

# *An Analysis of Variables that Indicate the Accurate Placement of Young Chinese Learners of English at the Appropriate Guided Reading Level*

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*Using a mixed methodology of quantitative data—related to student reading scores—and qualitative data—consisting of interviews and observations—a tentative understanding of the variables that affect the placement of young Chinese students learning English into an appropriate guided reading course was ascertained. After conducting descriptive and inferential statistical analyses, the variable of a student’s instructional reading level (IRL) was identified as central in determining the appropriate guided reading course. Influencing IRL were the variables of student age and maturity, which have an effect on guided reading course selection. When IRL is combined with these qualitative variables, a preliminary recommendation for using the instructional reading level score in relation to age and relative maturity is deemed the most appropriate means of placing students into a suitable guided reading course.*

## **Introduction**

Guided reading as a pedagogic procedure to support early learners to read has been implemented in numerous classrooms successfully. This implementation has predominantly been in first language (L1) classrooms where students learn to read in their native language. However, the use of guided reading in classrooms where English is being taught as the second or foreign language (L2) is increasingly used throughout the world.