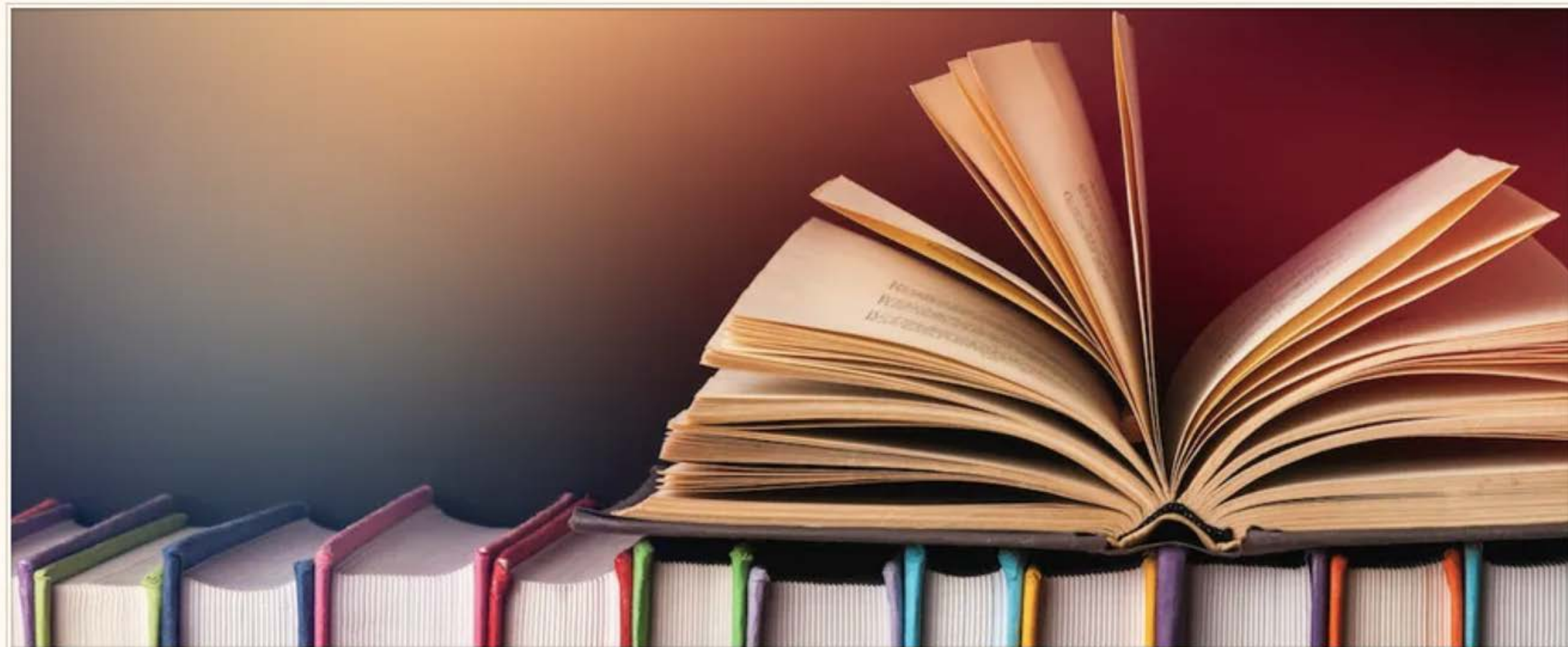


# JAPANESE UNIVERSITY STUDENTS' ATTITUDES TOWARDS EXTENSIVE READING (ER) IN THE DIGITAL AGE



Jesse Elam, Dax Thomas, Dawn MacLellan, and Valerie Galichet-Honda

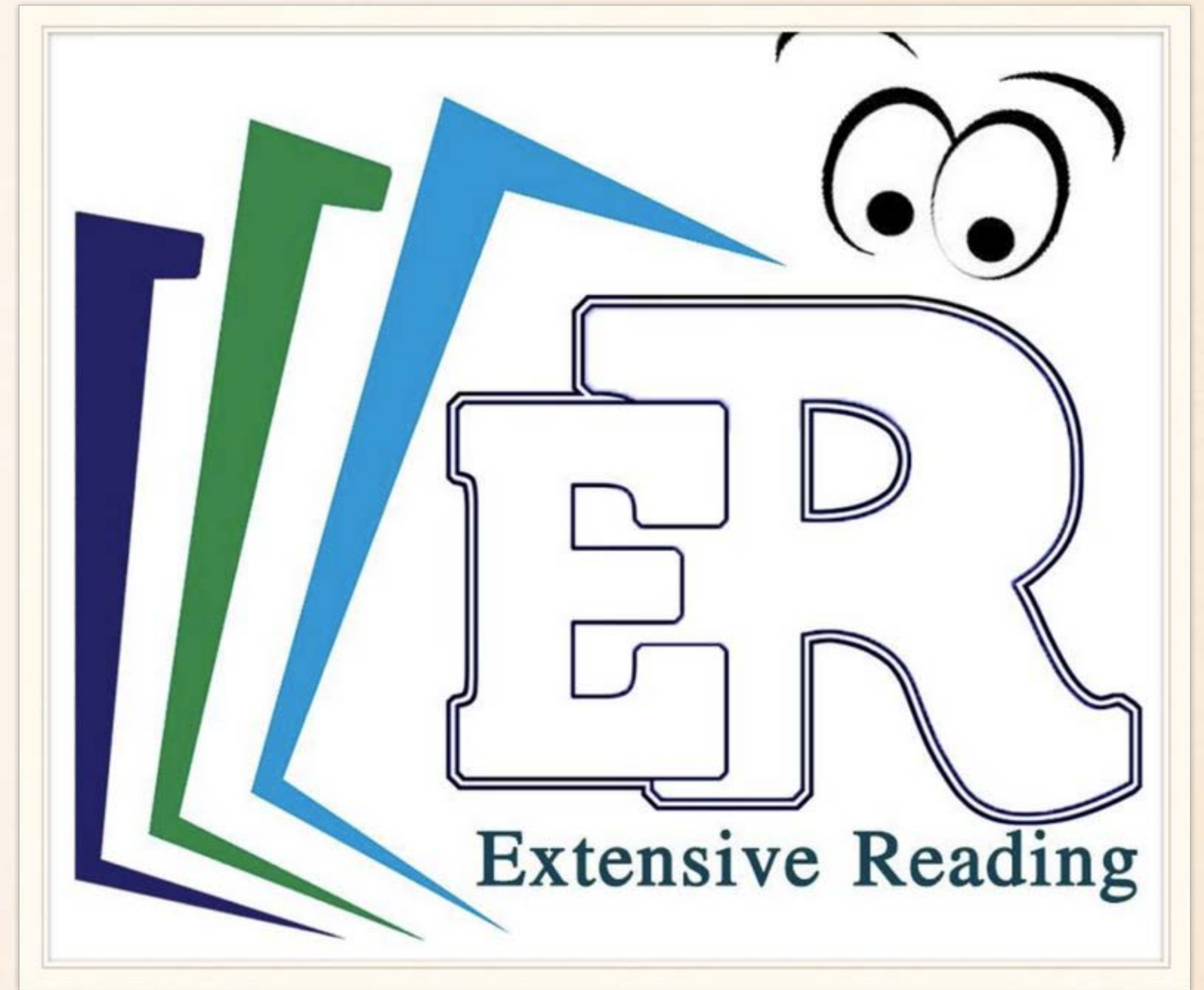
Meiji Gakuin University, Yokohama, Japan





# RATIONALE

- ❖ Improves reading comprehension.
- ❖ Develops grammar and vocabulary.
- ❖ Improves writing skills.
- ❖ Improves listening and speaking skills.
- ❖ Increases reading speed.






# XREADING

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## XREADING

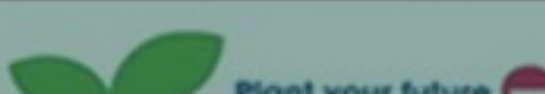


is the best way to do  
**Extensive Reading**

Thousands of graded  
readers available  
anywhere, anytime!



### Main Benefits

- All books are always available
- Quizzes are available for every book
- Audio on demand for almost every book
- Book recommendations from other students





# RESEARCH QUESTION



What are first-year Japanese EFL students' reading attitudes before and after experiencing a technologically-assisted extensive reading curriculum?



# METHODOLOGY

## (PARTICIPANTS AND INSTRUMENTS)

### Convenience Sample:

- 50 first-year Japanese EFL students in English Communications

	CASEC	ERF1	Bks1	Bks2
Median	647	6	6	6
Mean	638.16	6.22	5.04	5.36
Minimum	503	3	1*	0*
Maximum	742	15	7	20*
Std. Deviation	63.904	2.964	1.653	2.562

Quantitative (QUAN)

Qualitative (qual)

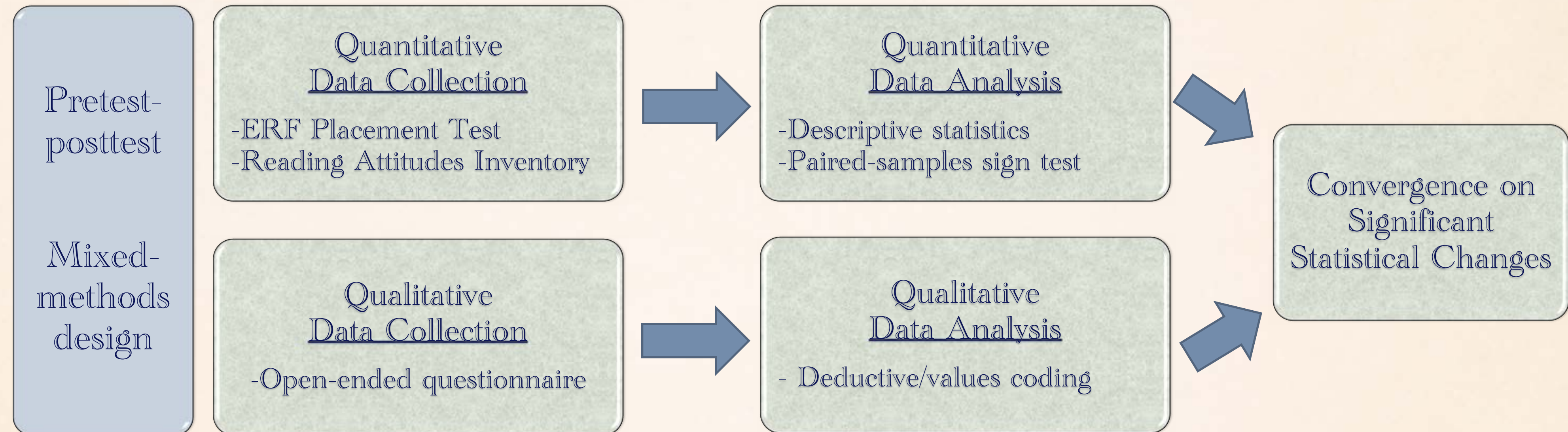
ERF Placement Test

Adapted Yamashita's  
(2013) Reading  
Attitudes Inventory

Open-ended  
questionnaire



# METHODOLOGY (COLLECTION AND ANALYSIS)



## Procedures

- ❖ Weeks 1-2: Administered (pretest) ERF and reading attitudes inventory with open-ended survey.
- ❖ Weeks 2-14 (Spring): Students read one graded reader every two weeks (+/-2 of their ERF) - six books total.
- ❖ Weeks 15-27 (Fall): Students read one graded reader every two weeks (+/-2 of their ERF) - six books total.
- ❖ Weeks 27-38: Administered (posttest) ERF and reading attitudes inventory with open-ended survey.

# QUAN FINDINGS

Adapted Yamashita's (2013) Reading Attitudes Inventory  
Pretest-posttest (paired-samples sign test)

## **Answer Choices**

5 = Strongly Agree (非常に思う)

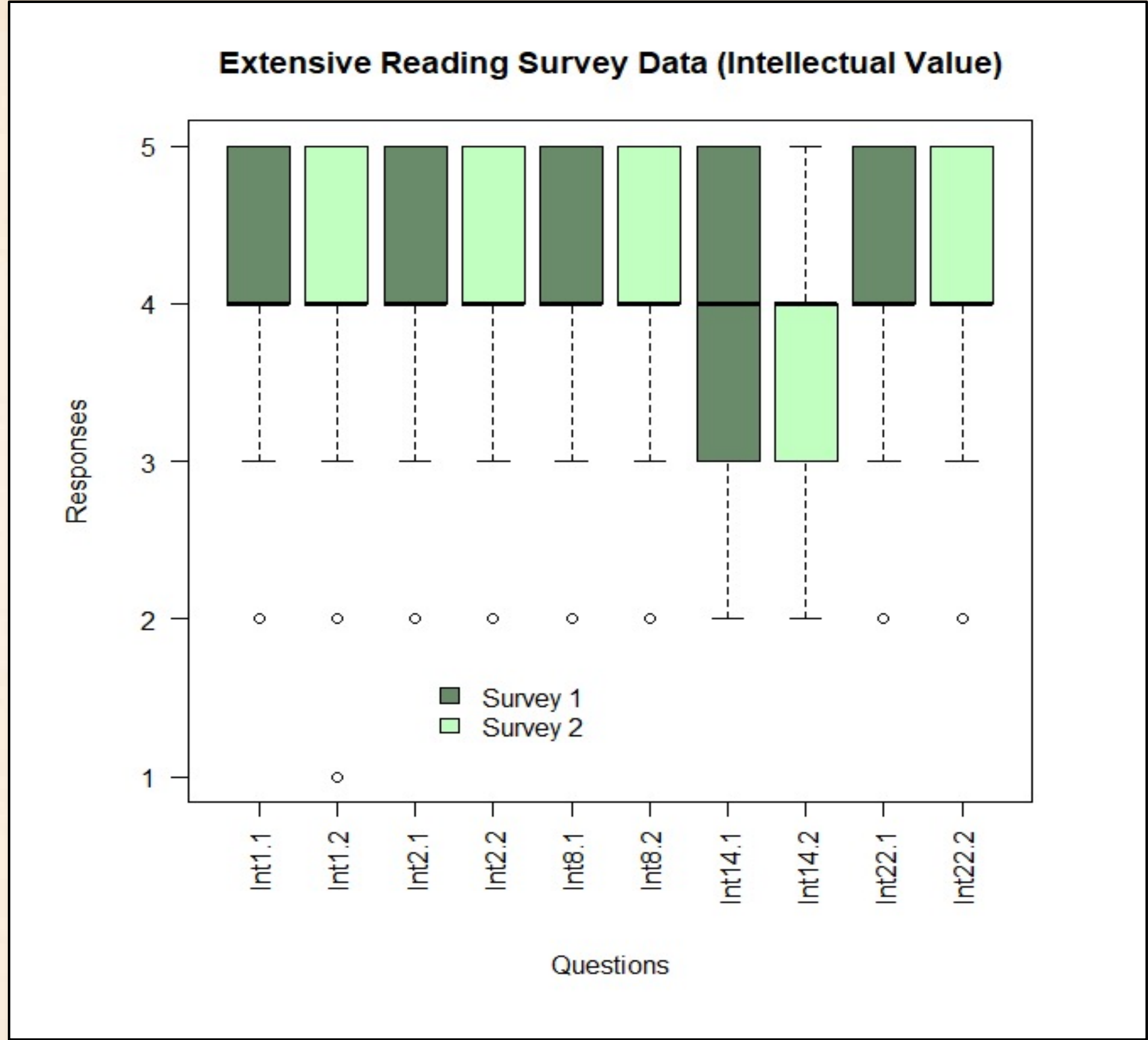
4 = Agree (思う)

3 = Undecided (どちらとも言えない)

2 = Disagree (思わない)

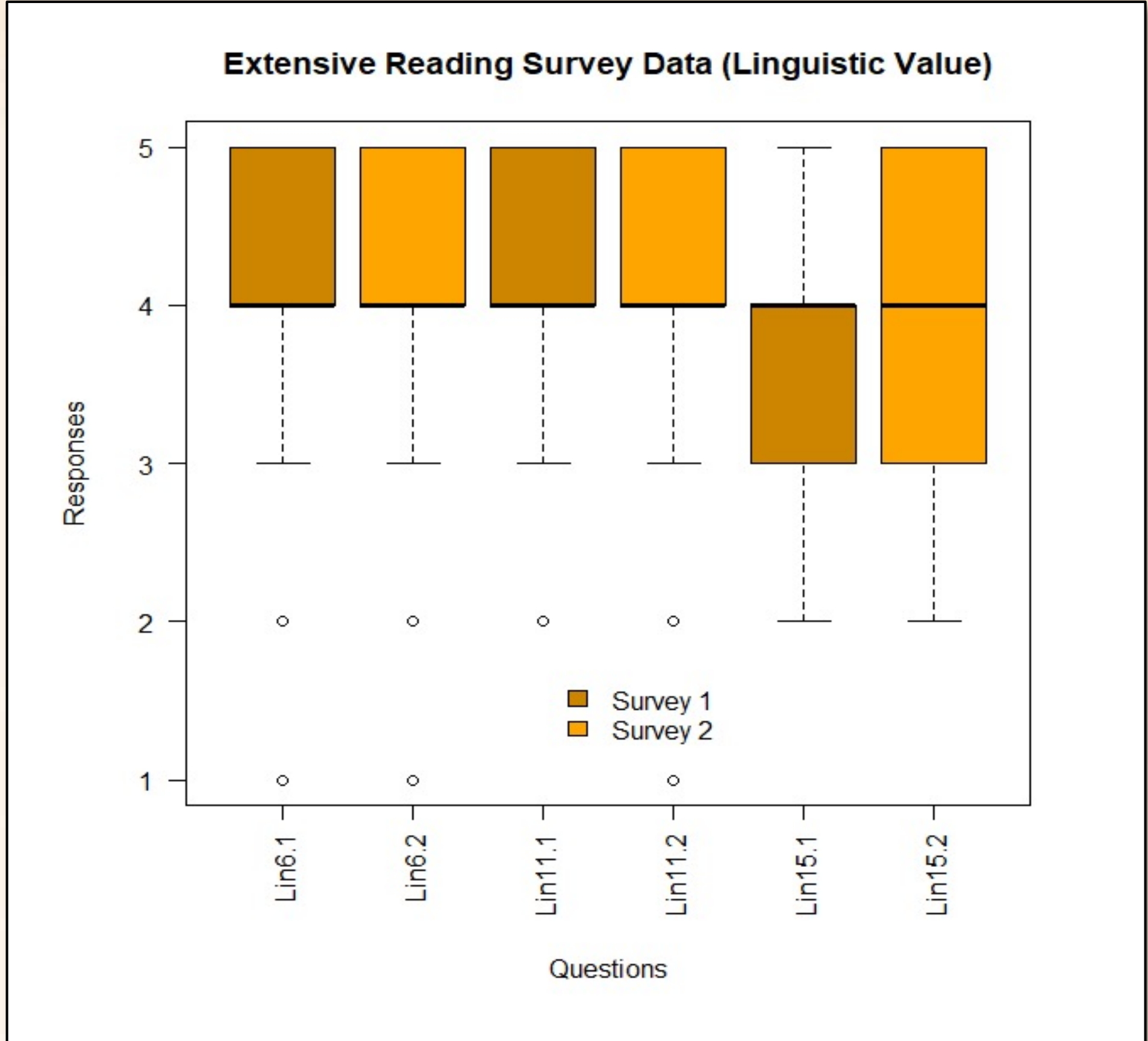
1 = Strongly Disagree (全く思わない)





**Intellectual Value**

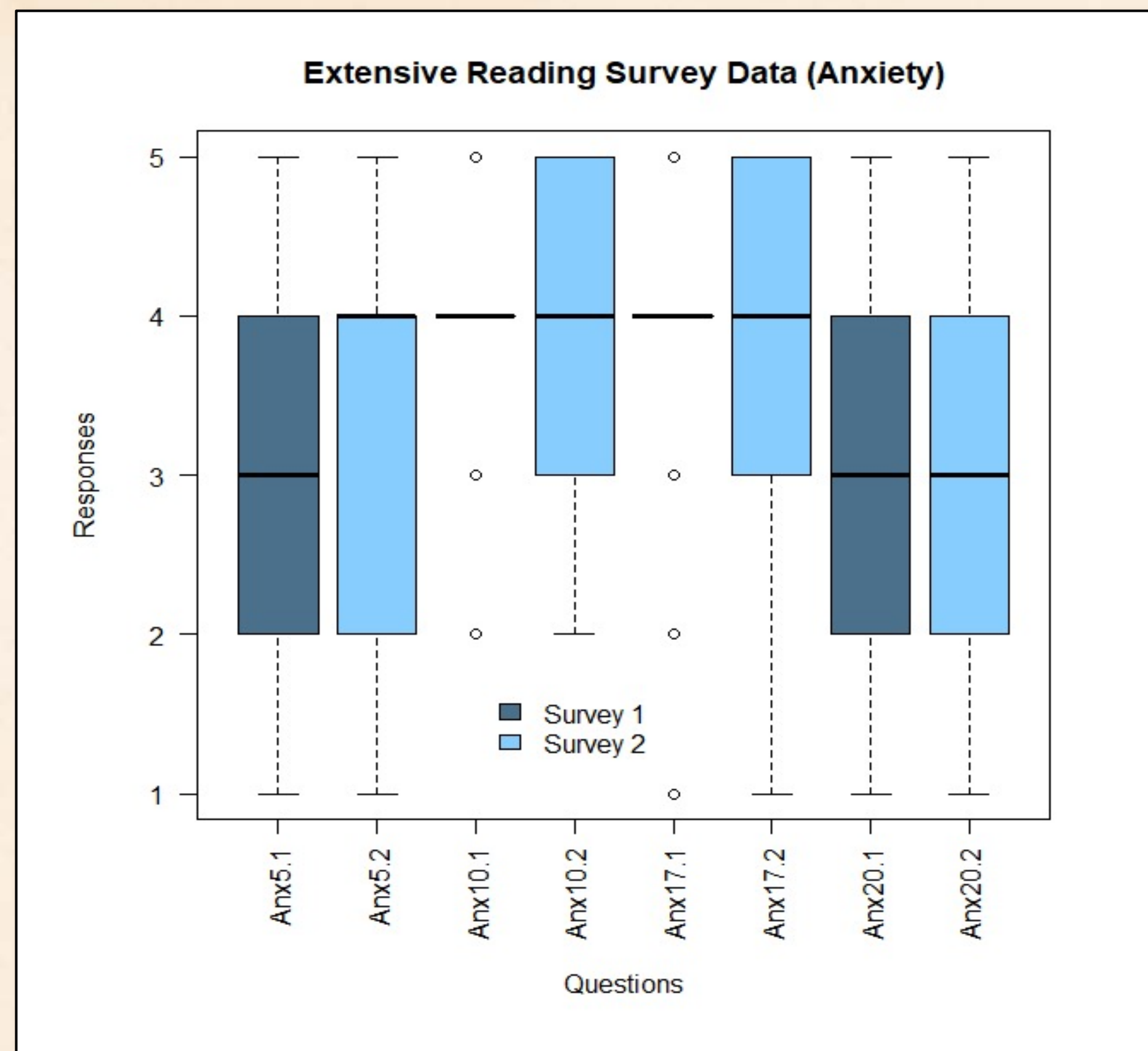
- 1. I can become more knowledgeable if I read in English.
- 2. I can get various kinds of information if I read in English.
- 8. I can acquire a wide range of knowledge if I read in English.
- 14. I get to know about new ways of thinking if I read in English.
- 22. I get to know about different values if I read in English.



**Linguistic Value**

- 6. I can acquire new vocabulary if I read in English.
- 11. I can develop my reading ability if I read in English.
- 15. I can improve my sensitivity to small aspects of the English language if I read in English.





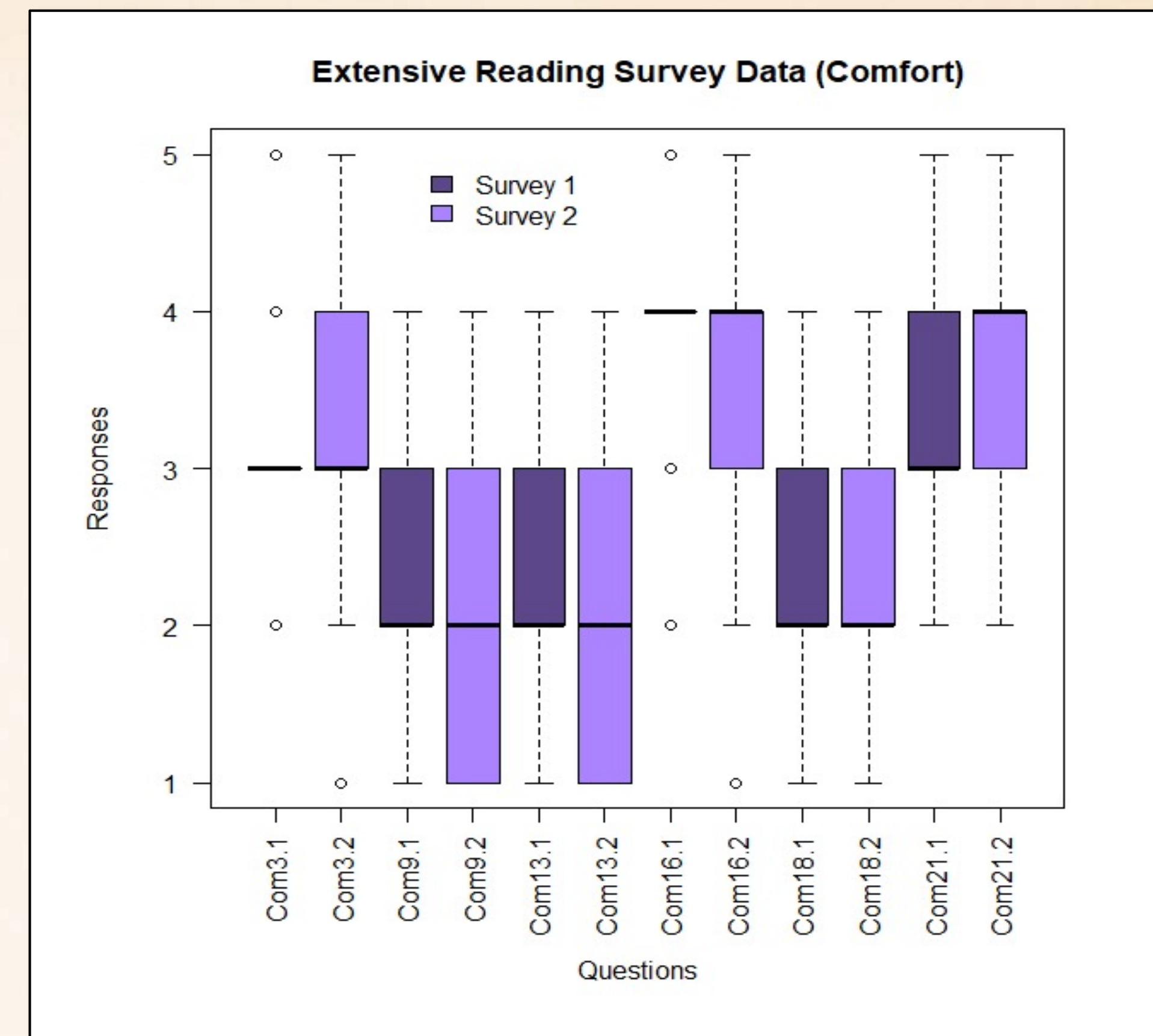
#### Anxiety

5. I feel anxious if I don't understand all the words in an English book.

10. I sometimes feel anxious that I may not understand when I read in English.

17. I feel anxious when I'm not sure whether I understood the content of an English book.

20. I don't mind even if I cannot entirely understand the content of a book written in English.



#### Comfort

3. Reading in English is bothersome.

9. I feel relaxed when I read in English.

13. Reading in English is boring.

16. I feel tired when I read in English.

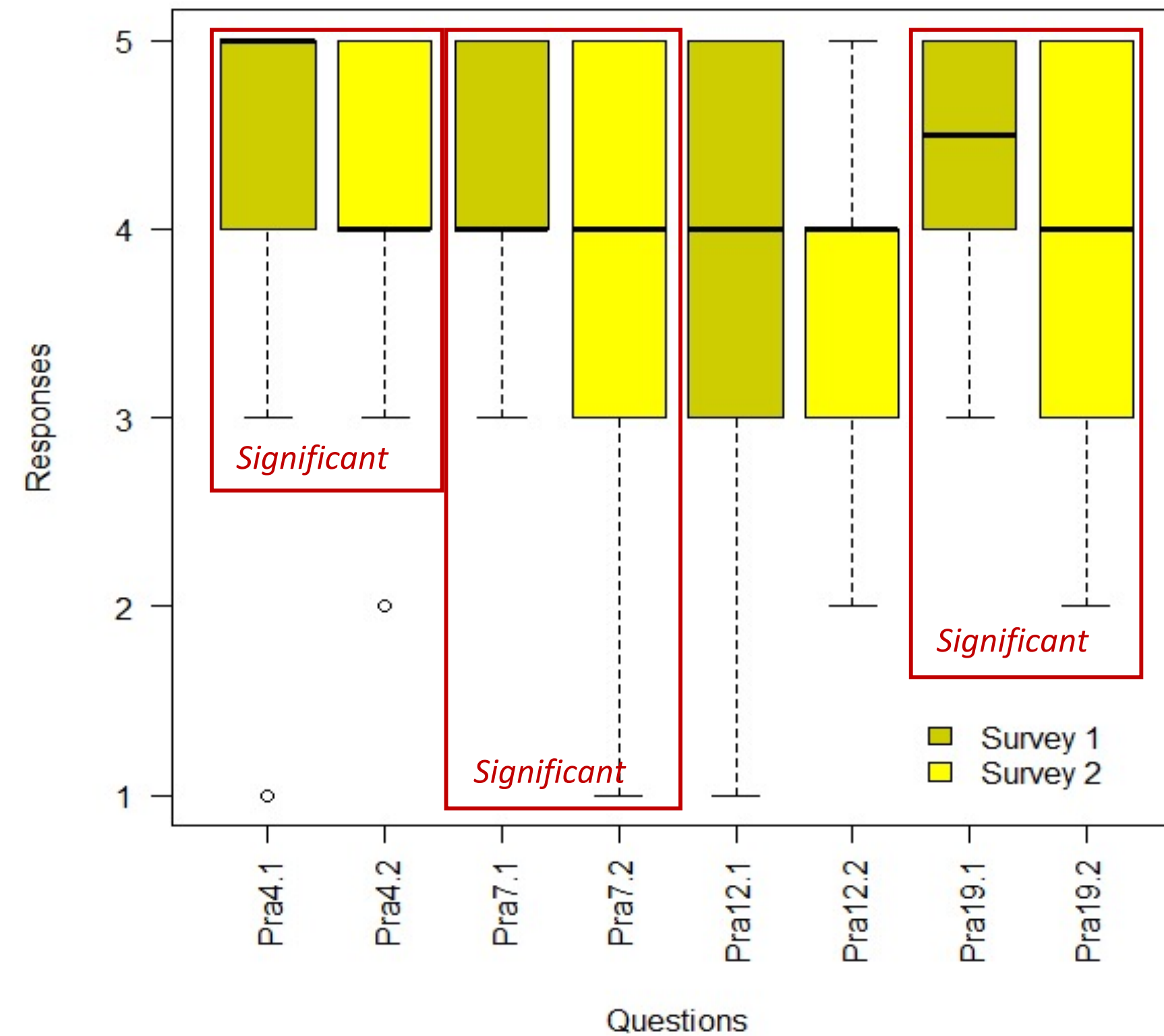
18. I feel refreshed and rested if I read in English.

21. Reading in English is enjoyable.

+



**Extensive Reading Survey Data (Practical Value)**



#### **Practical Value**

- 4. Reading in English is useful for my future career. -
- 7. Reading in English is useful for improving my grades in English classes.
- 12. Reading in English is useful to get credit for class.
- 19. Reading in English is useful to get a job. -



# QUAN FINDINGS

## Extensive Reading Foundations (ERF) Placement Test

Descriptive statistics

Pretest-posttest (paired-samples sign test)

Beginner				Elementary			Intermediate			Upper Intermediate			Advanced		
Alphabet	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High
1	51	101	201	301	401	601	801	1001	1251	1501	1801	2101	2401	3001	3601
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
50	100	200	300	400	600	800	1000	1250	1500	1800	2100	2400	3000	3600	4500
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Adapted from ERF (n.d.) ERF Grading Scale



# QUAN FINDINGS

Tests	ERF1	ERF2
Median	6	8
Mean	6.22	7.596
Minimum	3	1.3
Maximum	15	15
Std. Deviation	2.964	3.27
Skewness*	0.79	0.419
Kurtosis**	0.204	-0.274
*SE of Skewness = 0.337; **SE of Kurtosis = 0.662		

Tests	ERF1 - ERF2
Exact Sig. (2-tailed)	0.001
Exact Sig. (1-tailed)	0
Point Probability	0

Beginner				Elementary			Intermediate			Upper Intermediate			Advanced		
Alphabet	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High
1	51	101	201	301	401	601	801	1001	1251	1501	1801	2101	2401	3001	3601
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
50	100	200	300	400	600	800	1000	1250	1500	1800	2100	2400	3000	3600	4500
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Adapted from ERF (n.d.) ERF Grading Scale



# QUAN INTERPRETATION/DISCUSSION

1. Students mostly find reading in English to be of intellectual value.
2. Students largely find reading in English to have linguistic value.
3. Students generally find reading in English to be interesting but tiring.
4. Students are somewhat anxious when reading in English.
5. Students generally find reading in English to be of practical value.
6. After a year of English Communications, students' ERF scores generally increased.
7. \*After a year of English Communications, students saw reading in English as slightly less useful for their future career/job.

# QUAL FINDINGS

Convergence on Significant Statistical Changes  
Deductive  
Values Coding

1. Interesting, but tiring (interpreted "jikan ga kakaru" as tiring)
2. Somewhat anxious (or neg. feelings about ability)
3. Intellectual value
4. Practical value
5. Linguistic value
6. Future career/job (+ or -)

What do you want to gain from reading in English?  
How can reading books in English help you in the future?



# QUAL FINDINGS

	Survey 1 (Future career/job) N=16	Survey 2 (Future career/job) N=13
+	<p>将来仕事に役立つ英語の知識 -The knowledge of English will help me future work.</p> <p>英語の資格などの取得や就職において - The acquisition of English will help in gaining qualifications and employment.</p> <p>I will be able to exchange [sic] e-mail with foreign workers.</p>	<p>資格に合格する力 - The ability to pass qualifications.</p> <p>If I have to work with a person from the other country, I need some English skills to communicate, and understand.</p> <p>将来、英語がある程度わかる事は強みになるし、就職などにも役に立つと思う。 - In the future, it will be a strength to understand English to some extent, and I think it will be useful for finding employment.</p>
-	<p>*将来どのような職業に就くかによって違うと思いますが、そこで得た知識は役に立つと思います。 - I think it will vary depending on what kind of occupation I will get in the future, but I think the knowledge I will gain will be useful.</p>	<p>海外での仕事の時に役だつと思う。 - I think it's useful when I work abroad.</p> <p>国際系の仕事につく人は役に立つのではないか? - Maybe it would be useful in an international company?</p> <p>すべての人の役に立つとは思いますが、仕事で英語を使う機会のある人や趣味で字幕版 の英語を見る人にはとても役立つと思います。 - I don't think it's useful for everyone, but I think it's very useful for people who have the opportunity to use English at work or who watch the subtitled version of English as a hobby.</p>

# QUAL INTERPRETATION/DISCUSSION

In the first semester, when students referred to the usefulness of reading in English for benefit their future, they were usually phrasing things with the plausibility that they would use it in Japan when interacting with non-Japanese. Mostly, they thought that it was useful for gathering information, creating materials, emailing, gaining certifications/employment, and communicating with foreign people.

However, in the second semester, they must have begun to develop the idea that they would most likely not be interacting with non-Japanese people. The usefulness of skills related to reading in English are reserved for those who work at international companies “国際系の仕事“, study abroad “留学“, or work abroad “海外“. Even positive answers were hedged with phrases like, “If“, “In some cases“, or “... to some extent“.



# CONCLUSION

1. Most never/rarely read in English, but by the end of the course most were reading 1-3 times a week.
2. By the end of the course, there was a more positive feedback about their feelings toward reading in English.
3. They were able to see the overwhelming linguistic benefit but noted that the key was finding the right reading level for them. When it was too hard, they hated it.
4. They enjoyed Xreading because of the range of books and increased opportunity to "touch" (触れる) English.
5. Some of them still preferred paper, but many said eBooks were convenient, had no cost, and they could read them anywhere.
6. They liked illustrations and that they could see progress through word count, tests, which gave them a "sense of accomplishment".
7. Some negative feedback was about tired eyes, hard making memos, losing their place if they stopped, anxiety about the appropriate level, internet trouble, trouble with understand idioms/expressions/content, and inability to print.
8. The accompanying audio made it easier to comprehend and increased their reading speed.

## ERF Placement Test

<https://erfpt.ealps.shinshu-u.ac.jp/>

## ERF Grading Scale

<https://erfoundation.org/wordpress/graded-readers/erf-graded-reader-scale/>

## XReading

<https://xreading.com/>

Yamashita (2013) Effects of extensive reading on reading attitudes in a foreign language.

<https://files.eric.ed.gov/fulltext/EJ1015763.pdf>

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