Perceptual and Motor Skills, 1997, 85, 1428-1430.

THE AUTHOR RECOGNITION TEST AND VOCABULARY KNOWLEDGE: A REPLICATION[1]

SY-YING LEE
National Taiwan Ocean University

STEPHEN KRASHEN
University of Southern California

LUCY TSE
Loyola Marymount University

Summary.—Scores on the Author Recognition Test and self-report of number of books read (free voluntary reading) made independent contributions to scores on a passive vocabulary measure for 30 adult native-speakers of English.

Free voluntary reading appears to be a source of much literacy development (4). Stanovich and colleagues have introduced a simple test for measuring the amount of reading people do. On the Author Recognition Test (9), subjects are asked whether they recognize the names of authors on a list. Scores correlate with those on measures of vocabulary (6, 8, 9), reading comprehension (7), spelling (3), and writing (5). Scores also correlate with observed reading (9) and with amount self-reported reading for leisure (1, 6, 7, 8).

In this replication, we asked 30 adults waiting in the Los Angeles Airport to take a locally constructed Author Recognition Test of 25 items and a vocabulary recognition test of 39 items. Most people were willing to do these tasks as completion of both took less than ten minutes.

On the vocabulary test, subjects indicated whether they knew the words on the list but did not give their definitions (2). Both tests included foils, 13 nonwords on the vocabulary test and nine nonauthors on the Author Recognition Test. On the vocabulary test, seven subjects checked one foil and one subject checked two foils, while on the Author Recognition Test, four subjects checked one foil each. Scores on both tests were corrected for guessing by subtracting the proportion of foils from the proportion of real items checked (real authors, real words) (8). Correlations between raw and adjusted scores were very high (on Author Recognition, $r = .98$: on vocabulary, $r = .97$). Adjusted scores were used in the analysis. Cronbach alpha for scores on the Author Recognition Test was .80 and for those on the vocabulary test .84. Subjects were also asked to indicate how often they read for pleasure (Table 1). One point was given if subjects said they read a book every three months, two points for every two weeks to three months, and three points for a book every two weeks or more frequently.

[1]Address enquiries to S. Krashen, 23852 Pacific Coast Highway, No. 919, Malibu, CA 90265.

Results

Scores on the Author Recognition Test correlated significantly and positively with scores of the vocabulary test (.53), replicating previous results. Reading frequency correlated positively with scores on both the vocabulary test (.59) and the Author Recognition Test (.50).

TABLE 1
Means and Standard Deviations For Proportions on Three Measures

Measure	*M*	*SD*
Author Vocabulary Test	.54	.22
Vocabulary	.61	.28
Free Voluntary Reading	2.67	.78

Multiple regression analysis indicated that the Author Recognition Test and free voluntary reading contributed independently to performance on the vocabulary test. The regression coefficient of .43 for free reading was significant ($t=2.57$, $p=.02$) and for the Author Recognition Test the coefficient fell short of the .05 level (beta = .31; $t=1.86$, $p=.07$). Combined, the two measures of reading accounted for 38% of the variation in vocabulary scores ($F_{1,29}=9.8$, $p=.0006$). These results are similar to those found in other studies (Table 2).

TABLE 2
Pearson Correlations of Scores on the Author Recognition Test With Scores on Free Voluntary Reading and Vocabulary From Five Studies

Study	Free Voluntary Reading	Vocabulary
Rodrigo, *et al.* (1996)	.34	.75
West, *et al.* (1993)		.62
Allen, *et al.* (1992)	.52	
Stanovich and West (1989)	.38	
Stanovich, *et al.* (1995)*	.34	.50
Stanovich, *et al.* (1995)†	.46	.63

*Subjects' mean age = 79.9 yr. †Subjects' mean age = 19.1 yr.

The results confirm that self-reported free reading and vocabulary scores are correlated and that the Author Recognition Test may be a useful tool. Although the correlation of scores on the Author Recognition Test and reported amount of free reading was modest, each made an independent contribution to vocabulary knowledge. These two measures might tap slightly different aspects of free reading.

REFERENCES

1. Allen, L., Cipielewski, J., & Stanovich, K. (1992) Multiple indicators of children's reading

habits and attitudes: construct validity and cognitive correlates. *Journal of Educational Psychology*, 84, 489-503.

2. Anderson, R., & Freebody, P. (1981) Vocabulary knowledge. In J. Guthrie (Ed.), *Comprehension and teaching: research reviews*. Newark, DE: International Reading Association. Pp. 77-117.
3. Cunningham, A., & Stanovich, K. (1990) Assessing print exposure and orthographic processing skill in children: a quick measure of reading experience. *Journal of Educational Psychology*, 82, 733-740.
4. Krashen, S. (1993) *The power of reading*. Englewood, CO: Libraries Unlimited.
5. Lee, S. Y., & Krashen, S. (1996) Free voluntary reading and writing competence in Taiwanese high school students. *Perceptual and Motor Skills*, 83, 687-690.
6. Rodrigo, V., McQuillan, J., & Krashen, S. (1996) Free voluntary reading and vocabulary knowledge in native speakers of Spanish. *Perceptual and Motor Skills*, 83, 648-650.
7. Stanovich, K., & West, R. (1989) Exposure to print and orthographic processing. *Reading Research Quarterly*, 24, 402-433.
8. Stanovich, K., West, R., & Harrison, M. (1995) Knowledge growth and maintenance across the life span: the role of print exposure. *Developmental Psychology*, 31, 811-826.
9. West, R., Stanovich, K., & Mitchell, H. (1993) Reading in the real world and its correlates. *Reading Research Quarterly*, 28, 35-50.

Accepted November 4, 1997.