

Components of Reading Ability

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I. Theoretical background and rationale

Reading is essential, as it is one of the four basic language skills. Unfortunately it includes a variety of problems not only in teaching but also in assessment. Some teachers claim that reading tests should include not just reading comprehension but a narrative summary as well. Others state that translation is inevitable in reading. Inevitably, the scores of a reading comprehension test deviate from the teachers' grades on students' reading ability in class even if they exclude the non-language aspects such as students' attendance, submission of assignments, or making efforts from their grades.

The problem is partly caused by the difference of the idea of the definition of reading ability between the existing tests and that of teachers. Teachers should first come to agree upon the construct of reading and then compare it to the components of existing tests. Among the various methods used to arrive at a construct of reading, here three of them are introduced. First, to approach the construct of reading from the theoretical point of view. Next to rely on ideas of experienced teachers and scholars. And last, to explore the nature of reading.

II . Purpose of the research

The purpose of this study is three fold. The first is to provide the ideas of components of reading in order to make a practical test to assess Japanese students' English reading ability. Information will be given from four viewpoints 1) the nature of reading, 2) the theoretical or linguistic underpinnings of reading, 3) the test format of reading, and 4) classroom teachers' ideas based on their teaching experiences. Another purpose is to investigate how much Japanese teachers and native English teachers agree on the construct of reading. The third is to show how the construct of reading that is arrived at in the first step of this research is reflected in an actual reading test, such as the Society for Testing English Proficiency (STEP) test. All through these three purposes, translation ability will closely be examined because of its unique status in reading between Japanese teachers' understanding of reading and Native speakers' understanding of reading.

III. Research design and methods

Seventy-four experienced English teachers (43 Japanese teachers of English and 31 Native English speaking teachers) out of 200 responded to a reading construct questionnaire consisting of 27 items (See Appendix). The teachers rated those items on a four-point scale according to the degree of importance to reading comprehension.

1. Establishment of Research Instrument

By reviewing the literature on the theory of reading (Clapham 1996; Riley

and Lee 1996; Rost 1993; Allan 1992; Perkins 1992), interviewing colleagues and reflecting on my own teaching experience, I have established the following three viewpoints toward the construct of reading;

- 1) the nature of reading (prototype reading)
- 2) the linguistic components of reading
- 3) the format of reading tests (including text types, response tasks and evaluation of the task performance)

2. Nature of Reading

The nature of reading can be presented by mentioning the five main points of reading. However, we must also consider that reading comprehension occurs within a student's mind and that the only way to test ability is to have students actually do something and then assess the thought process that produced the results. The five main points of reading are as follows:

- 1) the ability to understand what we read

From the testing viewpoint, we must take into account the type of text and the level of difficulty to decide what we want students to read.

- 2) the ability to connect what we read to what we know

This is related to schema theory. We use our background knowledge to understand what we read.

- 3) the ability to put new information into a script we are familiar with

This is similar to schema theory. We use our previous experience or knowledge of a similar situation to understand the situation we encounter through reading.

- 4) the ability to relate the information to what we already know

The point here is to try to relate the information to a previous similar experience.

- 5) the ability to use linguistic knowledge (grammar, vocabulary, discourse) to understand what we read at an intra-sentence level, inter-sentence level or large context level

N.B. Points 2) to 4) claim more or less the same idea, which is the utilization of background knowledge (i.e. the script, the schema) to understand what we read.

3. Linguistic Components of Reading

When we think about how much we understand from what we read, the three linguistic elements of reading (grammar, vocabulary, discourse) will automatically arise because we are dealing with a language test. They are indispensable and they should be paid special attention regarding test construction.

4. Format (Text, Response Task, Evaluation of the Task Performance)

Format, in a broader sense, includes text types, response tasks and the evaluation of the task performance, and the three of these are closely interrelated. Text types of the test material which we have students read should be varied as follows:

- 1) textbooks 2) novels 3) newspaper 4) directions or instructions (recipes)

Response tasks through which students perform their understanding of the material are as follows:

- 1) multiple choice 2) translation 3) true/false 4) cloze test

In dealing with text and response tasks, we must take into consideration the authenticity of the material and the performance of the students. To do this, we must take into account the crucial features of authenticity. The following are some possibilities:

- 1) English should be meaningful.
- 2) English should be written with natural tone.
- 3) Context should be self-evident and close to natural. Test takers should be able to share the same experience.

5 . Proposed Items for the Construct of Reading for the Present Research

Having considered all of the information from the above, I proposed 27 possible items for the construct of reading for the present research.

- 1) ability to grasp the context
- 2) ability to predict what the writer says next
- 3) ability to understand English at a discourse level
- 4) ability to understand English at a word level
- 5) ability to use vocabulary knowledge
- 6) ability to use grammar knowledge
- 7) ability to utilize schemata (background knowledge)
- 8) ability to understand sentence level English
- 9) ability to deal with academic material
- 10) ability to deal with authentic English
- 11) ability to summarize the material in written Japanese
- 12) ability to summarize the material in spoken Japanese
- 13) ability to summarize the material in written English
- 14) ability to summarize the material in spoken English
- 15) ability to read editorials in the newspaper
- 16) ability to read general articles
- 17) ability to read journals critically
- 18) ability to appreciate literature
- 19) ability to get the main idea of material

- 20) ability to understand idiomatic English expressions in the material
- 21) ability to read quickly
- 22) ability to translate the material into Japanese
- 23) ability to get the gist (outline) of the material (skimming ability)
- 24) ability to find the specific information from the material (scanning ability)
- 25) ability to find a topic sentence of a paragraph
- 26) ability to draw conclusions from the material
- 27) ability to comprehend authentic writing

6. Analysis Procedure

Descriptive statistics will be employed to show the extent to which teachers agree in their rating, a factor analysis and a cluster analysis will be adopted to obtain the categorized components of those 27 items. Also a comparative analysis will be conducted between the components of native speakers and Japanese teachers, and between the components of the new construct of reading and the test format of the STEP test.

IV. Results and Discussion

1. Overall Tendency of Rating

Table 1 demonstrates the overall tendency of teachers' rating in each item. Of the 27 items, seven items received scores below the median (2.5) on the 1 – 4 point scale. This means that all the teachers consider the seven items less important. The contents of these items are as follows:

Table 1 Total (Japanese and Native) Mean Scores

N=74

	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10
Mean	3.7027	2.527	3.1892	2.7027	3.0405	2.82432	2.919	3.068	2.446	2.9459
S. D.	0.5385	0.757	0.7292	0.89639	0.8127	0.84403	0.866	0.741	0.824	0.8036
Max	4	4	4	4	4	4	4	4	4	4
Mini	2	1	2	1	1	1	1	1	1	1

	item11	item12	item13	item14	item15	item16	item17	item18	item19	item20
Mean	2.3378	2.419	3.0946	3.05405	2.4324	3	2.486	2.459	3.811	2.6622
S. D.	1.0815	1.091	0.841	0.78657	0.9312	0.7711	0.948	0.903	0.425	0.7218
Max	4	4	4	4	4	4	4	4	4	4
Mini	1	1	1	1	1	1	1	1	2	1

	item21	item22	item23	item24	item25	item26	item27
Mean	3.1486	2.108	3.4054	3.21622	3.3649	3.36486	2.932
S. D.	0.7655	1.008	0.787	0.80991	0.815	0.64879	0.759
Max	4	4	4	4	4	4	4
Mini	1	1	1	1	1	1	1

item 9 ability to deal with academic material

item11 ability to summarize the material in written Japanese

item12 ability to summarize the material in spoken Japanese

item15 ability to read editorials in the newspaper

item17 ability to read journal critically

item18 ability to appreciate literature

item22 ability to translate the material into Japanese

As a whole, reading ability in Japanese is thought less of. Also, critical reading and the appreciation of literature might not be considered so important as an element of reading ability for testing. This ability would probably be considered more important as a teaching element.

2 . Comparison Between Japanese Teachers and Native English Speaking Teachers

Table 2 Comparison Between Japanese Teachers and Native English Speaking Teachers

item	Mean		SD		t-value	
	Japanese	Native	Japanese	Native		
1	3.74	3.65	0.49	0.61	0.77	n.s.
2	2.7	2.29	0.71	0.78	2.34	p<.05
3	3.28	3.06	0.67	0.81	1.24	n.s.
4	2.58	2.87	0.79	1.02	-1.37	n.s.
5	3	3.1	0.76	0.91	-0.5	n.s.
6	2.84	2.81	0.72	1.01	0.15	n.s.
7	2.95	2.87	0.84	0.92	0.4	n.s.
8	3.05	3.1	0.69	0.83	-0.28	n.s.
9	2.6	2.23	0.88	0.72	1.98	n.s.
10	2.81	3.13	0.66	0.96	-1.67	n.s.
11	2.58	2	0.93	1.21	2.33	p<.05
12	2.63	2.13	0.95	1.23	1.97	n.s.
13	3.21	2.94	0.86	0.81	1.38	n.s.
14	3.12	2.97	0.73	0.86	0.79	n.s.
15	2.79	1.94	0.77	0.93	4.31	p<.05
16	3.09	2.87	0.68	0.89	1.22	n.s.
17	2.84	2	0.9	0.82	4.11	p<.05
18	2.65	2.19	0.92	0.83	2.19	p<.05
19	3.79	3.84	0.47	0.37	-0.47	n.s.
20	2.86	2.39	0.71	0.67	2.9	p<.05
21	3.28	2.97	0.67	0.88	1.74	n.s.
22	2.3	1.84	0.94	1.07	1.98	n.s.
23	3.4	3.42	0.76	0.85	-0.13	n.s.
24	3.23	3.19	0.75	0.91	0.2	n.s.
25	3.49	3.19	0.7	0.95	1.54	n.s.
26	3.4	3.32	0.62	0.7	0.47	n.s.
27	2.88	3	0.66	0.89	-0.64	n.s.

N.B n = 43 n = 31 df = 72

Table 2 shows that with the t-test there are six cases that indicate a statistically significant difference in the mean scores between Japanese teachers and native English speaking teachers. The items are as follows:

- item 2 ability to predict what the writer says next
- item11 ability to summarize the material in written Japanese
- item15 ability to read editorials in the newspaper
- item17 ability to read journals critically
- item18 ability to appreciate literature
- item20 ability to understand idiomatic English expressions in the material

It is interesting to note that in all of these six items Japanese rating is higher than native speakers' rating. It could be possible to say that Japanese teachers tend to pay more attention to the meticulous reading of specialized materials by focusing on the idiomatic expressions. As was observed in Table 1 items 11, 15, 17 and 18 were given relatively low points. In Table 2 the statistically significant difference in the mean scores is derived from the fact that the Japanese teachers' scores were higher than native speakers' scores. This indicates that to native speakers reading newspapers critically or appreciating literature is less important as a necessary ability in a reading test. Another interesting point in Table 2 is that both groups of teachers give relatively higher points (above 3.3 in the 1-4 point scale) to item1, item 19, item 23 and item 26, while both groups give relatively lower points (below 2.6 which is around the median of 1-4 point scale) to item 11 and item 22. It may be that both groups value such reading abilities as to grasp the context, to get the main idea, to get the outline and to draw conclusions from the material whereas they consider the ability of Japanese translation ability less important.

3. Results of Factor Analysis and Cluster Analysis

Although there were some slight differences observed in the t-test between Japanese teachers and native English speaking teachers in their understanding of

the six items, as a whole, there are more similarities than differences between the two groups. Furthermore, considering the fact that in many institutions there is a possibility that Japanese teachers and native teachers cooperate with each other, we need to take a good balance between the two groups. Accordingly, we will use the total scores (combination of Japanese teachers' scores and native speakers' scores) to run a factor analysis. A six-factor structure seems to be reasonable to explain the components of reading ability.

Table 3 Six-Factor Structure of the Total (Japanese Teachers and Native English Speaking Teachers) Scores

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
ITEM 1	.20111	.15934	.71588	.17562	-.10037	-.03089
ITEM 2	.43888	.17781	.43094	.20348	-.21611	-.36361
ITEM 3	-.05403	.06866	.67769	-.10342	.15666	.02098
ITEM 4	-.06850	.24165	.38767	-.16206	.63453	.09933
ITEM 5	.09511	-.07901	.02230	.42635	.67411	-.06053
ITEM 6	-.03977	.25218	.00726	.16287	.81197	.03531
ITEM 7	.31621	.01646	-.42124	.36522	-.01573	-.33977
ITEM 8	.06210	.09734	.01775	-.08752	.66794	.13604
ITEM 9	.70653	.08927	.09695	-.12286	.28632	-.01917
ITEM10	.37616	-.56660	-.03986	.19937	.12364	-.22617
ITEM11	.14673	.85980	.18500	.02751	.19163	-.02615
ITEM12	.13025	.81705	.13315	-.00823	.16307	-.06561
ITEM13	.23180	.02644	.34741	.12600	.07992	.72331
ITEM14	.07097	-.06903	.03760	-.07769	.07886	.83761
ITEM15	.70753	.14239	.07517	.09532	-.16332	.25672
ITEM16	.57163	-.30227	.08422	.23123	.03682	-.11578
ITEM17	.79068	.19465	.04884	.01554	-.16167	.10147
ITEM18	.73357	-.07811	.03065	-.16957	.09972	.31242
ITEM19	.07239	-.21017	-.00421	.46572	-.05506	.11847
ITEM20	.09875	.24837	-.10074	.23552	.04618	.64224
ITEM21	-.00286	.10050	.43559	.42045	-.25064	.17647
ITEM22	.04962	.81387	.06055	-.05163	.22488	.07880
ITEM23	-.05742	.04698	.07003	.84758	.13145	.17145
ITEM24	-.04618	-.02234	.20062	.76145	.09676	-.20736
ITEM25	.31757	-.05723	.47820	.39772	.11708	.05408
ITEM26	.16202	.02546	.66283	.17134	.17127	.08748
ITEM27	.52209	-.50719	.18717	.10773	.17660	-.08860

Factor	Eigenvalue	Pct of Var	Cum Pct
1	4.76140	17.6	17.6
2	3.58851	13.3	30.9
3	2.51933	9.3	40.3
4	2.13713	7.9	48.2
5	2.03567	7.5	55.7
6	1.62520	6.0	61.7

1. Factor 1 Authentic-Material Reading Ability

- item 2 ability to predict what the writer says next
- item 9 ability to deal with academic material
- item10 ability to deal with authentic English
- item15 ability to read editorials in the newspaper
- item16 ability to read general articles
- item17 ability to read journals critically
- item18 ability to appreciate literature
- item27 ability to comprehend authentic writing

We will name this factor Authentic-Material Reading Ability. This ability deals with students' ability to handle authentic material. Although items 9,15,17and18 were considered less important in the descriptive statistics there is no harm in categorizing them into the ability of understanding authentic material. This ability can be established as part of reading ability as it is.

2. Factor 2 Japanese Translation Ability*

- item11 ability to summarize the material in written Japanese
- item12 ability to summarize the material in spoken Japanese
- item22 ability to translate the material into Japanese

Factor 2 is named Japanese Translation Ability. This ability concerns students' translation ability from English into Japanese. Again, these items11,12and22 were given rather low points as shown in the descriptive statistics; however, this ability can be established as one portion of reading ability.

***Note:** This is used in a broader sense. It means not only translation ability itself but also summarization ability through Japanese.

3. Factor 3 Prompt Context Grasping Ability

- item 1 ability to grasp the context
- item 3 ability to understand English at a discourse level
- item21 ability to read quickly
- item25 ability to find a topic sentence of a paragraph
- item26 ability to draw conclusions from the material

We can call this factor Prompt Context Grasping Ability because students must understand the situation and the outline of the material rather quickly. This ability requires students' speed reading ability or fast reading skills in order to understand the context with an idea of the conclusion of the material.

4. Factor 4 Skimming and Scanning Ability

- item 7 ability to utilize schemata (background knowledge)
- item19 ability to get the main idea of the material
- item23 ability to get the gist (outline) of the material (skimming ability)
- item24 ability to find the specific information from the material (scanning ability)

Factor 4 is called Skimming and Scanning Ability. Students are required to use their skimming and scanning ability with background knowledge to understand the material. This ability seems similar to Factor 3 (Prompt Context Grasping Ability). However, the difference is that in Prompt Context Grasping Ability students should read rather quickly to understand the material, while in Skimming and Scanning Ability the point is whether students can use their script (schemata) when scanning or skimming. In other words, in Prompt Context Grasping Ability speeding factor is essential, whereas in Skimming and Scanning Ability adaptability of background knowledge for skimming and scanning is crucial.

5. Factor 5 Basic Intra-sentence Linguistic Ability (Grammar and Vocabulary Handling Ability)

- item 4 ability to understand English at a word level
- item 5 ability to use vocabulary knowledge
- item 6 ability to use grammar knowledge
- item 8 ability to understand sentence level English

We call this factor Basic Intra-sentence Linguistic Ability. This ability mainly concerns students' grammar and vocabulary handling ability which they use to understand the usage of words and the grammar in the material at a word level or a sentence level.

6. Factor 6 English Summarizing Ability

- item13 ability to summarize the material in written English
- item14 ability to summarize the material in spoken English
- item20 ability to understand idiomatic English expressions in the material

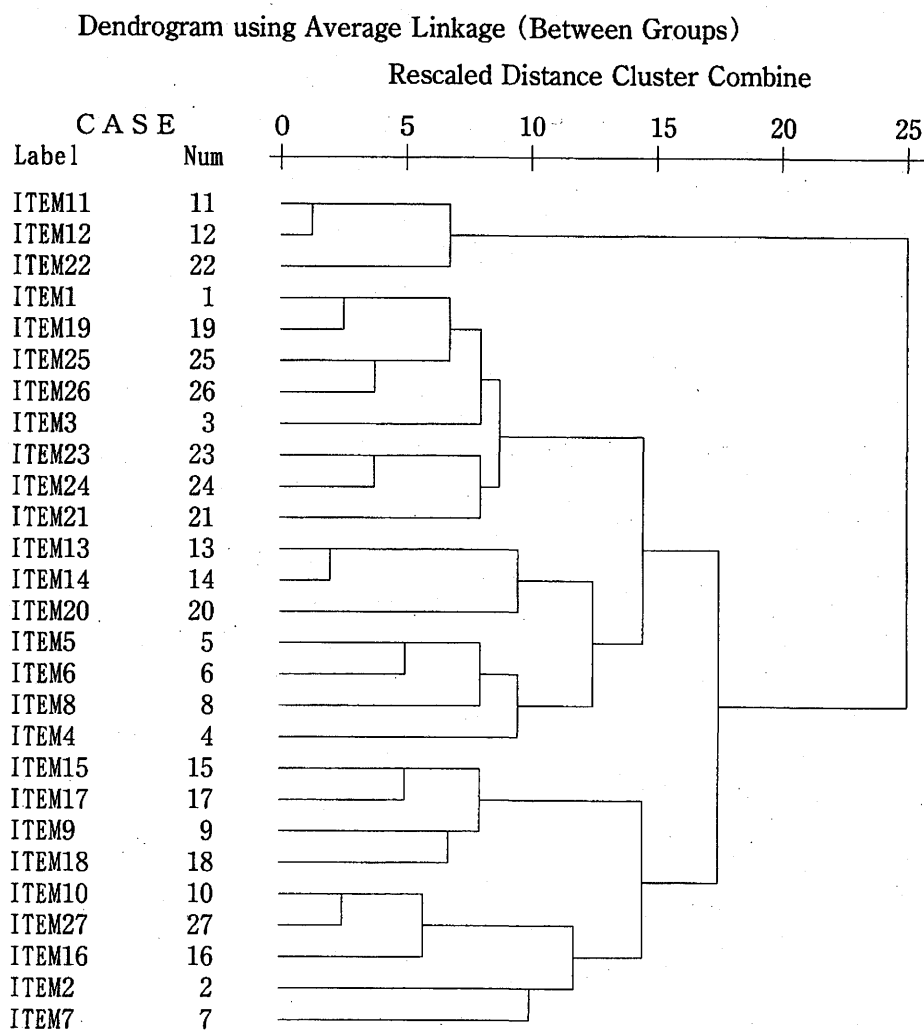
Factor 6 is named English Summarizing Ability since students are supposed to give a summary of the material in English. It is difficult to distinguish between this ability for writing ability and for speaking ability. However, English Summarizing Ability can be one element to express what students have understood in the material. In the process of reproducing the material in their own words or summarizing their ideas, they need to know the meaning of idiomatic expressions as well as words used in the material to reuse in their summary.

So far we have discussed the categorization of items and the content of factors. In other words, we have dealt with intra-factor elements. Now we will look at the inter-factor elements by examining the mutual relationship between factors.

In order to analyze more about the relationship among factors, we have run

a cluster analysis. Table 4 shows the results of cluster analysis.

Table 4 The Result of Cluster Analysis of the Total (Japanese Teachers and Native English Speaking Teachers)



The result in Table 4 shows one important phase of the translation ability. Items 11, 12 and 22 cluster at an early stage and go straight through to the final stage while other factors get complicatedly mixed with each other. This means that the translation ability is considered a quite separate reading ability in the reading test.

To analyze more in detail the content of the translation ability, we will look at two results of cluster analysis in Table 5 and Table 6. Table 5 shows the results of cluster analysis of Japanese teachers. Table 6 demonstrates the results of cluster analysis of native speakers.

Table 5 The Result of Cluster Analysis of Japanese Teachers

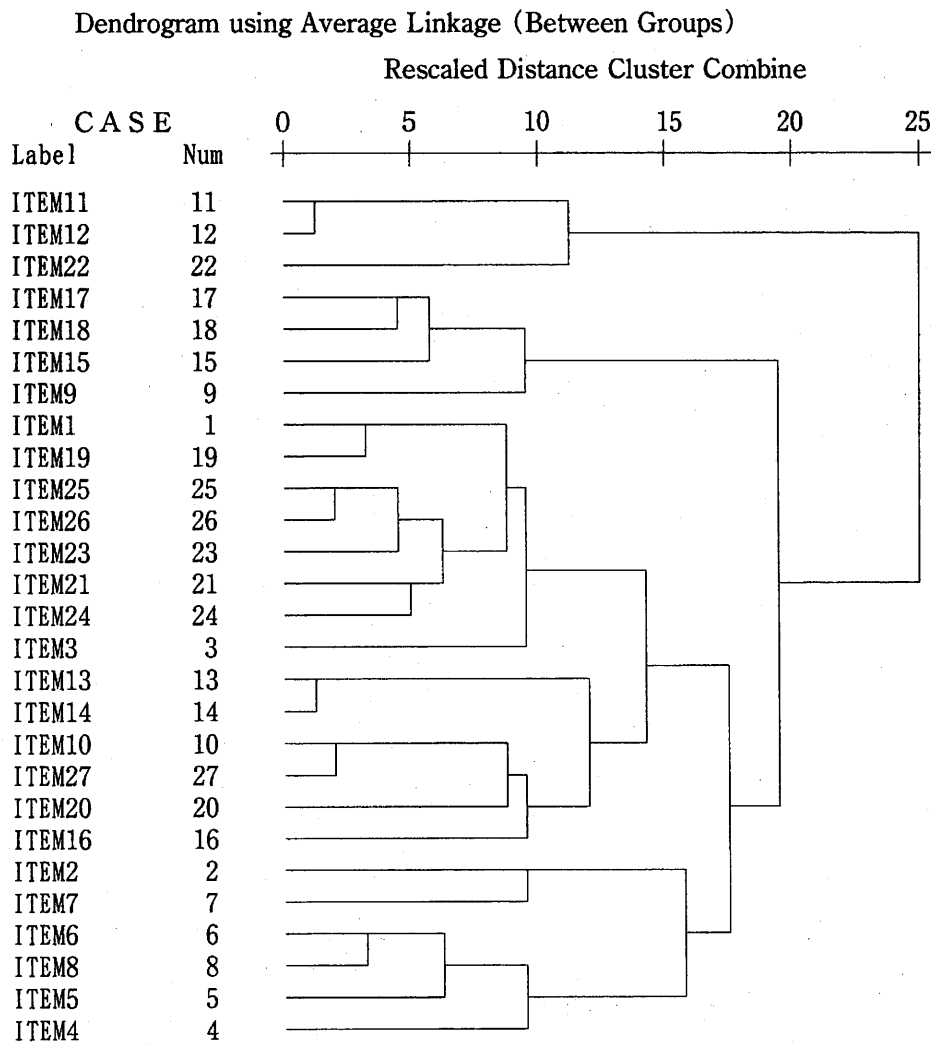
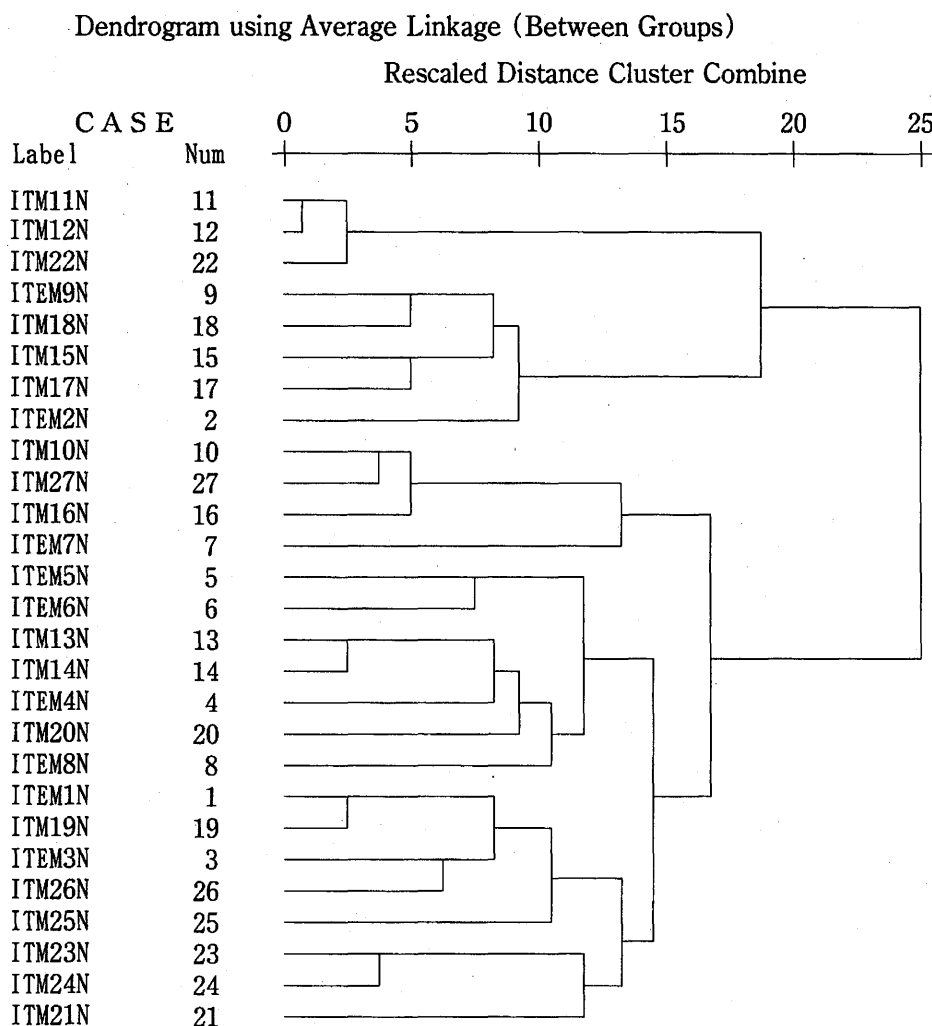


Table 6 The Result of Cluster Analysis of Native English Speaking Teachers



The most obvious difference about the translation ability between Table 5 and Table 6 is that in Table 5 items 11, 12 and 22 cluster at an early stage and go straight to the final stage as one cluster whereas in Table 6 those items, starting as one cluster, are combined with other items such as 2, 9, 15, 17 and 18 at some point before they come to the final stage. Another viewpoint is that to Japanese teachers the translation ability is always one separate unit whether it is

presented with easy or difficult material, while to native speakers the translation ability should go along with other elements such reading materials as editorials, literature, journals where students need much critical and analytic high comprehension ability. Native speakers think that translation ability works when teachers want to examine students' deep understanding of journals, editorials and literature with critical minds. Japanese teachers think that translation ability goes quite separately from other abilities.

In other words, translation ability and other abilities go in parallel. Judging from this phenomenon, although we have come to the six factor structure in the total scores of Japanese and Native teachers, more attention should be paid to handling the translation ability in the real test situation. Therefore, Japanese teachers and native speakers cooperatively discuss the effective, practical and reliable use of the translation test when they must make a decision in the test construction.

V. Comparison Between a New Proposed Construct of Reading and the Format of the STEP Reading Test

1. Summary of the Reading Section of the STEP test

There are seven grades in the STEP test and each has its own reading test section. Also, the reading test is included in the first written test to screen the applicants to go to the second speaking test. The written test has two components 1) vocabulary test and 2) reading comprehension test.

1) Vocabulary Test

Students are required to fill in the blanks with words in short sentences.

2) Reading Comprehension Test

- (1) filling in the blanks with words in longer passages (1st, pre-1st, 2nd, pre-2nd grades)
- (2) filling in the blanks with sentence in short dialogues (3rd, 4th, 5th grades)
- (3) Multiple-Choice test in longer passages (all grades)
- (4) Japanese summarization (only 1st grade)
- (5) Japanese translation (only 1st grade)

2. Comparison between the new construct of reading and the STEP test

- 1) In the vocabulary test of the STEP test, applicants' basic vocabulary and grammar ability is assessed. This ability resembles Factor 5 (Basic Intra-sentence Linguistic Ability).
- 2) In the first (1) and the second (2) sections of the reading test in the STEP test, applicants are supposed to demonstrate their context handling ability. This is similar to Factor 3 (Prompt Context Grasping Ability).
- 3) The third (3) section of the STEP test is Multiple-Choice test which assesses applicants' general reading comprehension (skimming, scanning, using background knowledge). This is close to Factor 4 (Skimming and Scanning Ability).
- 4) The fourth (4) and the fifth (5) in the STEP test are examining applicants' translation ability or summarizing ability in Japanese. This is the same as Japanese Translation Ability.

We have found many similarities between the reading test section in the STEP test and the proposed construct of reading ability in the present research. However, two things which could not be found in STEP should particularly be mentioned. One is that Authentic Material Reading Ability in the present research did not have the counterpart in the STEP test. This is probably because in the real test situation it seems difficult to use the purely authentic material.

The point here is not whether it is authentic or not but how much the material is close to the real thing.

The second thing is that Japanese translation in the STEP test is only used for the first grade test. There may be several reasons for this. One is that translation ability can be only required for the top level applicants because of its professional skill. Another reason is that since the number of the applicants for the first grade test is relatively small, it is easy to handle the subjective scoring of those summary and translation test.

All of these issues are related to what we have discussed in the factor-structure construction. The matter of the translation ability should be given more importance in the classroom test construction and can be decided variably in each institution.

VI. Conclusion

The following things can be drawn as conclusions:

1) Six factors were obtained through the factor analysis as follows:

Factor 1 Authentic-Material Reading Ability

Factor 2 Japanese Translation Ability

Factor 3 Prompt Context Grasping Ability

Factor 4 Skimming and Scanning Ability

Factor 5 Basic Intra-sentence Linguistic Ability

Factor 6 English Summarizing Ability

However, we need to reconsider the relationship of each factor in practice depending on the situation of individual institution.

2) There were more similarities than differences in understanding the constructing items of reading ability between native speakers and Japanese

teachers. One thing that should be kept in mind is that the translation ability needs to be given more thought.

3) Through the comparison between the proposed construct of the present research and the STEP test, four of the components were similar (Japanese Translation Ability, Prompt Context Grasping Ability, Skimming and Scanning Ability , and Basic Intra-sentence Linguistic Ability) whereas two abilities such as Authentic-Material Reading Ability and English Summarizing Ability did not have any similar components in the STEP test. One interesting finding was that the treatment of the translation ability in the STEP test is quite similar to the idea of the Japanese teachers' construct. Only the first grade of the test requires the translation. This is probably because the translation demands special skills and ability in the reading and only the top level students can manage it. Another possibility is that the number of the applicants for the first grade test is small, so the subjective test is feasible even if it takes time to score the written summary in Japanese.

4) Teaching and learning points of reading in class should be reflected in the reading test. However, in testing reading ability the test method does not necessarily agree with the teaching method. When giving a test, we should be aware of what part of teaching is covered in our test and what is not covered. Also, we must clarify the meaning of the test components to the test takers and test users.

Note: This paper is based on the presentation at the 4th Biennial International Conference of the Malaysian English Language Teaching Association (MELTA) in Petaling Jaya, Malaysia, May 19–21, 1997.

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Appendix

Questionnaire

When you assess Japanese students' reading ability in class, how much weight do you put on each category below? Please circle one choice for each category. If you would like to add more items to this list, please feel free to do so in the blank space.

- | Example | not
important | important |
|--------------------------------------------------------------|-------------------------------|----------------|
| | (1 2 3 4) | |
| 1) ability to grasp the context... | | (1, 2, 3, 4) |
| 2) ability to predict what the writer says next... | | (1, 2, 3, 4) |
| 3) ability to understand English at a discourse level... | | (1, 2, 3, 4) |
| 4) ability to understand English at a word level... | | (1, 2, 3, 4) |
| 5) ability to use vocabulary knowledge... | | (1, 2, 3, 4) |
| 6) ability to use grammar knowledge... | | (1, 2, 3, 4) |
| 7) ability to utilize schemata (background knowledge)... | | (1, 2, 3, 4) |
| 8) ability to understand sentence level English... | | (1, 2, 3, 4) |
| 9) ability to deal with academic material... | | (1, 2, 3, 4) |
| 10) ability to deal with authentic English... | | (1, 2, 3, 4) |
| 11) ability to summarize the material in written Japanese... | | (1, 2, 3, 4) |
| 12) ability to summarize the material in spoken Japanese... | | (1, 2, 3, 4) |
| 13) ability to summarize the material in written English... | | (1, 2, 3, 4) |
| 14) ability to summarize the material in spoken English... | | (1, 2, 3, 4) |
| 15) ability to read editorials in the newspaper... | | (1, 2, 3, 4) |
| 16) ability to read general articles... | | (1, 2, 3, 4) |
| 17) ability to read journals critically... | | (1, 2, 3, 4) |
| 18) ability to appreciate literature... | | (1, 2, 3, 4) |

- 19) ability to get the main idea of the material... (1, 2, 3, 4)
- 20) ability to understand idiomatic English expressions in the material
..... (1, 2, 3, 4)
- 21) ability to read quickly... (1, 2, 3, 4)
- 22) ability to translate the material into Japanese... (1, 2, 3, 4)
- 23) ability to get the gist (outline) of the material (skimming ability)
..... (1, 2, 3, 4)
- 24) ability to find the specific information from the material (scanning ability)
..... (1, 2, 3, 4)
- 25) ability to find a topic sentence of a paragraph... (1, 2, 3, 4)
- 26) ability to draw conclusions from the material... (1, 2, 3, 4)
- 27) ability to comprehend authentic writing... (1, 2, 3, 4)