Studies*, 38(4): 449 – 457.
- Sheu, S. P.-H. 2003. Extensive reading with EFL learners at beginning level. *TESL Reporter*, 36: 8–26.
- Wu, W.V. & Wu, P.N. 2008. Creating an authentic EFL learning environment to enhance student motivation to study English. *Asian EFL Journal*, 10(4).

Corresponding author: chou_peter@hotmail.com

Appendices

Appendix A

Summary of the Flesch-Kincaid Reading Grade Level result for Touchstone Book 1

Units	No. Words	Average Sentence/ Paragraph	Average Word/ Sentence	Passive Sentence	Flesch Reading Ease	Reading Level
1	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA
4	131	4	10.9	0	69.8	6.2
5	143	2	8.9	0	81.2	4.1
6	203	2.6	9.6	0	25.7	11.9
7	170	3.3	6.2	0	90.9	2.1
8	211	3.4	12.4	0	66.7	7
9	188	4	9.4	0	81.1	4.2
10	208	5.4	7.7	0	95.2	1.8
11	181	3	10	0	90.9	3
12	220	2.8	11	0	73.3	5.7
Average	183.89	3.39	9.57	0	74.98	5.11

Appendix B

Summary of the Flesch-Kincaid Reading Grade Level result for Touchstone Book 2

Units	No. Words	Average Sentence/ Paragraph	Average Word/ Sentence	Passive Sentence	Flesch Reading Ease	Reading Level
1	277	4.3	7.1	0	75	4.5
2	196	2.6	9.3	0	86	3.5
3	199	2	6	6	85.5	2.8
4	242	2.3	17	0	75.8	6.9
5	326	1.5	9.5	2	80	4.4
6	275	2	13.7	0	55.6	8.9
7	293	3.2	12.3	0	77.1	5.5
8	192	2.6	8.9	0	80.1	4.2
9	373	5.4	13.6	0	87.9	4.3
10	257	2.3	12.2	0	70.6	6.4
11	271	2.5	13.5	0	76.6	5.9
12	384	3.5	13.2	0	70.5	6.7
Average	273.75	2.85	11.36	0.67	76.73	5.33

Appendix C

Summary of the Flesch-Kincaid Reading Grade Level result for Touchstone Book 3

Units	No. Words	Average Sentence/ Paragraph	Average Word/ Sentence	Passive Sentence	Flesch Reading Ease	Reading Level
1	341	1.6	9.6	0	63.6	6.7
2	289	2.8	12.8	0	68.7	6.8
3	305	1.6	10.8	0	50.9	8.8
4	272	4	13.5	5	86.5	4.5
5	316	3.6	16.8	0	64.1	8.4
6	448	3.4	11.4	0	88.6	3.7
7	356	2.3	18.7	5	54.5	10.3
8	176	15	11.7	0	83.4	4.5
9	400	2.3	15.1	7	63.4	8.1
10	375	2	22.2	6	54.9	11.1
11	229	3	15.2	0	64.9	7.9
12	358	2.1	16.4	14	38.8	11.9
Average	322.08	3.64	14.52	3.08	65.19	7.73

Appendix D

Summary of the Flesch-Kincaid Reading Grade Level result for Touchstone Book 4

Units	No. Words	Average Sentence/ Paragraph	Average Word/ Sentence	Passive Sentence	Flesch Reading Ease	Reading Level
1	342	8	14.2	4	74.6	6.3
2	394	2.2	10.5	5	82.4	4.3
3	444	3	17.8	4	63.1	8.7
4	455	3.6	14.9	6	53.6	9.4
5	220	5	19.9	10	45	11.9
6	387	4.6	16.6	0	61.5	8.8
7	356	3	10.3	2	41.9	9.9
8	433	3.2	10.9	2	75.9	5.3
9	355	2.8	22.5	7	61.5	10.2
10	416	2.6	16	7	73.6	6.8
11	528	3.1	13.7	5	63.7	7.7
12	274	2.3	13.4	0	75.1	6.1
Average	383.67	3.62	15.06	4.33	64.33	7.95