Evaluation of the Cognitive and Affective Advantages of the Foundations Reading Library Series

Published Jun 4, 2014

Stuart McLean
Temple University student

Abstract
This paper provides criteria and methodology for an evaluation of graded readers following a review of the cognitive and affective aspects of L2 reading material, offering a different perspective on their readability and entertainment value as perceived by proficient English readers. Cognitive strengths are evaluated considering the degree to which they encourage the automatization of reading, dual coding and generative use. Affective strengths are evaluated considering comprehensibility, interest to readers, and reading support, in line with the recommendations of Hill (1997) and Claridge (2012). The author feels that native English speakers and proficient non-native speakers are unable to assess the level of interest that graded readers, especially easier ones, may provide. As a result, the degree to which books are considered interesting was established through Japanese readers’ opinions, which follows Hill’s (1997) recommendation that when assessing readers’ enjoyment of graded readers, we should simply ask: Are they a good read? The Foundations Reading Library series was found to be highly suitable for Japanese university students with little or no extensive reading experience.

Authors who publish with this journal agree to the following terms:

1. Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution License that allows others to share the work with an acknowledgement of the work’s authorship and initial publication in this journal.
2. Authors are able to enter into separate, additional contractual arrangements for the non-exclusive distribution of the journal’s published version of the work (e.g., post it to an institutional repository or publish it in a book), with an acknowledgement of its initial publication in this journal.
3. Authors are permitted to post their work online (e.g., in institutional repositories or on their website), as it can lead to productive exchanges, as well as earlier and greater citation of published work (See The Effect of Open Access).

Author Biography

Stuart McLean, Temple University student
Stuart McLean, Temple University student
While much of the strategic management literature focuses on competition among firms, increasingly managers are realizing that sources of competitive advantage may be found by cooperating with other firms (Hitt et al., 2001). These cooperative organizations may be defined as an arrangement among organizations (with or without equity) whereby resources and capabilities are combined to pursue mutual interests.