

A Privately Developed EFL Reading and Word/Phrase Training Software Package, its Structure and Use

Torkil CHRISTENSEN

Introduction and overview of the software package

The reading software to be described here was developed by the author and has been used uneventfully in English as a Foreign Language (EFL) reading instruction for a number of years in the author's reading classes. Other than short presentations at the first PC Conference in Tokyo in 1997, and at an impromptu introduction at CAJ Hokkaido the following year, the public has not been informed of this teaching tool, and the present paper is in remediation of this.

The reading and word trainer aims to help students studying reading and vocabulary acquisition in English and focuses on developing reading and word recognition skills. For the student, it consists of two main parts, a part with stories created around specific words and one with stories created around specific phrases of different kinds. Integrated with the stories there is a dictionary and prefix and suffix modules.

The words and phrases focused on in the stories were culled from wordlists published by the Eiken Society of Japan and the Japan Association of College English Teachers (JACET) as well as collections of exercises aimed at specific competency levels which provide lists of the words in their indexes, mainly from Oxford University Press, and also Barron compendia of words that college students in the United States need to know.

The words were arranged in an approximate order of frequency of appearance and the software addresses a total of about 7,000 words. The word phrases of various kinds were mainly taken from Eiken preparation texts, and a total of about 2,500 were identified. These were also arranged in an approximate order of frequency of appearance and used in developing the stories constructed around the words or phrases.

The procedure for developing the stories was similar for both the stories focusing on words and those focusing on phrases. Lists of ten words (the phrase stories used eight phrases each) were used for one story. With the ten words, a story of some kind containing the ten words was written. The stories are about 100 to 120 words long, and the total number of stories are divided into six levels (A, B, C, D, E, and F), with the most frequently occurring words in level A and words of lower frequencies in the following levels. The stories in each level were checked to ensure that words from "higher" levels were not used, and as

Key words: reading, word study, EFL, reading instruction, CALL

a result the 120 Level A stories are all written with the 1,200 words selected for those stories. This was checked for all levels up to the final F level.

The phrase centered stories are arranged in four levels (i, ii, iii, and iv), each story with eight phrases as the focus of the story, and the first two "i" and "ii" levels were controlled to consist of only words taken up in the word stories of levels A and B for the i level phrase based stories and A to D for the following ii level. There was no control on the vocabulary in levels iii and iv.

Most of the stories in word story level A were originally written by high school students of Hokusei Gakuen Girls High School, those in word story levels B and C as well as the phrase level i stories by students of Hokusei Gakuen Women's Junior College. The remaining stories were written by the author, the stories in word levels D, E, and F and phrase levels ii, iii, and iv. There is also an O level of stories made up of words that somehow could not be made to fit into the six levels, these stories were also written by the author. There are a total of 731 word based stories and 325 phrase based stories.

A short sentence explaining the story was prepared for each of the stories, and six true/false statements were also developed for each story, three true and three false, for use in the study with the stories. Further, the individual words were explained in a dictionary that contains all the words of the stories, and which was developed with the HyperCard software by the author and integrated into the software here. As there are also words that were not specifically focused on in the stories the dictionary contains about 11,000 words. Each entry in the dictionary has the word and its various forms (tense forms for verbs, singular and plural for nouns, and so on), two or three sample sentences including the word as well as sentences explaining the purport of the sample sentences. Separate lists of prefixes and suffixes were also created and integrated in the search functions of the software as will be explained below.

Appendix 1 provides the first story of each of the word levels, as well as the first stories of each of the word phrase levels with the words/phrases used in the story, the sentence summarizing the story, and the six true/false statements. Appendix 2 has a few of the dictionary entries.

These various elements were integrated into the software for use by the students. The software was written with the HyperCard software, but as support for this software has now been discontinued, the word story part has been rewritten for use with both Macintosh and Windows operating systems. The author was unable to do this rewriting however and it was undertaken by a computer consultant working for the Hokusei Gakuen University Junior College, Mr. Sekiya Narumi.

Details of the components of the software

The following will describe the different parts of the software and the arrangement of the description is as a student would access the parts when studying with the software.

Students are asked to report the results of the study in writing and a sample of the handout for that is provided in Appendix 3 below.

At the start of the study the student is asked to log in with name and student number, and that successfully done a screen will ask what level the student wishes to study. The criteria for selecting the level will be described in a following section detailing the instructions given to the students. When a level has been selected there is a further screen asking which section of this level the student is going to study. Each level (A to E for words and i to iv for phrases) is divided into three parts (A1, A2, and A3 etc.) and each of these parts are further divided into eight to ten sections (depending on the number of stories allotted to a part). There is also a function to select stories freely from among those in a level, this selection can be based on the story title or the words used to construct the story.

With the section selected, the computer will load the five stories assigned to this section, four of the stories are set ones for a section and the fifth is selected randomly from other sections of the level (in the earlier levels) and in the later levels randomly among all the stories of the earlier levels. When the loading of the stories is complete a screen shows which "exercises" - kinds of study - are available.

The students first go to read the five stories, and the first screen after selecting the "Read the Stories" option shows the titles of the stories available (selected). A click on a title will take the student to this story and there are navigational aids to move around among the stories. Clicking on any word of a story will call up the word from the dictionary and display the meaning of the word and a sample sentence on the screen. When the reading of the five stories is complete the students are requested to write their reactions in the space provided on the handout (Appendix 3).

The next step is "Studying Words," here the screen will show the 50 words (40 phrases) that the stories have been constructed around and the student checks that they are known. It is possible to click on those that are not known and to study those out of context, and with a sample sentence.

Now the student proceeds to "Gap Stories," which will display one of the stories read previously with the ten words used to construct the story replaced with gaps and the words provided in a vertical list on the screen. Clicking on the words in the list, and the gaps in the story will then replace the words in the story. It is possible here to check the "un-gapped" (original) story, by going directly to the story and back to the "gap story." The number of attempts at replacing words and the number of successful replacements are tallied on the screen. Students are asked to repeat this exercise with a different story, from among the five read stories and selected by the machine.

The final specified task is a "true/false" test. Here a button will make the machine select one of the thirty true/false statements that has been prepared for the five stories. To help recall the story the one sentence summary of the story will be displayed if requested. It is also possible to look at the story if the student is not sure of an answer. Students are asked to do this ten times (ask the machine to display different true/false statements) and report the results, which are tallied on the screen.

Now students are asked to study further on their own with the software, and there are four functions that have not been explored so far: Picking a sentence to fit a word, picking a word to fit a sentence, matching words with hints, and a reading speed exercise. All of these exercises, like those that the student has accessed so far deals with only the words and stories originally selected, resulting in ample repetition and overlap.

Picking a sentence to fit a word will display four sample sentences each with a word removed (the word is one of the 50 in the section being studied) and one word (from one of the four sentences), here the object is to determine which sentence the word was removed from. The screen allows access to the descriptions of what the original sentences are about and what the meaning of the word to fit into the sentence is. Picking a word to fit into a sentence is the reverse of this, with one gap sentence displayed and four foils to pick from for placing in the sentence.

Matching words with hints will show a number of words (up to ten with four as the default number) and a number of hints (also up to ten, and not necessarily the same number as that chosen previously for the words, with four as the default) and the object is to click on words and explanations that match. The screen allows access to explanations for the specific words and words for the specific explanations.

The reading speed function has the machine observe the apparent reading speed, measured by the number of words in a story and the time from the screen is displayed till it is changed, and report this as the reading speed. It is also possible to select a reading speed and the machine will then change screens when a story "has to" have been read, according to the speed selected.

The above outlines the functions in the software and it proved simple and easy for students to use and navigate. In the earlier versions the screen changes were not very fast but that is not a problem with present day machines.

Instructions to students

The study is largely unsupervised after the initial introduction to the software. A handout (Appendix 3) is provided with the steps necessary to arrive at the various parts, the stories, the words, the gap stories and the true/false quiz. Finally the students are invited to explore the parts (buttons) that have not been explicitly required, before a general comment on how they have reacted to the experience is requested. The software is explained to first year students in early May, about a month after students have entered the university, and they are expected to study a section a week, on average.

The first choice that has to be made is in selecting a level, and here it is suggested that students begin with either the A, B, or C level. Students are told that in a level the various sections are of similar difficulty and that they need not proceed in any particular order. Then when they have tried one section and it has proven simple they are told to advance to the next level, or if it was difficult it is suggested that they drop back one level. Through

the school year a student is required to study about 20 sections, and when a level seems simple to advance a level or when difficult to retreat one level, and not think too deeply about what level the study is at. The main thing is to do the reading and other exercises without needing to look up words and generally proceed through the exercises so that the study of a section is completed in about half a lesson (45 minutes). Most students start at the first section of level A1 and it is rare that students advance beyond level D in the word based stories.

The students are asked to report their impressions after completing each of the story and word assignments. After the reading of the five stories they are told to put down what they remember and think interesting in the reading, rather than provide an exhaustive report of what they did. For the next step in the directed study, looking at words, there is room for brief comments on their learning and work with the words on the handout. For the "gap stories" and true/false quiz they report the scores (as well as the titles for the gap stories), as they appear on the screen. Finally they are asked to provide a general comment at the end of a section, with no specific instructions for how to do this.

The instructions ask that half the computer based study is with the word centered stories and half with the phrase centered stories, but no particular checking of this is made. At present when only the word centered stories are available on the computers only the advance in levels is explained. Students express interest in the stories but no follow up to determine the particular routes of progress through the sections has been made.

Students are told to study an average of one section every week of the semester but they generally seem to do several together at once. One handout has room for reports of four sections and this appears to be the unit of study for many students, although quite a number turn in all the work of this kind only at the end of the semester. At present it is possible to do the work both at the computers in the university as well as through access via home computers.

Evaluation of the utility of the software

The reading lesson where the software is used, require students to do classroom based assignments as well as the computer based assignments. Using the software made it possible to conduct the classes in a student centered manner paying individual attention to student needs. One class consists of half of the annual intake of the Junior College of Hokusei Gakuen University, 70 to 80 students, and with a proportion of these very many students at the computers it has proven possible to provide individualized attention when students are not sure about what to do, while at the same time students who manage on their own can be left in peace to conduct their study on their own.

Students appear to actually do the study, but the limited oversight would make it possible to take shortcuts. It is not known to what degree this takes place.

Appendix 1: Examples of the stories developed for the software

Level A Story 1

My name

My name is Happy. I'm a dog. My owner is a nice sportsman. His name is Tommy. Tommy always took me along when he went to train on the sports track. Tommy is still a 12 year old boy who dreams of taking part in the Olympic Games. One day, Tommy had an attack of a bad illness, he fell down on the track. I hurried to call a person who can help, and Tommy was immediately taken to the hospital in an ambulance. I am his dog so I wanted to do more for him, but I could only indicate my wish. His dad and mom said his sickness was very bad.

He had to stay in bed in the hospital, but he didn't seem to get any better. Instead he seemed afraid. My voice didn't reach his ear and I was worried he would die. Then I asked that my life be taken instead of his life. My idea was accepted, I died and I had to enter the country of God, our union seemed finished. Now, Tommy soon got well. I was very happy. Now I knew why my name is Happy.

True/false statements with true (t) or false (f) indicated at the top:

t, Tommy is a young boy.

t, Tommy has a bad illness.

t, Tommy gets well again.

f, Happy couldn't visit Tommy in the hospital.

f, Tommy went to the hospital by himself.

f, Tommy dies.

Story summary: About a dog which helps its owner.

Words appearing in this story: track (n), train (v), ambulance, indicate, who, enter, ear, die (v), stay (v), union

B story number 1

Creating agreement for the first time

There is a prosperous country with a perfect environment. There is much electric and water power there. But the Postal Service is a thing that is not completely perfect so the people there have to borrow ideas from other countries. The main problem seems to be to design a stamp that everybody can agree on, people have so many different opinions there. There was a famous poet who nobody likes in this country, a person who they felt they had to doubt because he does not accept the honor they want to give him. One day he made a poem with a story that was so poor that no one who read it could conceal their indignation towards him. This was the first time all citizens had been willing to agree on anything and it represented a great advance over the former lack of agreement. In memory of this event the first stamp issued with the acceptance of all the citizens had the image of the poet they did not like.

True/false statements with true (t) or false (f) indicated at the top:

t,People in this country rarely agree.

t,The postal service was not perfect.

t,The poet was put on the stamp.

f,This country has a poor environment.

f,The poet was liked by all.

f,No stamps are issued here.

Story summary: About a happening in a country where there is little agreeing.

Words appearing in this story: electric, doubt (v), willing, stamp (n), former, conceal, indignation, environment, borrow, poet

C story number 1

Getting a grip on the problems of departure

The first step on our cruise is to get away from here. For the first several miles there is a channel to take us to the frontier but the channel is shallow. With our sailing ability, the water depth may not be adequate and we need more instruction in how to handle the boat. The channel has become more difficult to pass, and it seems that the proportion of successful passages have fallen. There is a public training session that is offered regularly, but admission is expensive. Even then such a training session would be a good way to improve our skills. It is not enough for us to pretend that we can sail, we have to actually be able to do it. If it was enough to pretend, we could perhaps also find a pearl right under the ship, just by looking. We lack sailing skills and even with a boat called just the pronoun 'It' to show its wonderful sailing ability, we need to know more about sailing.

True/false statements with true (t) or false (f) indicated at the top:

t,There is a training course to learn to sail.

t,The training session is offered regularly.

t,The training session is expensive.

f,It is enough to pretend to sail well.

f,These people are confident that all will go well.

f,They did find a pearl under the ship.

Story summary: About our poor sailing ability and how to overcome that handicap.

Words appearing in this story: channel (n), depth, instruction, frontier, proportion (n), pearl, admission, improve, pronoun, pretend

D story number 1

The failed actor

There is an old shepherd. He keeps a lot of sheep and a goat and has boundless huge corn fields. He is boastful and talks too much. This corn is grown by a harmless fertilizer. This fertilizer is the droppings of the sheep and the goat. He always takes care of his animals and his farm, so his farm is neatness itself. But when he was young, he was a reckless

boy and he had a big dream. It was to become a comedy actor. But he did not have the ability and essence to become an actor. Trying it in valid ways he could not become an actor, so he tried to do it in an unjust way. As a result he was scolded by his father and he ran away from home and started to keep sheep. He worked very hard and succeeded in his work. Now he became a rich man but he is lonely and he is boastful and a heavy smoker.

True/false statements with true (t) or false (f) indicated at the top:

t,The shepherd had wanted to become an actor.

t,His father got upset with him.

t,Now he is rich.

f,The shepherd has a small farm.

f,The shepherd was always honest.

f,He lives a healthy life now.

Story summary: About what became of a boy who wanted to be an actor.

Words appearing in this story: goat (n), reckless, comedy, boundless, boastful, neatness, valid, essence, smoker, harmless

E story number 1

Making it reasonable

We had to try hard to reach an amicable settlement that was good for us. Mind you, there was no need to get a haircut before we went to give our bid for the house. However, it was important to devise some explanation that we could use when we had to confront the seller. We needed something convincing. If the explanation was reasonable we could expect that she would be cooperative.

Our main disadvantage was quite serious, it was a shortage of cash, and we had to be careful not to offer too much. If we could not overcome that disadvantage, there might be a discharge of angry words and everybody would flock around us. Then they would ask why we could not do anything nicely, like providing reasonable explanations that others could accept. So I had to work on that explanation, I had to clothe our words in the most inoffensive terms available. I had to make sure that our bid would be accepted.

True/false statements with true (t) or false (f) indicated at the top:

t,There is a need to justify the offer.

t,They try not to attract too much attention.

t,Wording is important in the talk here.

f,Price is no problem here.

f,It is OK if the explanation is offensive.

f,They need haircuts.

Story summary: About buying a house and explaining a low price offer.

Words appearing in this story: haircut, flock (v), bid, devise, confront, cooperative, discharge (n), clothe, disadvantage (v), shortage

F story number 1

Looking for writing on rocks

The writing on the stone was illegible, but I had a suspicion that it was just a veneer over something more important and I hit the granite surface lightly to see if it was solid. The echo from the hit seemed to indicate that there were no hidden holes in it.

I had been tireless to find this place and now it was my duty to show the chairperson back home that it was no ordinary writing that was on it. The advertiser who was paying for this would also need more than just a tally of the places where we had looked for rocks with writing on them. The advertiser had sent a trainee with us and he seemed to have developed something close to an adoration for me. That was helpful when we needed difficult jobs done, he was happy to support our requests. He was also something of an inventor really and quite clever at helping us get to places where no one could usually go.

True/false statements with true (t) or false (f) indicated at the top:

t,The sponsor has sent an assistant to help.

t,The chairperson has to be informed.

t,It was by considerable effort that this place was found.

f,The stone here is hollow.

f,The trainee is not of much use.

f,They are only looking for places it is easy to get to.

Story summary: About fulfilling the needs of a sponsor.

Phrases appearing in this story: illegible, veneer, tally (n), trainee, inventor, tireless, granite, advertiser, chairperson, adoration

Level i phrase story

The escape, but not quite yet

Zombies were running after Patric. They were a kind of aliens and seemed threatening. He knew that they ate people. Nobody knew where they are from, but they had come to earth three days ago and they have killed almost all human beings. Patric is one of the few survivors. He is good and brave and he has been trying hard for the earth to get rid of the zombies. So, he fought hard against the zombies, till yesterday. But today, he has used up all his arms and he has no more strength to fight them.

Now, little by little, he was being run down by the zombies. With his last strength Patric put many big obstacles out behind him and in the way of the zombies. But the aliens seem able to pave the way across any obstacle, without difficulty.

Patric was frightened. What could he do? He started to fear that there was no way to beat off the zombies. But just then, he heard a voice on his radio. It is a message sent from Jupiter. According to the radio, some day, soon, maybe within hours, Jovian people are going to come to Earth to help the survivors. They tell of new obstacles that will be put in the way of the zombies and which will overcome them.

Patric was encouraged to hear that, and his spirits improved and he had new power to

escape from the zombies for a while again.

True/false statements with true (t) or false (f) indicated at the top:

t,The zombies are after Patric.

t,There will be help from Jupiter.

t,Patric has only a little energy left.

f,The zombies are caring for human beings.

f,There are many humans with Patric.

f,Patric has no way to know what happens everywhere else.

Story summary: About how humans may survive even these zombies.

Phrases appearing in this story: pave the way, a kind of, little by little, put in the way of, just then, some day, beat off, get rid of

Level ii phrase story number 1

Birthday

There was an village with animals in a forest. Rabbits, bears, foxes, dogs, and cats always lived together happily, but the foxes had a habit that they would always be eager to want the things of others.

One day, a rabbit mother suggested having her rabbit's birthday party, so mother and the rabbit invited everyone. So it could come about that at their invitation, everyone came to her birthday party. A bear gave a doll, a fox gave shoes, a dog gave a cloth, and a cat gave a carrot cake. The fox saw the cake and wanted it, he began to feel selfish. The bear sat across from the fox, and it tried to prevail on them so they promised not to want the other's things. The fox really wanted to keep its promise, but the fox's habit came to the surface. He broke the promise and ate the cake while no one was looking.

Because of the betrayal of the fox, everyone thought of ways and means to teach him. But the fox came, and he apologized to everyone. They accepted his apology, and they continued to get along together. But the fox had to learn by heart to say, 'I should never take the things of others.'

True/false statements with true (t) or false (f) indicated at the top:

t,Everybody brought a gift to the rabbit.

t,The bear tried to avoid disagreements at the party.

t,The fox apologized in the end.

f,The rabbit liked the taste of the carrot cake.

f,The fox always thinks about the other animals first.

f,The rabbit mother soon sent everybody home.

Story summary: About a birthday party in a forest where a lesson is learned.

Phrases appearing in this story: come about, by heart, ways and means, betrayal of, prevail on, across from, at their invitation, be eager to

Level iii phrase story number 1

How Ken and John learned to get along

Ken and John were 10 years old and they lived near each other. They went to the same school too. But they didn't feel happy in the company of each other, they acted as if they were a monkey fighting a dog. It seemed that they could only be hostile to each other. Generally, John is stronger than Ken on average.

One Friday, while Ken plays with his friends, John comes there and he said, 'let me play with you, even when you are not too clever.' Ken said, 'don't say that to my face.' John starts to play, but Ken decides to dig in and keep saying no. Ken was very angry, and he told everyone this story. Everybody starts to pick on John, and everywhere he goes everyone enjoys to take a pot shot at him. John reflected on his way of acting, and he apologized to everyone. Ken and everyone forgave him.

They discussed to put together their baseball teams, and their friendship seemed to keep over the weekend and for a much longer time.

Now they got along well with each other, and walked to school together.

True/false statements with true (t) or false (f) indicated at the top:

t, Ken and John lived near each other.

t, Ken and John have the same friends.

t, Ken tells others what John says.

f, Ken and John cannot put baseball teams together.

f, They cannot talk to each other for more than a day at a time.

f, Ken is the stronger of the two.

Story summary: About two boys who go to the same school, maybe even the same class.

Phrases appearing in this story: to my face, dig in, on average, put together, be hostile to, pot shot, keep over the weekend, pick on

Level iv phrase story number 1

Ms. Charmand wins the election

I had come home late that evening after being on the go from early morning. It was election time and my job was to get people to vote for our candidate, a Ms. Charmand who had just come forward to take the candidacy of our party. In this election it was our party which set the pace of the campaign, mainly because of Ms. Charmand's way with words. At the staff meetings she constantly stressed the import of words, words that should make an impact. She didn't mean to say that people should feel hit by the words, but she would say something like that tongue in cheek to make us more aware of how important it was.

Now with just a week left of the campaign it seemed that the papers tended to pass over our opponent and in all probability Ms. Charmand would win. If so I felt sure we would get to see a lot of her on TV and in the papers. She with her careful clever statements and pronouncements.

True/false statements with true (t) or false (f) indicated at the top:

t,Ms. Charmand is good with words.

t,The writer will be happy if Ms. Charmand wins.

t,Ms. Charmand is great on TV.

f,Ms. Charmand was not likely to win this election.

f,Ms. Charmand never says jokes.

f,The writer has a relaxing time during the election campaign.

Story summary: About an election that seems to go just right for the writer here.

Phrases appearing in this story: on the go, vote for, set the pace, the import of words, in all probability, tongue in cheek, pass over, see a lot of

Appendix 2: Examples of words as found in the dictionary here

1 Word: **a, an**

Explanation: word used before nouns, to indicate there is one and we are not sure which

Sample sentence 1: There is a duck in the driveway, how did it get there?

What sample sentence 1 is about: Word to describe one duck of unknown origin.

Sample sentence 2: I have a better idea, listen to me now.

What sample sentence 2 is about: What would describe my better idea, there seems to be one and no one else knows it yet.

2 Word: **absence, absences**

Explanation: being away

Sample sentence 1: In my absence I want you to look after the dog.

What sample sentence 1 is about: When I want you to look after the dog.

Sample sentence 2: If you have one more absence you will be out.

What sample sentence 2 is about: One more of this will mean that you are out.

3 Word: **absent (v), absents, absented, absenting**

Explanation: keep away

Sample sentence 1: I will absent myself during the discussions then it may be easier to reach an agreement.

What sample sentence 1 is about: What I will do to make an agreement easier to reach.

Sample sentence 2: If you absent yourself you will not be able to provide input in the discussions.

What sample sentence 2 is about: What will make it impossible for you to provide input for this.

4 Word: **absent (x)**

Explanation: not present, not existing, lack of attention

Sample sentence 1: The absent members have not written so we don't know what the situation is.

What sample sentence 1 is about: What these members are, and so we don't know about what happened to them.

Sample sentence 2: There is one absent participant and you can use her room.

What sample sentence 2 is about: What this participant is, and so the room is available.

Appendix 3: The handout for students to report the results of their study

The Reading and Word Trainer

for (your name and student no.) _____

One

1. Machine: _____ Level: _____

2. About the stories:

3. About the words:

4. Words into gaps (story names and results) :

1. Title:

Results:

2. Title:

Results:

5. True or False? (results) :

1.

General comment (a sentence or two) :

[Abstract]

A Privately Developed EFL Reading and Word/Phrase Training Software Package, its Structure and Use

Torkil CHRISTENSEN

This paper reports the details of the development of a reading training software package for EFL that is presently in use in reading instruction in Hokusei Gakuen University Junior College. The software package consists of numerous stories developed around words and phrases and it is integrated with an especially developed dictionary to make looking up words convenient. In addition to the readings the software provides opportunities for studying words out of context, fill in the gap sentences and stories, as well as responding to true/false questions about the stories. The software has been used uneventfully for nearly ten years at the time of writing.

EFL 読解トレーニング・ソフトウェアの開発と使用

要約

この論文は、現在北星学園大学短期大学の読解講義において使用されている EFL 読解トレーニング・ソフトの開発の詳細を述べるものである。このソフトウェアには、単語 (words) や慣用句 (phrases) を用いて展開する多彩なストーリーが含まれる。ソフトウェアは特製の辞書と統合されているので単語の意味を探すために利用できる。さらに読解のみならず、文脈から言葉を学ぶ練習も可能である。すなわち文章の穴埋め問題とストーリーの穴埋め問題をしているうちに物語の正誤問題に回答することができる。このソフトウェアはおよそ10年間有効に使用されてきた。

Key Words: reading, word study, EFL, reading instruction, CALL