

Assessing the Efficacy of Extensive Reading during Study Abroad: A Time and Place for ER?

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Abstract. This paper describes a study that combined two practices widely recognized as being beneficial to foreign language acquisition: Extensive Reading (ER) and Study Abroad (SA). Two groups of university undergraduate students majoring in either science, technology, engineering, or mathematics participated in an elective study abroad program to the United States, with a treatment group having ER as a required course component while abroad and a control group that did not. A survey that measures attitudinal variables towards reading in English was administered to each group as pre, post, and delayed-post measures. The data was analyzed by comparing the change of attitudinal constructs. The results show that ER had a negative effect on reading affect, providing evidence against its use during SA.

Keywords: extensive reading; short-term study abroad; second language

1. Introduction

Extensive Reading (ER) is an approach to foreign language learning in which large amounts of material that are at or slightly below a learner's current language level are read for pleasure. This is often done with graded readers, which are books that are either adapted versions of native-speaker literature or are purposely written for ER.

There are many proven benefits to including ER as part of a language curriculum. It has been shown to improve reading proficiency (Nakanishi, 2014; Robb & Kano, 2013; Suk, 2016), deepen grammar internalization (Aka, 2019; Sakurai, 2017), and expand vocabulary knowledge (Nation, 2015; Waring & Takaki, 2003). Because of these benefits, graded readers are now commonly

found in Japanese high school and university libraries, and more teachers have begun to include them in their courses.

Short-term study abroad (SA) programs are becoming increasingly popular in Japan. The most popular short-term programs for Japanese university students, which are defined as being less than a month in duration, emphasize foreign language acquisition and cultural exchange (Ministry of Education, Culture, Sports, Science and Technology, 2018). Typical programs feature language study in the morning, with either guided educational excursions or free time in the afternoons and weekends. Students might have homestay arrangements with local families or reside in dormitories with local students. Studies have shown that these types of programs improve speaking, listening, and communicative abilities (Dewey, 2007; Isabelli-Garcia, 2003; Wood, 2007; Yashima, Zenuk-Nishide & Shimizu, 2004). Additionally, cultural knowledge is also acquired (Talbert & Steward, 1999; Wang, Peyvandi & Moghaddam, 2009). Because of the brief nature of these programs, they are appealing because they have lower costs and conflict less with student schedules compared to long-term SA programs.

No previous studies have investigated the affective influence of ER on SA participants while abroad. Students who elect to study abroad are motivated foreign language learners. This being the case, they may be more willing to recognize the benefits of ER and be more inclined to engage themselves in it during the program and after its completion. This study, therefore, seeks to answer the following research questions:

- 1) What are the immediate effects of including Extensive Reading as a supplementary component of a short-term study abroad on student attitudes toward reading in English?
- 2) What are the long-term effects of including Extensive Reading as a supplementary component of a short-term study abroad on student attitudes toward reading in English?

As opposed to measuring language gains, which would be difficult to attribute to the presence or lack of ER in a short-term program, only the effects of ER on affective variables will be examined in this study. By comparing the degree of difference and change between pre, post, and delayed-post measures among two groups of students, one that engages in ER, and one that does not during the same study abroad program, it will be possible to isolate the effect of ER as part of the curriculum.

2. Methodology

Participants. Two groups of undergraduates from the same college of science and engineering in Japan participated in this study. Each group was comprised of all students who together participated in a specific short-term study abroad program offered by the college in a particular year. The Treatment group studied abroad in 2017 and consisted of 17 second-year students (11 male, 6 female) with an average TOEIC® L&R score of 590. The Control group studied abroad in 2018 and consisted of 11 second-year students (9 male, 2 female) with an average TOEIC® L&R score of 575. The two groups were randomly assigned

to be either the Treatment or Control group. Because our participants were not randomly selected from a population, our design methodology would be characterized as quasi-experimental. For the intents and purposes of this study, both groups are considered to have an equivalent English ability and to be representative of the student population, i.e., science and engineering majors interested in a specific academically based month-long study abroad program in the United States.

All participants resided in an on-campus dormitory alongside regularly matriculated students while studying abroad. The same faculty leader accompanied each group from Japan and met the students on days when classes, lectures, and field trips were held. With the exception of administrating the ER program for the Treatment group, the faculty leader was not directly involved with classroom instruction.

Materials. The students participated in an elective short-term SA program at a large university in the United States. The program consisted of three parts, each comprising approximately one-third of the curriculum. One component was science-based. It consisted of lectures and field trips that appeal to science, technology, engineering, and math majors. All lecture topics were not offered at their home institution, and the excursions were unique to the SA environment. Lectures included astrobiology and geology, and field trips included visits to a marine biology laboratory and a weather station. In addition, all students were allowed to audit any undergraduate lecture courses offered by the university. Another element of the program was culture-based. These lectures and field trips were chosen for students to better understand the cultural aspects of the SA location. Lectures included art history and indigenous languages, and field trips included visits to museums and national monuments. The third part of the programs was English-language focused. This involved workshops on research (library search, questionnaire design) and presentation skills. The students researched an aspect of one of the lectures they had that particularly interested them and made a final presentation on their topics at the end of the program. There were also numerous opportunities to interact with other university students through structured language exchange programs and sports and cultural events.

Neither group had any previous exposure to Extensive Reading. With the exception of ER, the content of the short-term SA programs was identical for both groups. The control group was not exposed to ER at any time, and no additional content was added to replace it. No mention of ER was ever made to the Control group, and they were unaware of its inclusion in the previous year's program.

The survey instrument used in this study measures the reading attitudes of Japanese students (Yamashita, 2007, 2013). It is a 22-item Likert scale questionnaire (see Appendix 1 and 2) that reliably measures five attitudinal variables: *Comfort* (degree of comfort felt while reading in English; questions 3, 9, 15, 18, 20, 25), *Anxiety* (feelings of anxiety felt towards reading in English; questions 5, 10, 19, 23), *Intellectual Value* (reading in English as a means to

develop intellectually; questions 1, 2, 8, 16, 26), *Practical Value* (reading in English as a means for educational and future professional success; questions 4, 7, 12, 21), and *Linguistic Value* (reading in English as a means to improve English language ability; questions 6, 11, 17).

3. Procedure

The faculty leader, an experienced ER practitioner, thoroughly and enthusiastically described the language learning benefits of ER and explained how it was to be included in the SA program at a pre-departure orientation with the Treatment group. The entire ER component was conducted at the overseas institution through the requirement to read two Oxford Bookworms Library® level 2, 3, or 4 books a week during each week of the four-week program. The difficulty level of the graded readers and the quantity of reading are in accordance with accepted best practices for ER programs at Japanese universities for students with similar backgrounds.

Fifty books, which consisted of one set of the Level 2 Bestseller Pack®, three sets of the level 3 Bestseller Pack®, and one set of the Level 4 Bestseller Pack® were purchased in Japan for the study and participants were allowed to choose two or three books at a time from whichever level they wanted to read. Each student completed a paper-based book report twice a week and submitted it directly to the faculty leader. These eight book report forms were slightly different, with each asking students to answer three questions about each book they read. One question, 'What is the story about?' appears on all of the book report forms, but the other two questions varied. Writing prompts included, 'Think of a situation that happened to a character in the story. Would you have done the same thing he/she did or something different?' and 'Do you think this story should have a sequel?' Each question contained space to write a two to three sentence response. All of these book reports were acknowledged, read, and commented on individually by the faculty leader, who also advised on book selection. All students in the ER Treatment group completed the biweekly reading and reporting requirements diligently and can be considered to have engaged in ER in the manner initially planned for this study. All graded readers were recollected at the end of the program and gifted to the participants.

The survey was taken by both groups a total of three times. The first time was at the end of the initial pre-departure orientation session held four months before the sojourn abroad. The questionnaire was distributed to students in the Treatment group after the explanation of what ER was and how ER was going to be a part of the program. The second time the survey was given was at the end of the final class students had while abroad. The survey was distributed a final time precisely one calendar year after the second survey was conducted. During the one-year period between the post and delayed-post survey, the participants did not take any required English courses. As this period was their entire third year of undergraduate studies, they had already completed all survey and prerequisite courses for their fields of study by this time. They therefore had schedules comprised of content courses and seminars directly related to their specific science, technology, engineering, and mathematics majors. While

printed versions of the survey were used the first two times, and an online version using Google Forms® was used the third time because the authors were no longer in frequent contact with the participants. The online version was distributed through a link embedded in an email, and all students responded within two weeks of receiving it. Response rates for both groups to all three surveys was 100%, which is considered to be exceptionally high (Ingraham & Peterson, 2004).

4. Results

All data was analyzed using JASP version 0.10.2. Answers for item numbers 3, 5, 10, 13, 16, and 17 were inverted because they were reverse ordered items. A principal component analysis with a Varimax rotation was conducted using the responses of the treatment group ($n = 17$) and the control group ($n = 11$) from the first measurement to investigate whether items had correlations consistent with the original constructs proposed by Yamashita (2013). The results of the analysis can be found in Table 1. The analysis was set to isolate factors with an Eigenvalue greater than 1, and correlation coefficients smaller than .4 were not included.

Table 1: Principal Component Analysis

	<i>Affect</i>		<i>Cognition</i>			Q4	Q11	<i>M</i>
	Comfort	Anxiety	Educational Value	Practical Value	Expanded View			
Q1			.839					4.21
Q2			.829					4.32
Q3	.795							2.29
Q4						.739		4.50
Q5		.757						2.96
Q6						-.698		4.21
Q7				.628				4.46
Q8			.708					4.25
Q9	.693							1.79
Q10		.634						2.46
Q11		-.429	.446				.633	3.86
Q12				.851				3.68
Q13	.872							2.68
Q14							.828	4.11
Q15			.762					4.64
Q16	.826							1.89
Q17		.750						3.39
Q18	.789						.405	2.14
Q19				.846				4.11
Q20		.794						1.96
Q21	.449						.660	3.61
Q22			.525				.617	4.18

The analysis isolated five factors based upon the strongest correlations for each question item. The Cronbach's Alpha was .78, which indicates a high level of reliability. Only question numbers 4, 6, and 11, were not found to fit smoothly within the constructs. New constructs have been created by examining totals from the item questions that loaded into each variable. An independent sample t-test was conducted using the construct measurements as the independent variables, and the groups as the grouping variable. No statistically significant differences between the groups were found.

To assess any changes in attitude that may have occurred between the three points of measurement, repeated measures ANOVA were conducted using the pre, post, and delayed-post totals of the five constructs that were created as the independent variables. The output can be found in Table 2. Subject group was entered as the between subject factor. Construct effects were calculated by comparing the change of all participants over the three measurement periods.

Table 2: Group and Construct Effects

	Sum of Squares	Mean Square	F	<i>p</i>
<u>Construct Effects</u>				
Comfort	86.92	43.46	4.77	.01
Anxiety	152.41	76.21	6.22	.00
Practical Value	10.15	5.08	.81	.45
International Posture	23.31	11.66	4.56	.02
Educational Value	35.05	17.52	3.83	.03
<u>Group Effects</u>				
Comfort * Group	12.11	6.05	.67	.52
Anxiety * Group	6.13	3.06	.25	.78
Practical Value * Group	12.01	6.00	.96	.39
International Posture * Group	13.50	6.75	2.64	.09
Educational Value * Group	22.05	11.02	2.41	.10

No significant interaction was found between the grouping variable and any of the other variables. However, four of the constructs (*comfort*, *anxiety*, *expanded view*, and *educational value*) were found to have experienced statistically significant change between the periods the questionnaire was administered for both groups. We conducted a comparison of the change in the variables between the points of measurement. In the figures provided, the Treatment group is represented as Group 1, and the Control group is represented as Group 2. Our investigation of the results led to a rather unexpected outcome: although not statistically significant, there was a noticeable depression of response scores from the treatment group on the post-test. Comparisons from this point forward referring to the *constructs* examine the combined response scores of all participants. All comparisons between groups are made by comparing the mean scores between the treatment group and the control group unless otherwise specifically stated.

Constructs

Originally, the constructs of *comfort* and *anxiety* were combined into an umbrella construct of *affect*, and the same was done with the remaining three constructs to create the construct of *cognition*. However, we found no statistical difference between these large constructs at any point in the testing. Additionally, by creating these constructs, we felt that the data was oversimplified. Therefore, in our analysis, we focused on the five constructs created within the principal components analysis and the changes between groups and periods of testing.

Comfort. The new construct of *comfort* was created by combining reported responses of items 3, 9, 13, 16, and 18. The difference between measurements of pre and post ($p = .05$, $t = 2.02$, $SE = .83$) as well as delayed and pre, post ($p = .02$, $t = 2.34$, $SE = .72$) were statistically significant. Changes in affect levels between the groups are displayed in Figure 1. There was a continuous increase in levels of comfort between each period of measurement for both groups. The Treatment group had the highest average on each measure; the pre-test ($M = 11.65$) increased to 12.53 on the post-test, and 13.29 on the delayed post-test. The Control group started with a slightly lower average than the treatment group on the pre-test ($M = 9.46$), increased to 11.9 on the post-test, and finally 12.81 on the delayed post-test.

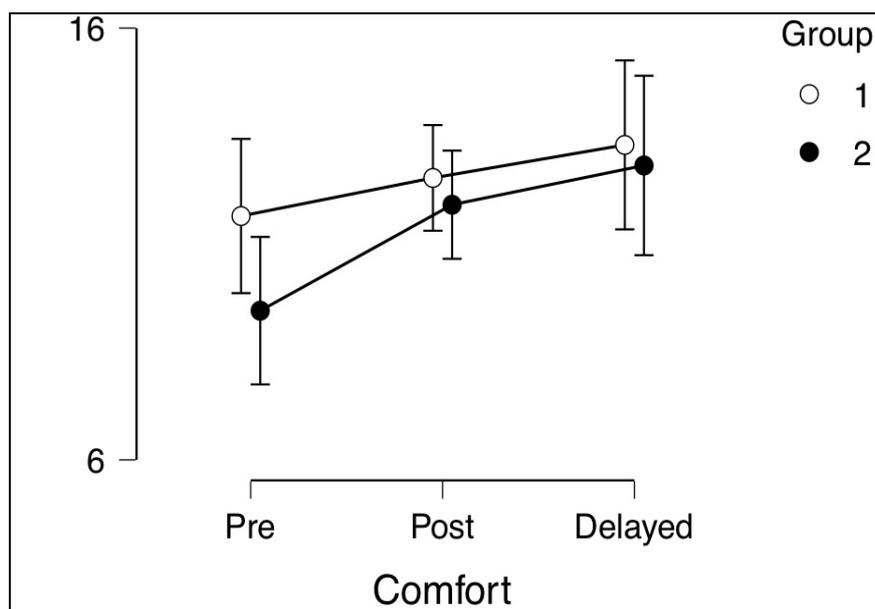


Figure 1: Plot of the variable comfort among groups

Anxiety. The construct of *anxiety* was recreated by combining reported responses of items 5, 10, 17, and 20. The difference between group measurements of pre and post ($p = .81$, $t = -.24$, $SE = .96$) were not significant. However, significant differences were found between comparison of the delayed post-test with both the pre-test and the post-test ($p < .001$, $t = 3.52$, $SE = .83$). Changes in affect levels between the groups are displayed in Figure 2. Both the treatment group and the control group started with nearly identical averages, $M = 10.65$ and $M = 11$, respectively. The control group maintained nearly the same

average on the post-test ($M = 11.18$) and increased to 13.55 on the delayed post-test. The treatment group experienced a slight decrease on the post-test ($M = 10$) but then made a strong upward increase to 13.71 on the delayed post-test.

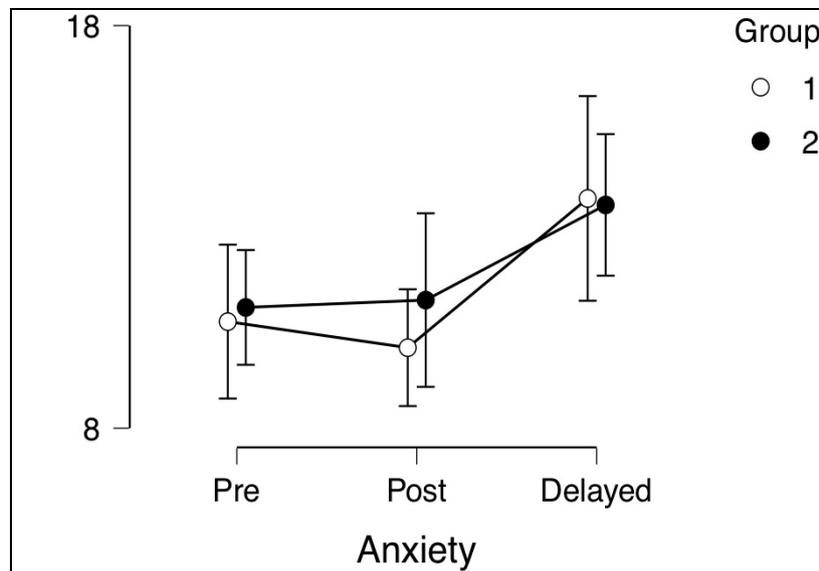


Figure 2: Plot of the variable anxiety among groups

Practical Value. The construct of *practical value* was recreated by combining reported responses of items 7, 12, and 19. The difference between measurements over time was not significant between any of the points of measurement. Changes in affect levels between the groups are displayed in Figure 3. Both the treatment group and the control group started with nearly identical averages, $M = 12.29$ and $M = 12.18$, respectively. The control group maintained nearly the same average on the post-test ($M = 12.09$) and increased slightly to 12.55 on the delayed post-test. However, the treatment group experienced a sharp decrease on the post-test ($M = 10.65$) and rose slightly to 10.94 on the delayed post-test.

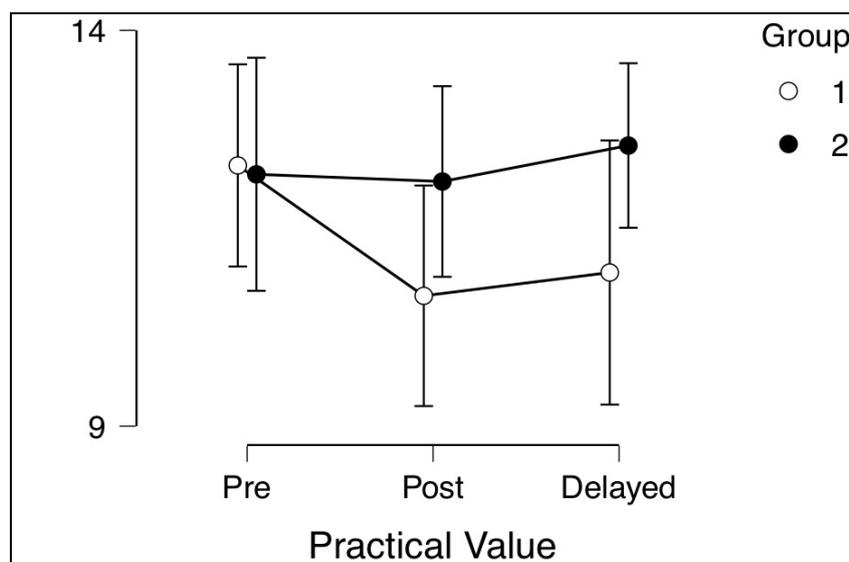


Figure 3. Plot of the variable practical value among groups

Expanded View. The construct of *expanded view* was created by combining reported responses of items 14, 21, and 22. The difference between group measurements of pre and post ($p = .15$, $t = -1.47$, $SE = .44$) were not significant. However, significant differences were found between comparison of the delayed post-test with both the pre-test and the post-test ($p = .01$, $t = 2.64$, $SE = .38$). Changes in affect levels between the groups are displayed in Figure 4. The treatment group and the control group started with slightly different averages, $M = 12.53$ and $M = 10.91$, respectively. The control group maintained a constant increase from the pre-test to post-test ($M = 11.27$) and increased to 12.1 on the delayed post-test. The treatment group moved inversely to this in a v-shaped pattern; the average level dropped sharply to 10.88 on the post-test, then reversed and increased to 12.71 on the delayed post-test.

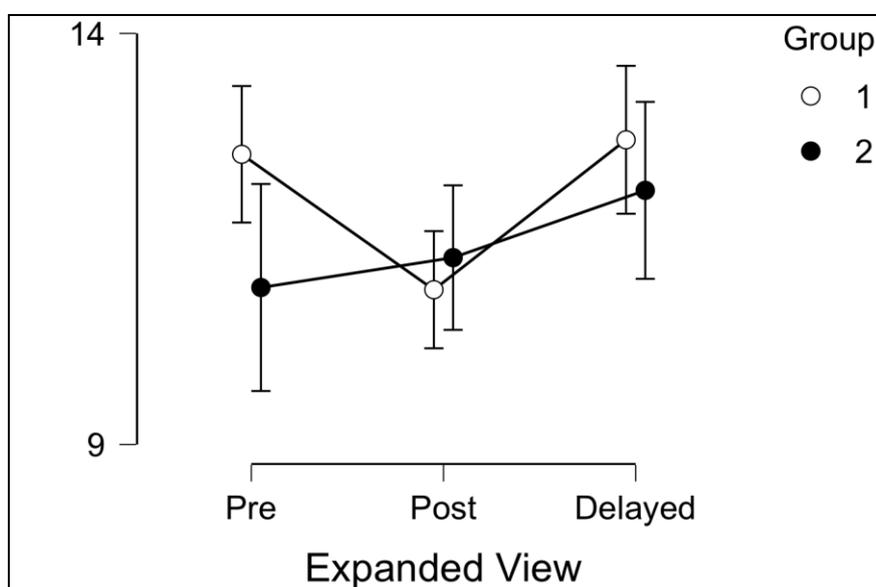


Figure 4. Plot of the variable expanded view among groups

Educational Value. The construct of *educational value* was created by combining reported responses of items 1, 2, 8, and 15. The difference between the pre and post-test ($p = .09$, $t = -1.73$, $SE = .59$) was not significant. However, significant difference was found between comparison of the delayed post-test with both the pre- and post-test ($p = .04$, $t = 2.16$, $SE = .51$). Changes in affect levels between the groups are displayed in Figure 5. Averages for both groups followed a v-pattern similar to the construct of *expanded view*. The treatment group and the control group started with slightly different averages, $M = 18$ and $M = 16.55$, respectively. The control group maintained a constant increase from the pre-test to post-test ($M = 16.82$) and increased to 17.73 on the delayed post-test. Again, the treatment group moved in a v-shaped pattern; there was a sharp decrease to 15.71 on the post-test, then reversed and increased to 18 on the delayed post-test – the same as on the pre-test.

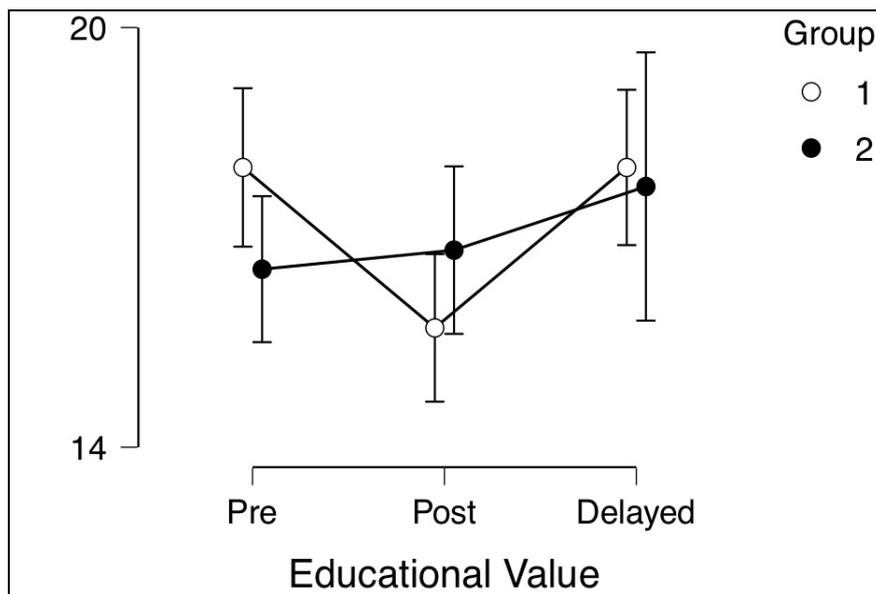


Figure 5. Plot of the variable educational value among groups

5. Discussion

Questionnaire. Although the questionnaire used in the study by Yamashita (2013) was broken into four constructs - *comfort*, *anxiety*, *intellectual value*, *practical value*, results from the principal components analysis on responses from the pre-test of the current study found five distinct factors - *comfort*, *anxiety*, *educational value*, *practical value*, and *expanded view*. Additionally, we found that items 4, 6, and 11 poorly correlated with the factors originally created. These questions focused on the benefit for a future career (4), of increasing vocabulary (6), and developing reading ability (11). Because these items share close relationships in their wording to other items on the questionnaire, their misfit within the principal components analysis was an unexpected anomaly. None of the items were reverse order items, the descriptive analysis found no significant difference between groups, and the items were not significantly higher or lower than any of the other items.

Upon closer inspection, we found that item 4 was the only item to use the word キャリヤ (*kyariya* - *career*). A *career* can be interpreted to have a more professional long-term application. Students might have difficulty imagining this scenario given their limited life experience, causing inconsistency in item response. Item 19 is a statement touting the usefulness of English in gaining employment; however, this might have been interpreted by students as the initial entry of a company - a reference to the TOEIC® test or other similar qualifications. This would explain why this item strongly correlated with the construct of *practical value*.

In the principal components analysis, item 6 did not positively load onto any of the other factors; however, it did have a very strong negative correlation with item 4. This implies that participants who answered positively on item 4 - *English is useful for my future career*, had an inverted response to item 6 - *I can*

acquire vocabulary if I read English. Item 11 had both negative and positive loadings within the constructs but had the highest loading within its own factor. Upon further consideration, we realized that the 2013 study by Yamashita originally observed five constructs but had eliminated the construct of *Linguistic Value* because of ceiling effects. Its construct consisted of three items: 6, 11, and 15. Although item 15 was found to have a high correlation with the construct of *educational value*, items 6 and 11 would appear to be consistently misfitting items, and it is our recommendation that they be modified or excluded in future studies.

Effects of ER. Both SA and ER have been shown to have a positive influence on the acquisition of a second language. We hypothesized that the Treatment group would experience positive short-term and long-term increases in each of the constructs that were measured when constructing the research questions. This would have been observable as an increase of construct totals from the pre-test to the post-test and possibly between the post-test and the one-year delayed post-test. The results of the repeated measures ANOVA revealed that the results were contrary to this expectation. Apart from the construct of *comfort*, every other construct experienced a marked decrease in positive affect between the pre-test and the post-test.

The results clearly display a difference between the Treatment group and the Control group in their affect levels on the constructs of *anxiety*, *practical value*, *expanded view*, and *educational value*. Construct levels were reduced in the treatment group and did not increase until one year later on the delayed post-test. The construct of *practical value* was the exception to this and remained depressed at roughly the same level as it was one year earlier on the post-test. This implies that the opinions of participants in the Treatment group remained negatively influenced regarding the practical value of ER even a year after the completion of the treatment.

One reason for this could be that participants were third-year students who were nearing graduation and had possibly already secured employment. It is possible that they placed a strong emphasis on employment and that their careers were based more on standardized test scores such as the TOEIC® or on practical skills (e.g., writing emails, making presentations, or communication). The control group appears to be relatively unchanged as well. The only difference between the two groups appears to be the negative influence of ER on the Treatment group, which reduced their average affect level below that of the Control group.

Although the results of the data point to a negative influence of ER, which is contradictory to most of the other research conducted on the positive influence of ER on student affect (Stoeckel, Reagan & Hann, 2012; Yamashita, 2007, 2013), the most immediate reason is the simplest: ER was in direct opposition to the purpose of the students who participated in the study abroad program. Possibly for the first time in their lives, the students were immersed in a foreign culture in an overseas location. Because of their volition to enter a SA program, they most

likely placed a high priority on being able to speak with the local people, experience the lifestyle, and enjoy the pleasure activities of the location.

One of the weaknesses of this study was the small sample sizes for each group. This is common in examinations of highly customized short-term SA programs (An, Hong & Fuentes, 2017). The small number of participants in the present study created a large degree of overlapping variance between the groups, which can be seen in Figures 1 to 5. A larger sample size would decrease the variance and more clearly display any systematic difference between the two groups.

Another weakness of the study was the lack of follow-up interviews with participants to gauge the reason for their answers on the post-test and the delayed post-test. Without a qualitative measure of investigation, we are left to speculate as to the mindset of the students. Future studies should follow a mixed methods design that allows for less constricted input from the participants.

6. Conclusion

Despite Extensive Reading and Study Abroad being beneficial to students, combining the two together at the same time is not desirable. Students study abroad on short-term programs for many reasons, but improving English reading ability may not be one of them. Including an ER component in an SA program, even one with an academic emphasis like the one described in this study, clearly has a negative effect on reading affect, which is an undesirable outcome.

While the main stated benefit of SA programs is to learn new things more efficiently while abroad, of equal importance is the ability to experience life in the overseas destination (Cadd, 2015; Reinders & Benson, 2017; Richards, 2015). Students do not want to have adventures vicariously through characters in books when they can have real-life experiences by simply stepping outside and interacting with their immediate environment. While abroad, they do not want to read about foreign cultures. They want to be immersed in it first-hand. SA program participants also want to meet new people and speak foreign languages while in a foreign country, not read dialogs in graded readers. With such limited time, ER takes away from these opportunities by forcing students to read for several hours a week. Despite the good intentions, it has the possibility to create negative attitudes towards reading in English when conducted in this, or in any other manner in which foreign language learners may perceive ER to be an unnecessary burden (Chien & Yu, 2015).

Instead, ER can be included as part of the preparation process for SA programs. Students might not feel as pressed for time in the months leading up to studying abroad and might be more receptive to the idea of reading extensively if they were aware that it would help them make the most of their time while overseas. While this study provides evidence of the consequences of combining ER and SA, the authors firmly believe that Extensive Reading and Study Abroad should each continue to have their respective places in university curricula and implemented in a manner that will maximize their exclusive benefits.

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Appendix 1

Yamashita (2013) Survey

自分が英語を読んでいる時を思い出してください。そして、それぞれの項目が自分の考え、感じ方にあてはまる度合いを、下のスケールに従って、1～5の番号で示してください。

	あてはまらない	あまりあてはまらない	どちらともいえない	ややあてはまる	あてはまる
1. 英文を読むと、教養がつく。	1	2	3	4	5
2. 英文を読むと、様々な情報を得ることができる。	1	2	3	4	5
3. 英文を読むのは、面倒くさい。	1	2	3	4	5
4. 英文を読むと、将来自分のキャリアに役立つ。	1	2	3	4	5
5. 英文を読んでいて、すべての単語がわからないと不安になる。	1	2	3	4	5
6. 英文を読むと、語彙力を身につけることができる。	1	2	3	4	5
7. 英文を読むと、授業の成績を上げるのに役立つ。	1	2	3	4	5
8. 英文を読むと、幅広い知識をつけることができる。	1	2	3	4	5
9. 英文を読むと、くつろぐ。	1	2	3	4	5
10. 英文を読む前に、読んでもわからないのではないかと不安に感じることもある。	1	2	3	4	5
11. 英文を読むと、読解力を高めることができる。	1	2	3	4	5
12. 英文を読むと、授業の単位をとるのに役立つ。	1	2	3	4	5
13. 英文を読むのは、だるい。	1	2	3	4	5
14. 英文を読むと、自分にない考え方を知ることができる。	1	2	3	4	5
15. 英文を読むと、英語の感覚を磨くことができる。	1	2	3	4	5
16. 英文を読むと、疲れる。	1	2	3	4	5
17. 読んでいる英文の内容を自分が理解できたかどうかははっきりしないと不安になる。	1	2	3	4	5
18. 英文を読むと、気分転換や息抜きになる。	1	2	3	4	5
19. 英文を読むと、就職に役立つ。	1	2	3	4	5
20. 英文を読んでいて、少くく内容がわからなくても気にしない。	1	2	3	4	5
21. 英文を読むのは、楽しい。	1	2	3	4	5
22. 英文を読むと、様々な価値観を知ることができる。	1	2	3	4	5

Appendix 2

English translation of Yamashita (2013) survey questions

1. I can become more sophisticated if I read English.
2. I can get various forms of information if I read English.
3. Reading English is troublesome.
4. Reading English is useful for my future career.
5. I feel anxious if I don't know all the words.
6. I can acquire vocabulary if I read English.
7. Reading English is useful to get a good grade in class.
8. I can acquire broad knowledge if I read English.
9. I feel relaxed if I read English.
10. When I read English, I sometimes worry that I may not understand it.
11. I can develop my reading ability if I read English.
12. Reading English is useful to get credit for class.
13. Reading English is dull.
14. I get to know about new ways of thinking if I read English.
15. I can improve my sensitivity to the English language if I read English.
16. I feel tired if I read English.
17. I feel anxious when I'm not sure whether I understood the book content.
18. I feel refreshed and rested if I read English.
19. Reading English is useful for getting a job.
20. I don't mind even if I cannot understand the book content entirely.
21. Reading English is enjoyable.
22. I get to know about different values if I read English.