# Introducing ICERC

—A long-term research project based
on a joint-university ER circle—

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(Hannan Univerdsity)

ICERC
Extensive Reading Circle

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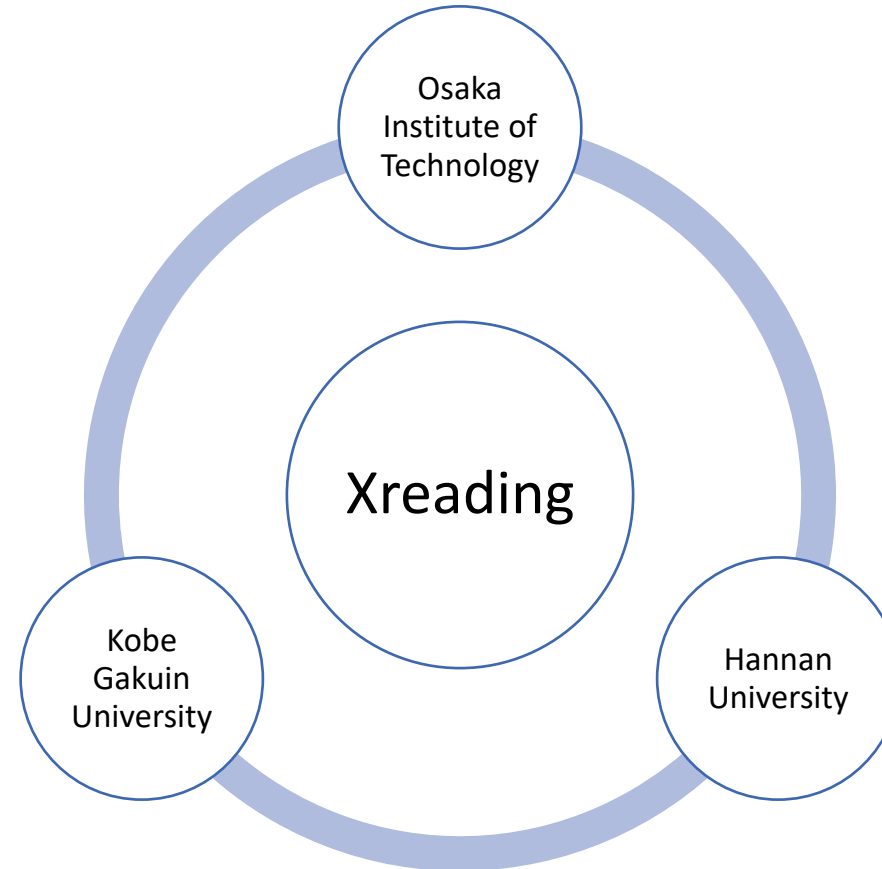
1 **Project Outline**

2 **Activities**

3 **Questionnaires**

4 **Challenges**

# 1. Project Outline

Makoto Imura

**I**nter**C**ollegiate
**E**xtensive
**R**eading
**C**ircle

Osaka Institute of Technology

Xreading

Kobe Gakuin University

Hannan University

Voluntary Extracurricular Activities

Long-term Project (2021-2023)

# Background of the study

**Previous Study Project** (Matsuda et al. 2018 / 2021)

- Few significant gains were observed in short-term experiments.

**Needs for a long-term study**

- When and how transformation will occur in the learner over the long run?

# Purpose

To enhance extensive reading

By way of project-based community learning

To foster autonomous learners

# Research Questions

## Educational practice

- How can we manage the learning community to make extensive reading successful?

## Research project

- What kind of psychological transformation will occur over the long term?

# 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
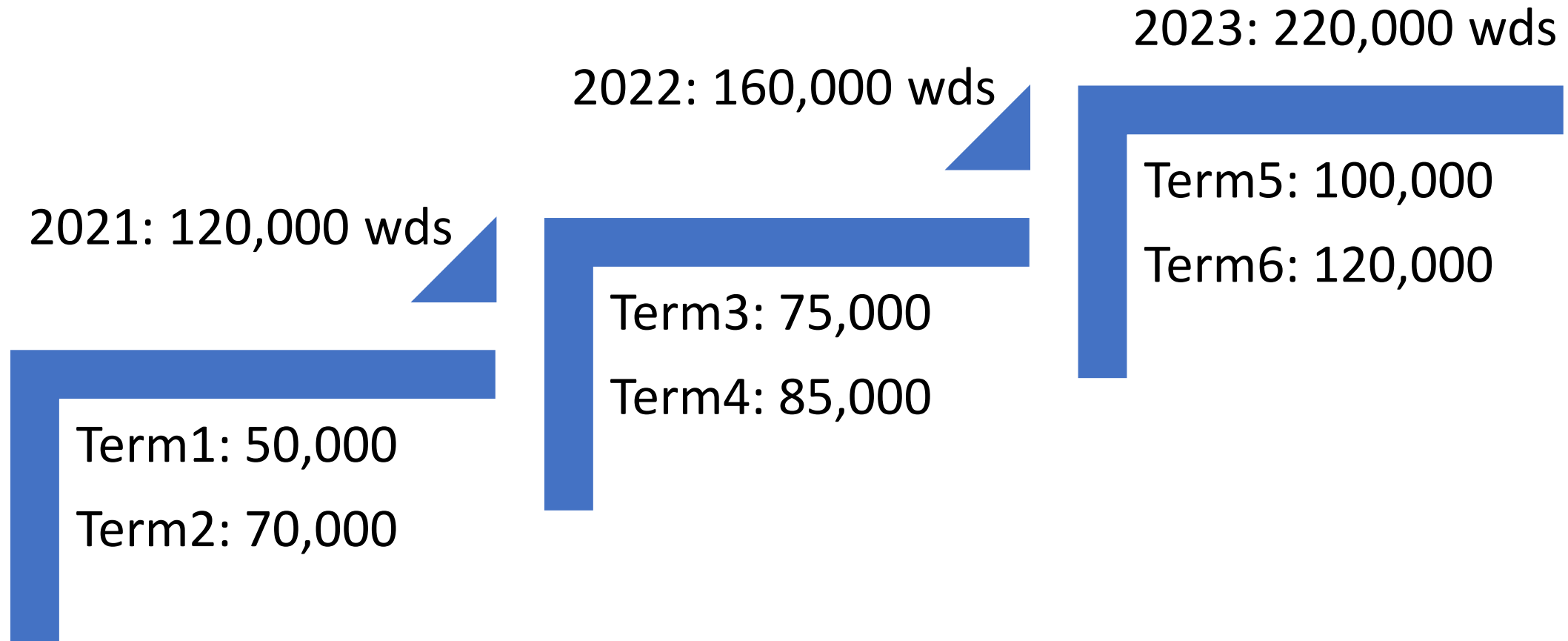- Audio on demand for almost every book

Featuring
Books
from

Xreading.com

**xreading.com**

Username

Password

☐ Remember username

Forgotten your username or password?

Log in

# Reading Target：500 thousand wds
## （Minimum: >300 thousand wds）

2023: 220,000 wds

2022: 160,000 wds

Term5: 100,000

2021: 120,000 wds

Term6: 120,000

Term3: 75,000

Term4: 85,000

Term1: 50,000

Term2: 70,000

# ICERC2021

## Recruitment (in April)
- Flyers
- Initial Questionnaire

## Communication Platforms
- Mailing group / LINE groups
- Blog
- Zoom
- Google Classroom

## Activities
- Individual Reading (Xreading)
- Periodical Meetings (every two months)
- Team Activities
- Instructor's Meetings

## Assessment
- Benchmark Test (twice a year)
- Research Questionnaire (twice a year)

Recruitment Flyer

多読を通して英語力を伸ばしませんか？

自分で選んだ本を楽しみながら沢山読むことで英語の力を伸ばすことが多読の目的です。この教育研究プロジェクトは3大学共同で3年間オンラインによる多読活動をサポートし、その効果を検証するもので、参加者を募集します。なおこのプロジェクトは文部科学省日本学術振興会の科研費助成（JP20K00906）を得て行うもので、費用は一切かかりません。

オンライン多読システム（Xreading）

プロジェクトの参加者は、オンライン多読システム（xreading@com）を使って、いつでもどこでもスマホで英語の本を読むことができます。Xreading には自分のレベルや好みに合わせて選ぶことのできる様々な分野（アドベンチャー・ホラー・SF・小説・ドラマ・ドキュメンタリー・自然科学・歴史など）の本が 1300 冊以上揃っています。

多読3原則

1. 英語は英語のままで理解する
   （辞書は引かない）
2. 7〜9 割の理解度で進む
   （分からないところはとばす）
3. 好みの本を読む
   （合わないと思ったら捨てる）

参加要件

3年間ないし卒業までの間多読を継続する意欲があり、定期的なアセスメントテストとアンケート調査に協力してくれる学生を募集します。

ICERC：3 大学共同多読サークル

参加者募集

大阪工業大学・神戸学院大学・阪南大学 3 大学共同で 3 年間、英語図書の多読をサポートします。申し込みは各大学(学部)担当インストラクターまで。

＜募集期間＞ 4 月 1 日 〜 4 月 30 日

＜募集人数＞ 40 名（各チーム 10 名）

＜参加費用＞ 無料

ICERC
Extensive Reading Circle

Matthew Caldwell（阪南大学准教授）


There is a well known quote which goes, "Reading one book is like eating one potato chip." I don't eat so many potato chips but when I do eat potato chips, I usually eat more than one! Likewise for reading books! Please join us and start reading extensively.
p.s. It's also healthier than eating potato chips!

# ICERC

**Intercollegiate Extensive Reading Circle**

ICERC（３大学多読サークル）は、多読活動を中心とした学生同士の学びの場です。参加者が多読を楽しく続けていけるように、インストラクターによるオンライン多読セミナーの他、SNS を利用した読書情報の共有や、学生主体のイベント開催などを行っていきます。

## インストラクター

井村誠（大阪工業大学教授）

「多読を中心に、どうやったら英語ができるようになるのか、一緒に考えて行きましょう。」

大塚生子（大阪工業大学講師）

「一緒に頑張れる仲間と共に、楽しく英語力をアップしていきましょう。皆さんの学びをサポートしていきたいと思います。」

中西のりこ（神戸学院大学教授）

「継続は力なり…言うのは簡単ですが、なかなか続かないものですよね。ICERC での活動を通して、『大学生活でこれをやり切った！』という経験を一緒に楽しみましょう☆彡」

## 連絡先

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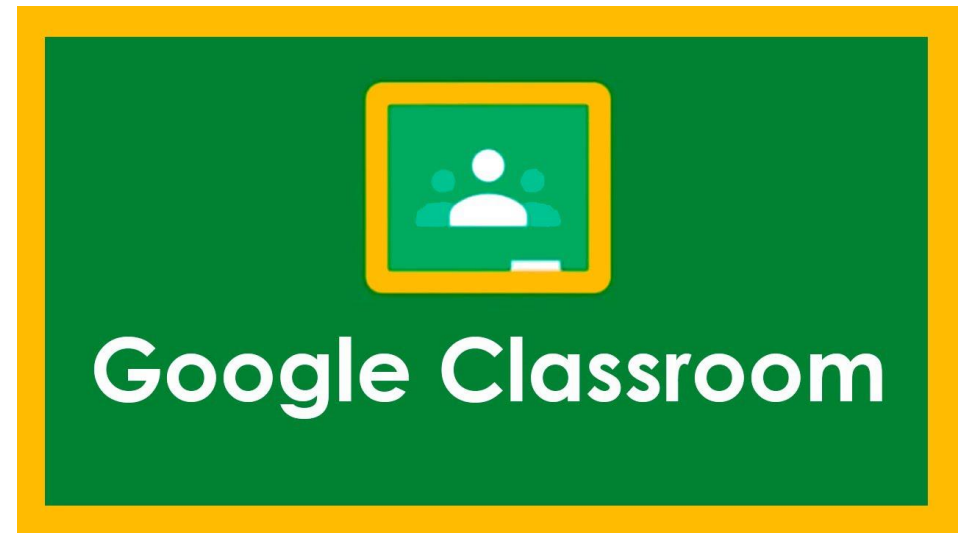# Instructor Resources

- Project Management
- Research Data
- Resources
- Circle Activity
- Congress & Conferences
- Study Meetings
- Our Papers


Google Classroom

# 2. Xreading data & Activities
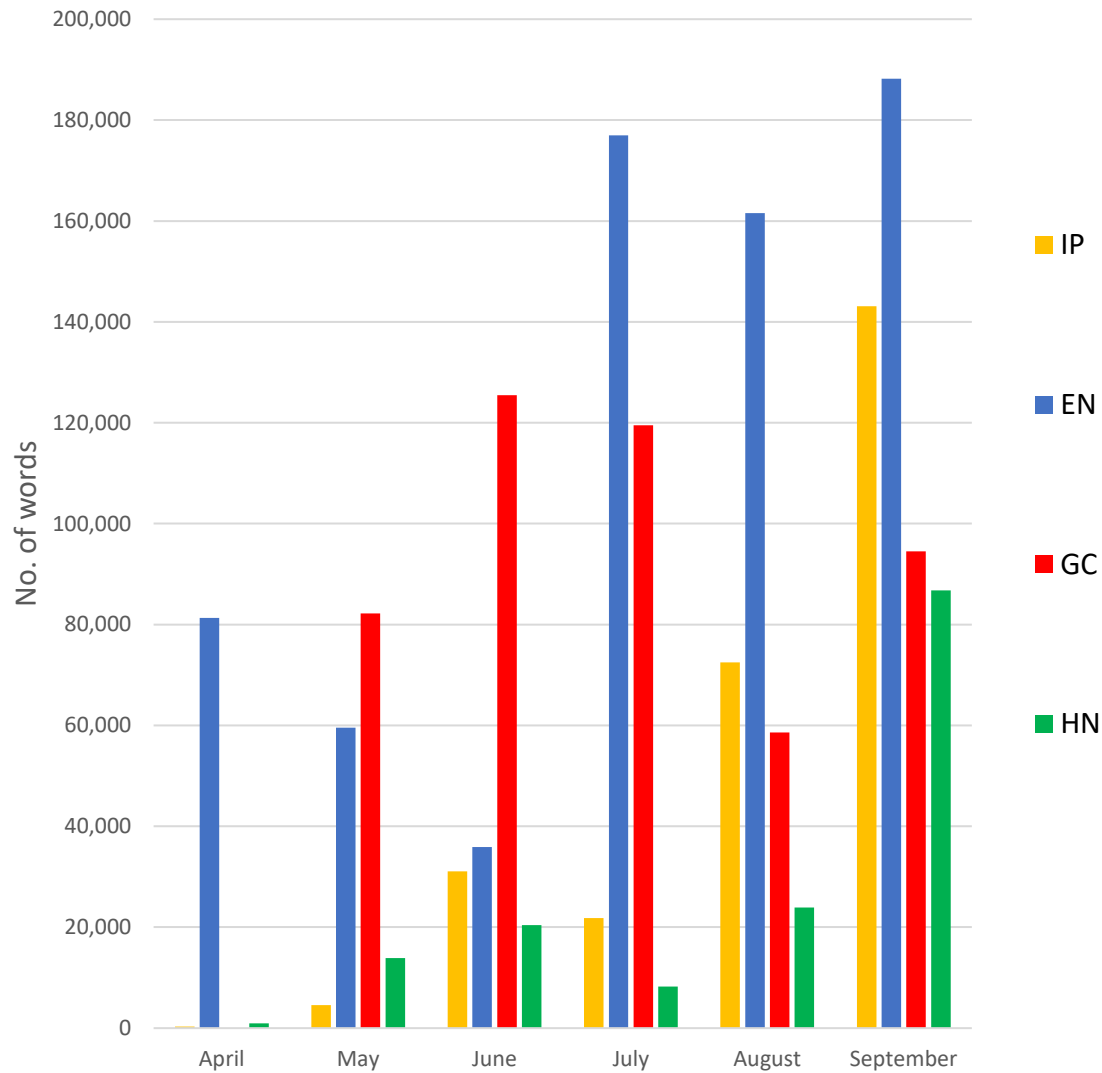
Matthew Caldwell

1. Xreading – the numbers!

2. Activities

   - Instructor's meetings

   - Team activities

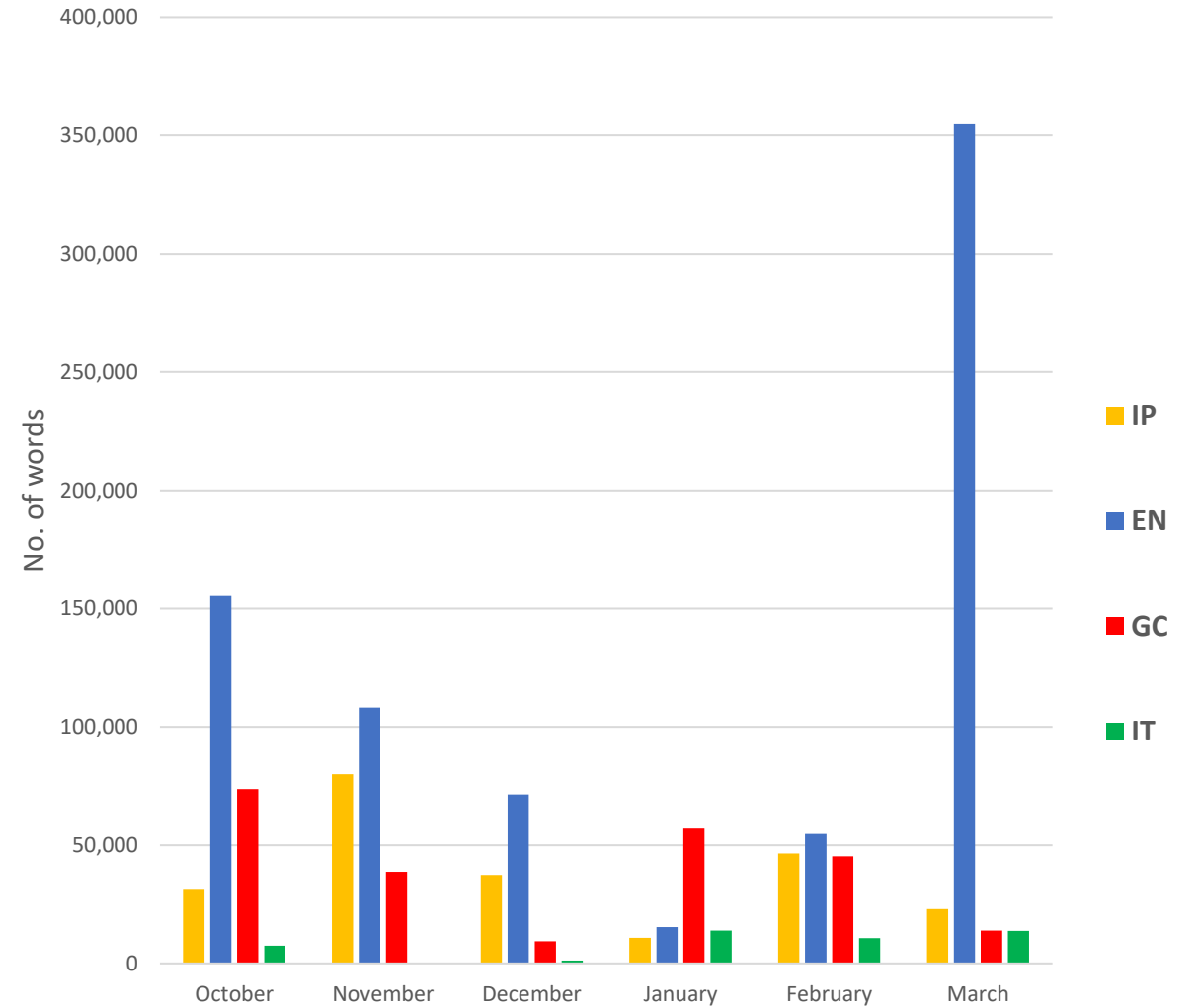   - Blog - setting up and maintaining

   - Periodical meetings (Seminars)

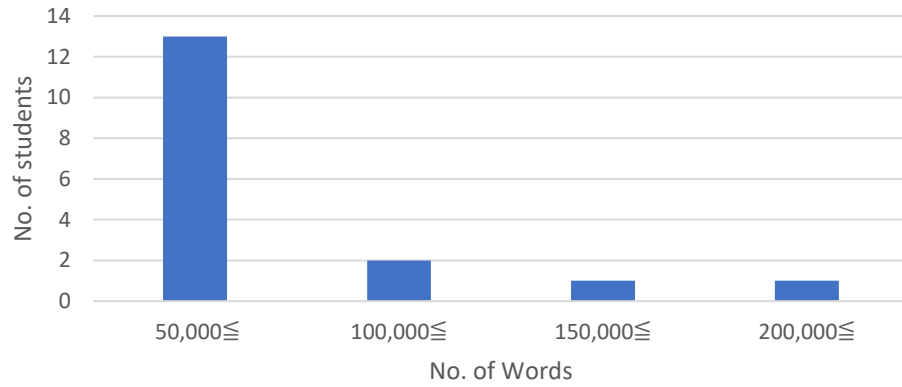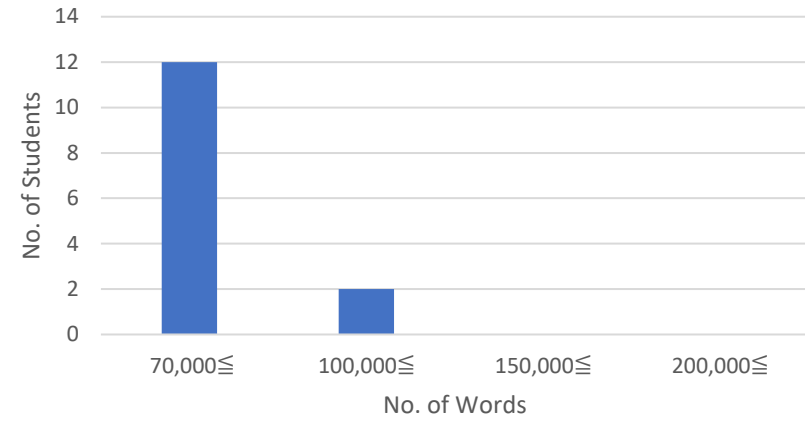# Reading data from xreading.com

## 2021 Term 1 Words Read per Team

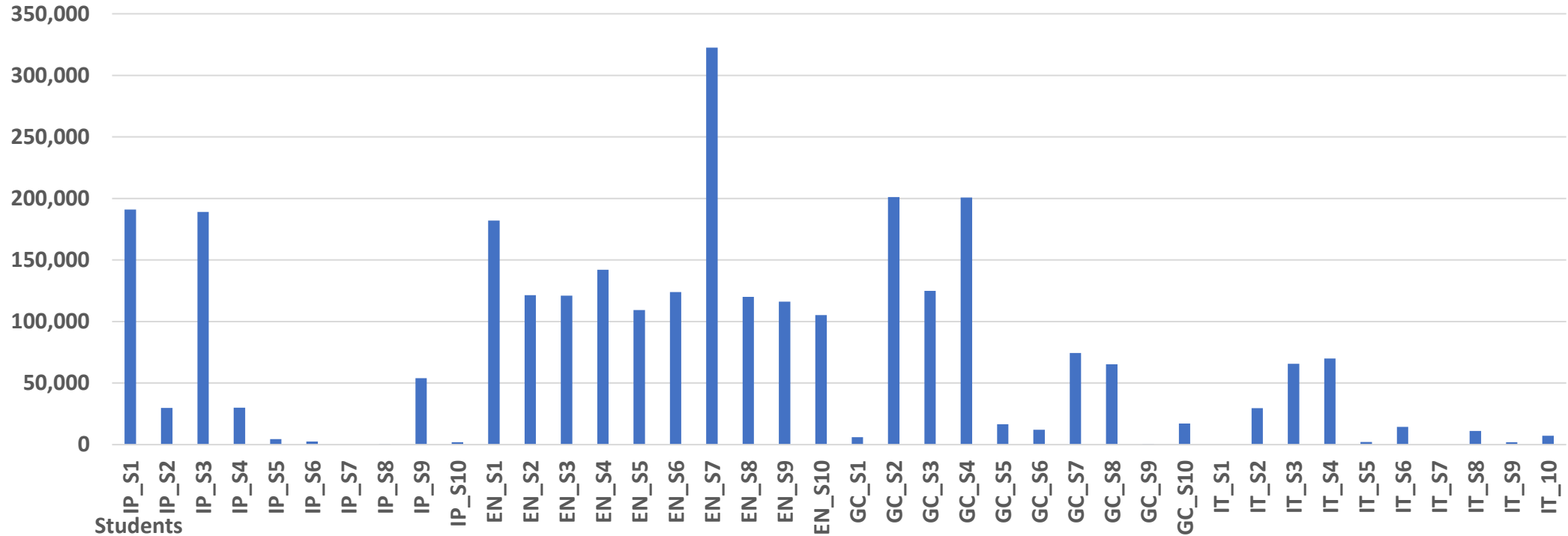## 2021 Term 2 Words Read per Team

# Term 1 Target Attained (50,000)



# Term 2 Target Attained (70,000)



# Number of words read in Term 1 & 2 (Individual students)
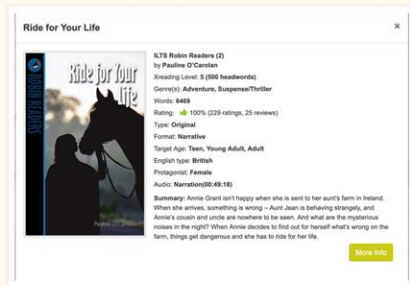
# Instructor Meetings

# Blog

## ICERC

**Intercollegiate Extensive Reading Circle**

このブログは、ICERCプロジェクトの情報共有とメンバー交流のためのプラットフォームです。ICERCセミナーほかイベント情報や、各メンバーの取り組み、おススメ図書、英語学習アドバイスなど、お役立ち情報を発信していきます！みなさんも自由に投稿してください。投稿に対するコメントは、記事の下の「#件のコメント」をクリック、新規投稿は右上の「投稿」をクリックして入力できます。iPhone から投稿やコメントをする場合は表示をウェッブバージョンにしてください。

**2022年2月21日月曜日**

I have just finished a book you might like. It's a suspense story so that makes it a little more fun to read. Also, it is set in Ireland so it makes me feel a little closer to home! It's almost 3 years since I was back in Ireland - I have not been able to get back there because of Corona! I hope I can return this year! Anyway, please try this book - I think you'll like it.

### Ride for Your Life

**ILTS Robin Readers (2)**
by Pauline O'Carolan
Xreading Level: 5 (500 headwords)
Genre(s): **Adventure, Suspense/Thriller**
Words: **6469**
Rating: 👍 100% (229 ratings, 25 reviews)
Type: **Original**
Format: **Narrative**
Target Age: **Teen, Young Adult, Adult**
English type: **British**
Protagonist: **Female**
Audio: **Narration(00:49:18)**

**Summary:** Annie Grant isn't happy when she is sent to her aunt's farm in Ireland. When she arrives, something is wrong – Aunt Jean is behaving strangely, and Annie's cousin and uncle are nowhere to be seen. And what are the mysterious noises in the night? When Annie decides to find out for herself what's wrong on the farm, things get dangerous and she has to ride for her life.

More Info

By Matt Caldwell at 2月 21, 2022   0 件のコメント：

**2022年2月11日金曜日**

### ICERC
Extensive Reading Circle

**このブログを検索**

検索

**多読セミナービデオリンク**

- 第1回 ICERC22 Kick-off 22/05/14
- 第6回 多読セミナー 22/02/26
- 第5回 多読セミナー 21/12/11
- 第4回 多読セミナー 21/10/03
- 第3回 多読セミナー 21/08/14
- 第2回 多読セミナー 21/06/17
- 第1回 Kick-off Meeting 21/05/09

**Members**

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**2022年2月9日水曜日**

## Amazing Writers (Collins Amazing People Series)

ちょっと簡単な本に飽いて来たかな... という人におススメの一冊です。とくに文学や歴史に興味がある人には最適。登場するのは作家のチョーサー、シェークスピア、ディケンズ、ビクトル・ユーゴ、トルストイ、キプリングと、世界の名だたる文豪が目白押しです。この本は伝記もので、それぞれの作家が一人称で語る形式をとっているので、音声で聴き読みするのもいいですよ！それぞれの作家が活躍した時代の歴史や国情などが分かって教養が身に付きます。Xreading Level は 8 で、語数は9,374語あるので、一度に読むのは大変かもしれませんが、毎日１人ずつなら無理なく読めると思います。このシリーズには作家の他にも科学者や芸術家、建築家などいろいろなジャンルがあるので、見てみてください。

Collins
Amazing Writers

The Amazing People Club®
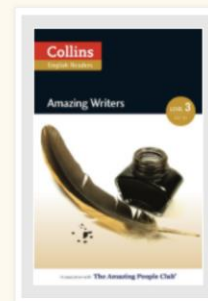
さて、１年目のICERCも残すところあと２ヵ月弱となりました。１月から今週にかけては定期試験などで忙しかったと思いますが、これから春休み、たっぷり読む時間がありますね。一応の期間目標として１年目は１２万語（Term 1：５万語／Term 2：７万語）を掲げましたが、セミナーでも言いましたように、これはノルマではありません。あくまでも参考指標なので到達していなくても全く気にしないでください。これから始めても大丈夫。あくまでも自分のペースで無理なく、楽しく、末永く続けて行けることが理想です（もちろん、ガンガン行きたい人はドンドン進めてください）。

では、26日のセミナーでまた会えるのを楽しみにしています。

By IMURA, Makoto at 2月 09, 2022   2 件のコメント：

**2022年2月1日火曜日**

**ブログ アーカイブ**

- 7月 2022 (1)
- 6月 2022 (2)
- 5月 2022 (1)
- 4月 2022 (1)
- 3月 2022 (1)
- 2月 2022 (5)
- 1月 2022 (2)
- 12月 2021 (5)
- 11月 2021 (2)
- 10月 2021 (1)

# Instructor activities in the seminars

# ICERC第4回多読セミナー

I read a lot but I feel my English is not improving – what should I do?

Regarding TOEIC study, can you recommend some good study texts, such as vocabulary books?

## Make it a Daily Habit

多読 & the gym

Building an extensive reading routine
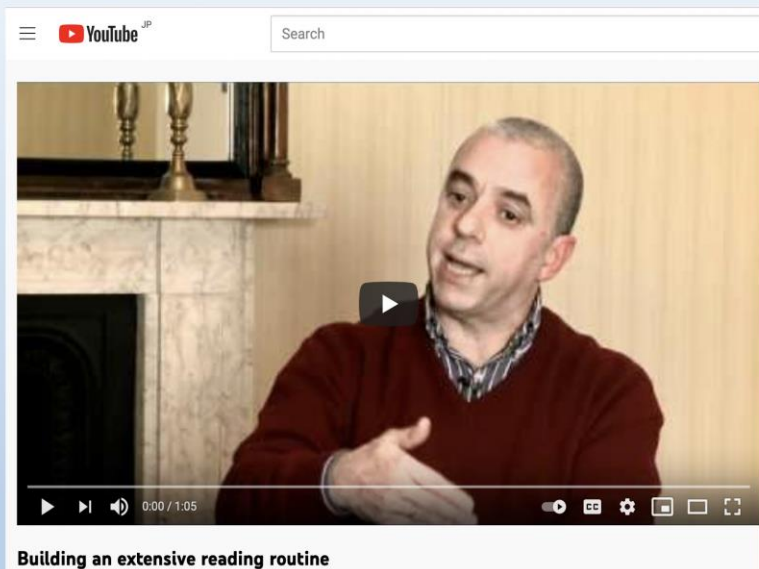
https://www.youtube.com/watch?v=iEmJ6XkBTlM

TOEICの勉強の仕方（単語帳の使い方など）やおすすめの参考書などが知りたいです.

- わたしは、単語帳で覚えた単語は一つも覚えていないです…。
  →みなさん、単語帳で覚えた単語を現実の言葉として使えていますか？
  →通訳者になるなら、英語を聴いて(読んで)日本語と結び付ける作業が必要ですが、TOEICで和訳を質問される問題はないので、たとえば「environment =環境」と和訳が出てきても、イメージができないと、TOEICで役立たないかも？

# LEARNING

ICERC Seminar No. 5 December 2021 Matt Caldwell

## mind map

**Bad news messages**

### No.1 Five goals of delivering bad news
1. Convey bad news
2. Gain acceptance
3. Maintain goodwill
4. Maintain good image
5. Reduce/eliminate future correspondence

### No.2 Open with a buffer
1. Write a neutral, non-controversial statement related to point of message
2. Establish common ground
3. If responding to request, validates the request
4. Types of buffer
   - a. Appreciation
   - b. Agreement
   - c. Cooperation
   - d. Understanding
   - e. Praise

### No.3 Provide reasons & Additional information
- a. Provide enough detail
- b. Explain policy as logical, not arbitrary
- c. Offer no apology
- d. Avoid negative expressions

### No.4 Introducing bad news
- Subordinate into complex or compunction sentence
- Embed into middle of paragraph

### No.5 Concluding bad news message
- a. Avoid negative/uncertain conclusion
- b. Limit future correspondence
- c. Be optimistic about future
- d. Be sincere
- e. Be confident

# Student activities in the seminars (a)

Student A (GC Team)
- Mondays for xreading
- Inner "switch"

Student B (GC Team)
- Reading with smart phone - practical
- Listening function – good for tired eyes

Student C (EN Team)
- Future job – promotion
- Future self-image – L2MSS

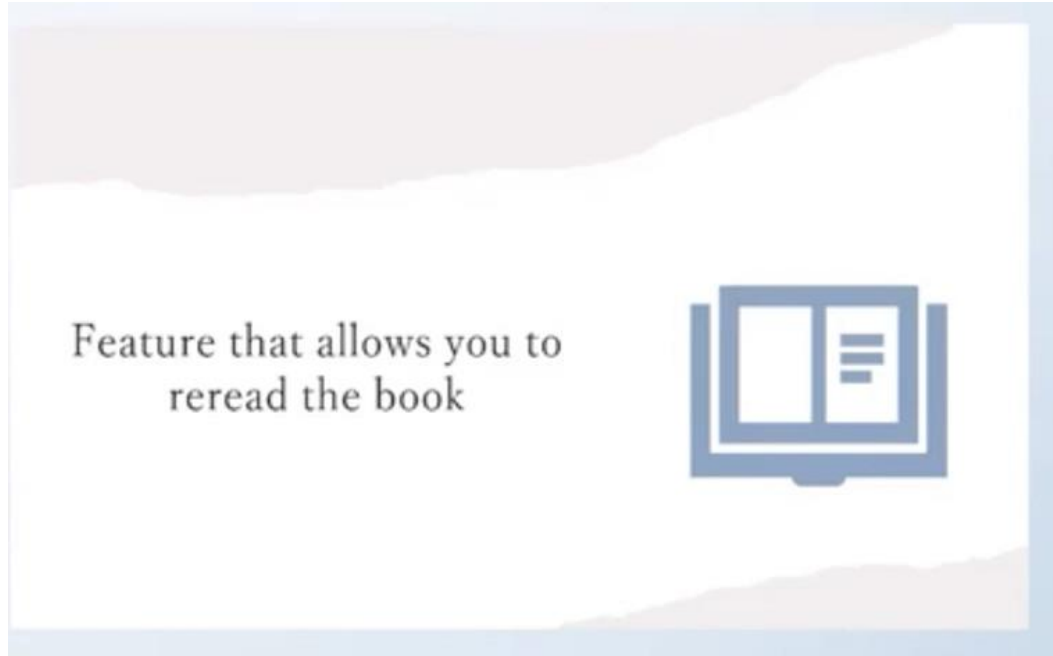Student D (IP Team)
- Establishing a routine
- Lunchtime reading

**Post seminar - Student feedback**

- *Seeing their faces made me feel somewhat closer to them, and I realized that we are all working together.*
- *It was helpful to hear how other students actually use X-reading. It also made me think that I should try harder to read on my own*
- *What a great opportunity to hear from two of you in the Intellectual Property department! I got in the habit last semester of reading as much as I wanted to when I wanted to, but everyone's habits are so different from one another, and it's so much fun listening to them every time!*

# Student activities in the seminars (b)

**Student E**
- Possible changes to xreading
- Making xreading into an app on your phone

Feature that allows you to reread the book

**Student F**
- How to give a persuasive presentation

| ETHOS | PATHOS | LOGOS |
|---|---|---|
| **SPEAKER** | **AUDIENCE** | **CONTENT** |
| • Based on the character of the speaker<br>• People will listen to someone respectable | • Appeals to the emotions of the reader/listener. | • Logical appeal<br>• Make a claim and use reason and evidence to support it |
| ▪ Trustworthiness<br>▪ Credibility<br>▪ Experts<br>▪ Reliable<br>▪ Reputation | ▪ Higher emotions (love, fairness, love, pity, etc)<br>▪ Lower emotions (greed, lust, revenge, etc) | ▪ Facts<br>▪ Statistics<br>▪ Evidence<br>▪ Data<br>▪ Logical reasoning<br>▪ Proof |

**Post seminar - Student feedback**

- *I was amazed at how professionally the movie was done! It has music and looks like it could be a PR movie to advertise Xreading! I didn't know there was a shortcut method, so your detailed explanation was very helpful.*
- *I had never heard the terms pathos, logos, and ethos before, but it was very interesting because I often do presentations in my classes.*

# Seminar Attendance

Seminar No. 6 Breaking out on Zoom!

- Sharing of opinions about Extensive Reading
- Students split into 4 rooms on Zoom for a discussion

**Attended Live**

**Attendees total (Incl. watched video)**

**Student feedback**

- *Listening to the group discussion, it was a good stimulus for me to know that everyone is steadily advancing their extensive reading. I thought that by interacting with other universities as I did this time, it would be good practice for group work in job hunting.*
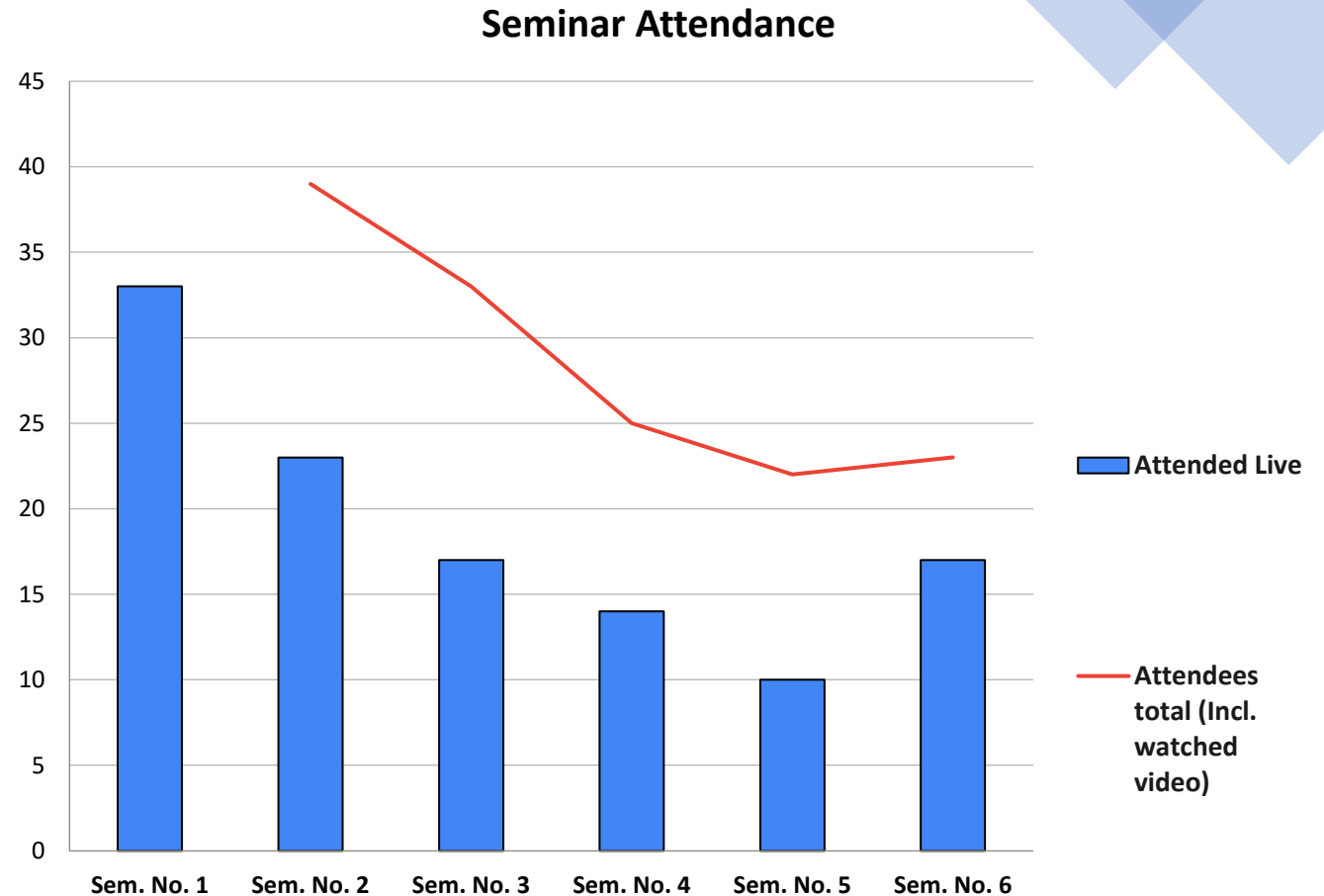
# 3. Questionnaire

Noriko Nakanishi

**Background**

**Student**

**Level Test**

Date assigned: 09/11/2019
Date taken: 09/11/2019
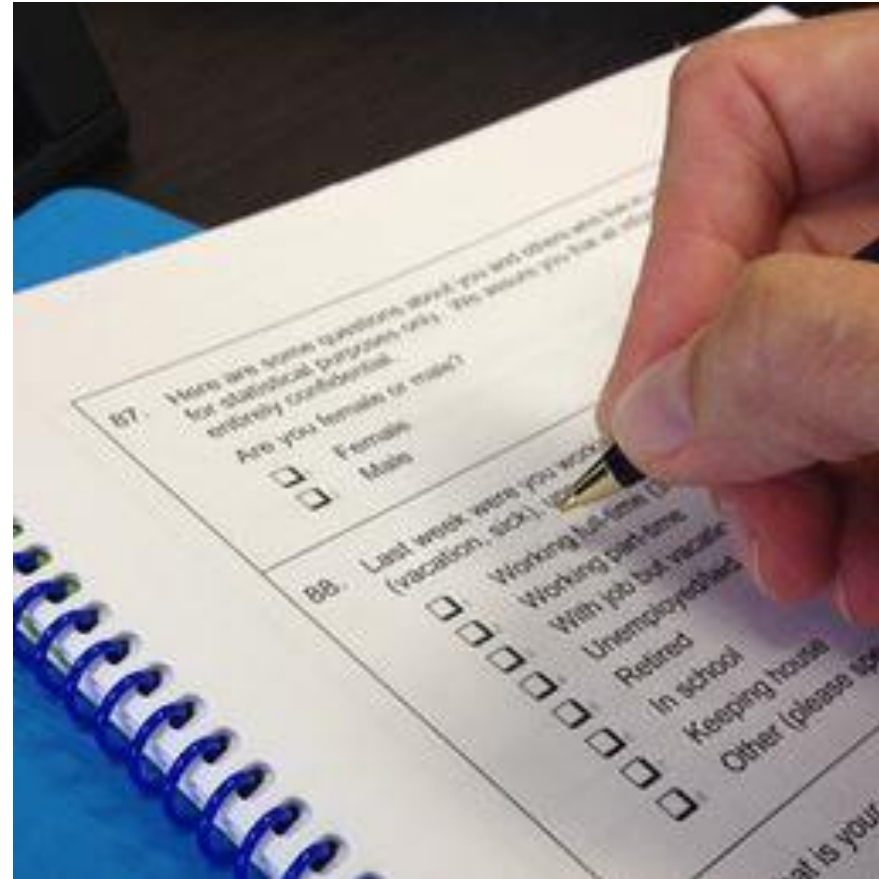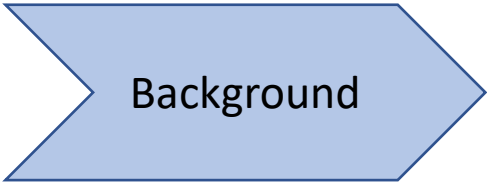
Institution: The Pearson School of English

**Current Capabilities**

The student has good control of basic structures and functions. They can use a range of words, structures and simple collocations to deal with familiar topics and can use functional language to deal with less familiar but everyday topics e.g. complaining, refusing, inviting, etc but can only produce a very limited range of more complex language. They can understand straightforward factual texts and basic types of standard letters and emails. They can extract key details from a presentation, conversation or a text and communicate with a series of simple connected clauses and sentences. They can produce straightforward connected text on routine factual information or topics which are familiar and of personal interest.

OVERALL SCORE

CEFR: B1
GSE: 43 - 50

Summary of student's overall score and performance

Clear scoring on both the CEFR and the Global Scale of English (GSE)

**CEFR Score: B1**          **GSE Range: 43 - 50**

| <A1 | A1 | |
|---|---|---|
| 10 | 22 | 30 |

**Listening**

PERFORMANCE SUMMARY

The student can follow the ma... delivered in standard speech. ... words and phrases and can re... items reporting events, accide... points of narratives and conve...

**Reading**

PERFORMANCE SUMMARY

The student can understand m... point of view in a structured te... distinguish between fact and o... to the idea they support and c... text.

Overview of performance in each language skill

**Speaking**

PERFORMANCE SUMMARY

The student can deal with pra... initiate, maintain and close si... arrangements, everyday activi... some basic interjections to ex... limited range of functions e.g. ...

**Writing**

PERFORMANCE SUMMARY

The student has a limited rang... familiar routine topics. They c... someone's life and routines or...

## CEFR Distribution by Group
## Level Test Overall, May 2021
$n = 40$

B1 · A2+ · A2 · A1 · <A1

0    5    10    15

■ EN  ■ GC  ■ IP  ■ IT

# Reading Attitude Questionnaire (Yamashita, 2013)

**Questionnaire**

Pre → 15-week ER sessions → Post

22 question items on a Likert scale

- Comfort (6 items)
- Anxiety (4 items)
- Intellectual Value (5 items)
- Practical Value (4 items)
- Linguistic Value (3 items)

| (1) Comfort | Q3 | (-) Reading English is troublesome. |
| | Q9 | I feel relaxed if I read English. |
| | Q13 | (-) Reading English is dull. |
| | Q16 | (-) I feel tired if I read English. |
| | Q18 | I feel refreshed and rested if I read English. |
| | Q21 | Reading English is enjoyable. |

(-) = conversely worded items

| (2) Anxiety | Q5 | I feel anxious if I don't know all the words. |
| | Q10 | I sometimes feel anxious that I may not understand even if I read. |
| | Q17 | I feel anxious when I'm not sure whether I understood the book content. |
| | Q20 | (-) I don't mind even if I cannot understand the book content entirely. |

| (3) Intellectual Value | Q1 | I can become more sophisticated if I read English. |
| | Q2 | I can get various kinds of information if I read English. |
| | Q8 | I can acquire broad knowledge if I read English. |
| | Q14 | I get to know about new ways of thinking if I read English. |
| | Q22 | I get to know about different values if I read English. |

| (4) Practical Value | Q4 | Reading English is useful for my future career. |
| | Q7 | Reading English is useful to get a good grade in class. |
| | Q12 | Reading English is useful to get credit for class. |
| | Q19 | Reading English is useful to get a job. |

| (5) Linguistic Value | Q6 | I can acquire vocabulary if I read English. |
| | Q11 | I can develop reading ability if I read English. |
| | Q15 | I can improve my sensitivity to the English language if I read English. |

| | | | |
|---|---|---|---|
| **(1) Comfort** | ↑ | Q3 | (-) Reading English is troublesome. |
| | | Q9 | I feel relaxed if I read English. |
| | | Q13 | (-) Reading English is dull. |
| | | Q16 | (-) I feel tired if I read English. |
| | | Q18 | I feel refreshed and rested if I read English. |
| | | Q21 | Reading English is enjoyable. |
| **(2) Anxiety** | ↓ | Q5 | I feel anxious if I don't know all the words. |
| | | Q10 | I sometimes feel anxious that I may not understand even if I read. |
| | | Q17 | I feel anxious when I'm not sure whether I understood the book content. |
| | | Q20 | (-) I don't mind even if I cannot understand the book content entirely. |
| **(3) Intellectual Value** | ↑ | Q1 | I can become more sophisticated if I read English. |
| | | Q2 | I can get various kinds of information if I read English. |
| | | Q8 | I can acquire broad knowledge if I read English. |
| | | Q14 | I get to know about new ways of thinking if I read English. |
| | | Q22 | I get to know about different values if I read English. |
| **(4) Practical Value** | **n.s.** | Q4 | Reading English is useful for my future career. |
| | | Q7 | Reading English is useful to get a good grade in class. |
| | | Q12 | Reading English is useful to get credit for class. |
| | | Q19 | Reading English is useful to get a job. |
| **(5) Linguistic Value** | **Ceiling effect** | Q6 | I can acquire vocabulary if I read English. |
| | | Q11 | I can develop reading ability if I read English. |
| | | Q15 | I can improve my sensitivity to the English language if I read English. |

(-) = conversely worded items

# Reading Attitude Questionnaire

Questionnaire

<span style="color:red">October 2021 → Xreading → April 2022</span>

22 question items on a Likert scale

- Comfort (6 items)
- Anxiety (4 items)
- Intellectual Value (5 items)
- Practical Value (4 items)
- Linguistic Value (3 items)

# Factor Analysis

## Pre (October, 2021)

|  | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
|---|---|---|---|---|---|
|  | (3) Intellec | (1) Comfo | (4) Practic | (2) Anxiety |  |
|  |  |  | (5) Linguis |  |  |
|  | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
| Q22 | 0.99 | -0.09 | 0.11 | -0.18 | -0.06 |
| Q14 | 0.83 | 0.05 | -0.19 | 0.17 | 0.11 |
| Q02 | 0.83 | 0.09 | -0.05 | -0.02 | 0.11 |
| Q08 | 0.78 | 0.07 | -0.28 | 0.04 | 0.07 |
| Q07 | 0.62 | -0.02 | 0.30 | -0.15 | -0.15 |
| Q01 | 0.42 | 0.39 | 0.13 | 0.02 | 0.02 |
| Q06 | 0.42 | -0.16 | 0.37 | 0.01 | 0.13 |
| Q16 | -0.07 | 0.79 | 0.07 | -0.21 | -0.09 |
| Q13 | 0.02 | 0.77 | 0.04 | -0.13 | 0.12 |
| Q03 | -0.08 | 0.70 | -0.29 | 0.17 | 0.01 |
| Q21 | 0.18 | 0.66 | 0.06 | 0.08 | 0.32 |
| Q10 | 0.34 | -0.49 | 0.06 | 0.47 | -0.07 |
| Q12 | 0.06 | -0.03 | 0.79 | -0.27 | -0.17 |
| Q05 | -0.23 | -0.59 | 0.76 | -0.05 | 0.18 |
| Q19 | -0.06 | 0.32 | 0.53 | 0.05 | -0.05 |
| Q15 | -0.36 | -0.20 | 0.49 | 0.09 | 0.48 |
| Q11 | 0.22 | 0.28 | 0.31 | 0.13 | 0.09 |
| Q17 | -0.10 | -0.11 | -0.21 | 1.09 | -0.04 |
| Q04 | -0.12 | 0.30 | 0.27 | 0.39 | -0.03 |
| Q09 | 0.09 | 0.21 | 0.04 | -0.01 | 0.90 |
| Q18 | 0.41 | -0.13 | -0.23 | -0.15 | 0.70 |
| Q20 | 0.22 | -0.23 | 0.25 | 0.22 | -0.26 |

## Post (April, 2022)

|  | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
|---|---|---|---|---|---|
|  | (1) Comfo | (4) Practic | (3) Intellec | (2) Anxiety |  |
|  |  | (5) Linguis |  |  |  |
|  | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
| Q09 | 1.10 | -0.11 | -0.04 | 0.22 | -0.03 |
| Q08 | 0.62 | 0.11 | 0.53 | 0.01 | 0.10 |
| Q16 | 0.60 | 0.12 | -0.38 | -0.03 | 0.14 |
| Q18 | 0.60 | 0.03 | 0.19 | -0.05 | -0.11 |
| Q01 | 0.55 | 0.12 | 0.38 | -0.19 | -0.10 |
| Q10 | -0.47 | 0.05 | 0.27 | 0.34 | -0.09 |
| Q06 | -0.15 | 0.74 | -0.09 | -0.22 | -0.12 |
| Q07 | 0.16 | 0.73 | -0.08 | -0.09 | -0.02 |
| Q15 | 0.01 | 0.70 | -0.21 | 0.10 | -0.07 |
| Q11 | -0.37 | 0.65 | 0.19 | 0.23 | 0.35 |
| Q04 | -0.03 | 0.57 | 0.08 | -0.01 | 0.00 |
| Q12 | 0.28 | 0.51 | 0.18 | 0.26 | -0.32 |
| Q19 | 0.10 | 0.27 | -0.13 | 0.07 | -0.04 |
| Q22 | -0.11 | -0.09 | 0.81 | -0.06 | 0.09 |
| Q02 | 0.22 | -0.12 | 0.75 | -0.13 | 0.02 |
| Q14 | -0.26 | 0.30 | 0.54 | -0.23 | 0.10 |
| Q20 | 0.20 | 0.11 | -0.29 | 0.94 | 0.20 |
| Q17 | 0.13 | -0.09 | -0.03 | 0.82 | -0.03 |
| Q05 | 0.03 | -0.09 | -0.05 | 0.39 | -0.24 |
| Q13 | -0.02 | -0.03 | 0.13 | 0.11 | 1.08 |
| Q21 | 0.39 | -0.01 | 0.23 | 0.18 | 0.50 |
| Q03 | 0.25 | 0.08 | -0.33 | -0.22 | 0.42 |

Legend:
- (1) Comfort
- (2) Anxiety
- (3) Intellectual Value
- (4) Practical Value
- (5) Linguistic Value

Langtest. (Mizumoto, 2015)

# Factor Analysis

## Pre (October, 2021)

| | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
|---|---|---|---|---|---|
| | (3) Intellec | (1) Comfo | (4) Practic (5) Linguis | (2) Anxiety | |
| | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
| Q22 | 0.99 | -0.09 | 0.11 | -0.18 | -0.06 |
| Q14 | 0.83 | 0.05 | -0.19 | 0.17 | 0.11 |
| Q02 | 0.83 | 0.09 | -0.05 | -0.02 | 0.11 |
| Q08 | 0.78 | 0.07 | -0.28 | 0.04 | 0.07 |
| Q07 | 0.62 | -0.02 | 0.30 | -0.15 | -0.15 |
| Q01 | 0.42 | 0.39 | 0.13 | 0.02 | 0.02 |
| Q06 | 0.42 | -0.16 | 0.37 | 0.01 | 0.13 |
| Q16 | -0.07 | 0.79 | 0.07 | -0.21 | -0.09 |
| Q13 | 0.02 | 0.77 | 0.04 | -0.13 | 0.12 |
| Q03 | -0.08 | 0.70 | -0.29 | 0.17 | 0.01 |
| Q21 | 0.18 | 0.66 | 0.06 | 0.08 | 0.32 |
| Q10 | 0.34 | -0.49 | 0.06 | 0.47 | -0.07 |
| Q12 | 0.06 | -0.03 | 0.79 | -0.27 | -0.17 |
| Q05 | -0.23 | -0.59 | 0.76 | -0.05 | 0.18 |
| Q19 | -0.06 | 0.32 | 0.53 | 0.05 | -0.05 |
| Q15 | -0.36 | -0.20 | 0.49 | 0.09 | 0.48 |
| Q11 | 0.22 | 0.28 | 0.31 | 0.13 | 0.09 |
| Q17 | -0.10 | -0.11 | -0.21 | 1.09 | -0.04 |
| Q04 | -0.12 | 0.30 | 0.27 | 0.39 | -0.03 |
| Q09 | 0.09 | 0.21 | 0.04 | -0.01 | 0.90 |
| Q18 | 0.41 | -0.13 | -0.23 | -0.15 | 0.70 |
| Q20 | 0.22 | -0.23 | 0.25 | 0.22 | -0.26 |

## Post (April, 2022)

| | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
|---|---|---|---|---|---|
| | (1) Comfo | (4) Practic (5) Linguis | (3) Intellec | (2) Anxiety | |
| | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
| Q09 | 1.10 | -0.11 | -0.04 | 0.22 | -0.03 |
| Q08 | 0.62 | 0.11 | 0.53 | 0.01 | 0.10 |
| Q16 | 0.60 | 0.12 | -0.38 | -0.03 | 0.14 |
| Q18 | 0.60 | 0.03 | 0.19 | -0.05 | -0.11 |
| Q01 | 0.55 | 0.12 | 0.38 | -0.19 | -0.10 |
| Q10 | -0.47 | 0.05 | 0.27 | 0.34 | -0.09 |
| Q06 | -0.15 | 0.74 | -0.09 | -0.22 | -0.12 |
| Q07 | 0.16 | 0.73 | -0.08 | -0.09 | -0.02 |
| Q15 | 0.01 | 0.70 | -0.21 | 0.10 | -0.07 |
| Q11 | -0.37 | 0.65 | 0.19 | 0.23 | 0.35 |
| Q04 | -0.03 | 0.57 | 0.08 | -0.01 | 0.00 |
| Q12 | 0.28 | 0.51 | 0.18 | 0.26 | -0.32 |
| Q19 | 0.10 | 0.27 | -0.13 | 0.07 | -0.04 |
| Q22 | -0.11 | -0.09 | 0.81 | -0.06 | 0.09 |
| Q02 | 0.22 | -0.12 | 0.75 | -0.13 | 0.02 |
| Q14 | -0.26 | 0.30 | 0.54 | -0.23 | 0.10 |
| Q20 | 0.20 | 0.11 | -0.29 | 0.94 | 0.20 |
| Q17 | 0.13 | -0.09 | -0.03 | 0.82 | -0.03 |
| Q05 | 0.03 | -0.09 | -0.05 | 0.39 | -0.24 |
| Q13 | -0.02 | -0.03 | 0.13 | 0.11 | 1.08 |
| Q21 | 0.39 | -0.01 | 0.23 | 0.18 | 0.50 |
| Q03 | 0.25 | 0.08 | -0.33 | -0.22 | 0.42 |

**Legend:**
- (1) Comfort
- (2) Anxiety
- (3) Intellectual Value
- (4) Practical Value
- (5) Linguistic Value

Discarded in Yamashita (2013)

Langtest. (Mizumoto, 2015)

# Descriptive statistics of four attitude variables ($n = 40$)

| TERM | VARIABLE | ITEM | N | MINI. | MAX. | MEAN | S.D. |
|------|----------|------|-----|-------|------|------|------|
| 1 | (1) Comfort | 6 | 38 | 1.5 | 4.5 | 3.0 | 0.71 |
| 1 | (2) Anxiety | 4 | 38 | 1.5 | 5.0 | 3.7 | 0.71 |
| 1 | (3) Intellectual value | 5 | 38 | 2.0 | 5.0 | 3.8 | 0.79 |
| 1 | (4) Practical value | 4 | 38 | 2.5 | 5.0 | 3.9 | 0.61 |
| 2 | (1) Comfort | 6 | 38 | 2.0 | 4.7 | 2.9 | 0.82 |
| 2 | (2) Anxiety | 4 | 38 | 1.5 | 5.0 | 3.5 | 0.91 |
| 2 | (3) Intellectual value | 5 | 38 | 2.4 | 5.0 | 3.8 | 0.88 |
| 2 | (4) Practical value | 4 | 38 | 2.8 | 5.0 | 3.9 | 0.81 |

# 2 Within (Term 1, 2) x 4 Within (Variables 1,2,3,4) Two-way ANOVA

| Source | SS | df | MS | F-ratio | p-value | p.eta^2 |
|---|---|---|---|---|---|---|
| s | 50.12 | 37 | 1.35 | | | |
| Term | 0.52 | 1 | 0.52 | 0.4665 | 0.4989ns | 0.0125 |
| s x Term | 40.90 | 37 | 1.11 | | | |
| Variable | 40.79 | 1.98 | 20.61 | 19.7071 | 0.0000*** | 0.3475 |
| s x Variable | 76.58 | 73.23 | 1.05 | | | |
| Term x Variable | 0.34 | 3 | 0.11 | 0.8246 | 0.4830ns | 0.0218 |
| s x Term x Variable | 15.16 | 111 | 0.14 | | | |
| Total | 224.40 | 303 | | | | |

# Multiple Comparison for "Variable"

| Pair | | | | Diff | t-value | df | p | adj.p |
|------|---|---|---|------|---------|----|----|-------|
| (1) | < | (4) | * | -0.924 | 8.222 | 37 | .000 | .000 |
| (1) | < | (3) | * | -0.863 | 8.126 | 37 | .000 | .000 |
| (1) | < | (2) | * | -0.654 | 3.606 | 37 | .001 | .004 |
| (2) | < | (4) | * | -0.270 | 2.238 | 37 | .031 | .094 |
| (2) | = | (3) | | -0.209 | 1.289 | 37 | .206 | .411 |
| (3) | = | (4) | | -0.061 | 0.574 | 37 | .570 | .570 |

(1) Comfort <  (2) Anxiety
                    (3) Intellectual value
                    (4) Practical value

(2) Anxiety <  (4) Practical value

# 2 Within (Term 1, 2) x 4 Within (Variables 1,2,3,4) Two-way ANOVA

| Source | SS | df | MS | F-ratio | p-value | p.eta^2 |
|---|---|---|---|---|---|---|
| s | 50.12 | 37 | 1.35 | | | |
| Term | 0.52 | 1 | 0.52 | 0.4665 | 0.4989ns | 0.0125 |
| s x Term | 40.90 | 37 | 1.11 | | | |
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| s x Variable | 76.58 | 73.23 | 1.05 | | | |
| Term x Variable | 0.34 | 3 | 0.11 | 0.8246 | 0.4830ns | 0.0218 |
| s x Term x Variable | 15.16 | 111 | 0.14 | | | |
| Total | 224.40 | 303 | | | | |

# Research Questions

## Educational practice

- How can we manage the learning community to make extensive reading successful?

## Research project

- What kind of psychological transformation will occur over the long term?
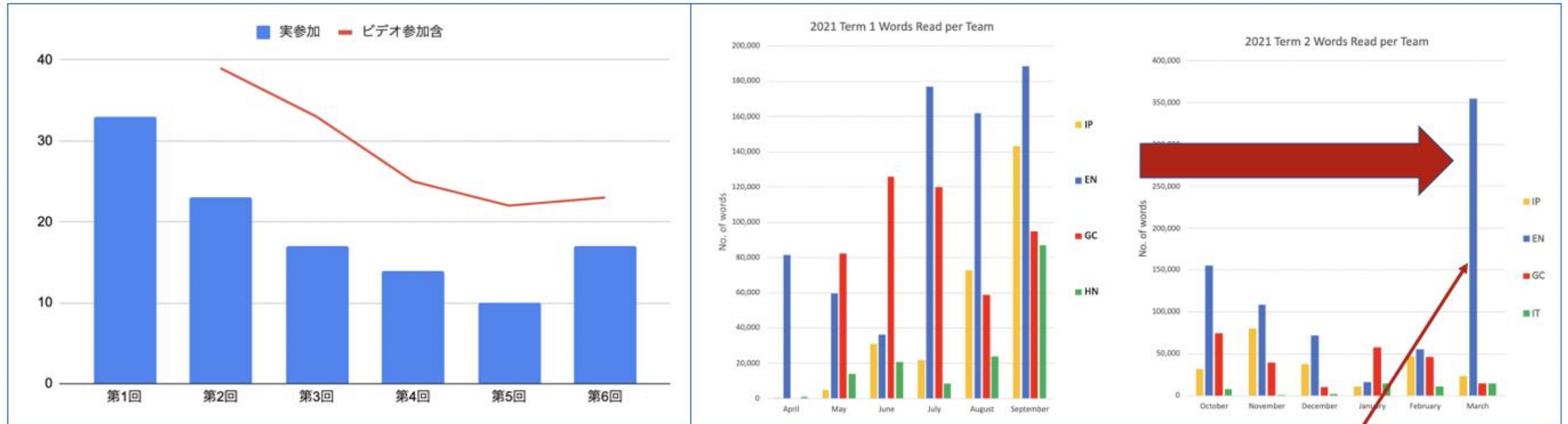
# 4. Challenges

Seiko Otsuka

・ Decline in the number of participants in seminars and the number of words read
・ We lost 6 students at the end of the year



by sharing goals in the team

# From instructor-directed
## to student-led activities

### In 2022
- Social events planned and held by students
- To promote cooperation among members

July: IP
September: GC
November: IT
January: EN

Flyer by IP Team

【Program】
1. Conversation dice game
2. 20 questions game
3. sweets party
4. Campus tour
5. Photo shoot



ICERC 3 University exchange party

PARTICIPATING UNIVERSITIES
OSAKA INSTITUTE OF TECHNOLOGY
KOBE GAKUIN UNIVERSITY
HANNAN UNIVERSITY

[Date]
Jul. 10th (SUN) 11:00 - 14:00

[Venue]
Osaka Institute of Technology
LL Classroom (Building 7)

〈Program〉
① Conversation dice game
② 20 questions game
③ \ Sweets Party /
④ Cunpus tour
⑤ Photo shoot

Let's enjoy!!

〈交通アクセス〉
1. 大阪メトロ　太子橋今市駅より　徒歩15分
2. JR大阪駅前バス3番乗り場
　　大阪シティバス34系統 守口車庫前行き（中宮下車）
　　中宮バス停より徒歩5分

主催：大阪工業大学 知的財産学部・研究科　ICERCメンバー

大阪工業大学（大宮キャンパス）
〒535-8585 大阪府大阪市旭区大宮5丁目16−1

To ICERC members

Hello everyone, I'm Kazuki Ohira, a member of ICERC.

And now, this week (July 10th), there will be an exchange party for ICERC members from 3 universities (^^)
Please come to join the party!

　　＊Date: July 10th (Sun) 11: 00-14: 00
　　＊Venue: Osaka Institute of Technology (Omiya Campus)
　　＊Participation fee: Free

For details, please see the attached flyer.

And I have a request for everyone.
Please answer whether you are attending the event from the following site.
(The deadline is 24:00 this Wednesday.)

https://chouseisan.com/s?h=1a33d77ba5454d7c9791fb5d80c52223

ICERC　3大学交流パーティ | 調整さん

ICERCイベント（7月10日）の出欠確認 参加⇒○ 不明⇒△ 不参加✗ に✓を
お願いします。 〆切は今週水曜日の24時です。 ※コメント欄に大学名の記
載をよろしくお願いします。

chouseisan.com

Thank you for your cooperation.

Let's enjoy!

Thank you.

# Postponed...

## Low attendance
## (EN: 3/ GC: 1/ IT: 1)

・ Short notice (7/4→7/10)
・ Members studying abroad
・ Location ？

Notice from an IP member via mailing list

Then **cancelled** because of the COVID-19 7th Wave...

Corona regulation by university

TO

Online event **collaborated** with GC team!

GC team was planning an excursion in September

**Individuals participating in activities**

2021 Personal participation in instructor-les seminars

**Solidarity in each team**

2022
・EN members achieved their Term 2 goal
・IP members had several meetings for event planning
・GC members also discussed holding their event

**Solidarity across teams**

Online event collaborated by two teams

# Student expectations for fellowship

> It would be even more fun if we could all get together for a barbecue or some other time to talk with teachers and students in other teams.

(HN: 2nd Seminar 21/06/17)

> If there was a place where we could interact with people from other universities, we could enjoy our activities more.

(GC: 4th Seminar 21/10/03)

> I thought it would be good to set up zoom, where everyone can enter at a certain time, even if it is only once a week, and then everyone who enters can turn on the camera and read together

(GC: 4th Seminar 21/10/03)

Dörnyei & Ushioda (2021: 31)
Cooperative learning has been shown to generate a powerful motivational system to energise learning, indicating that if a number of individuals form a social unit by joining in a group,...the motivational level associated with this collection of people can significantly exceed the motivational level the individuals would have demonstrated if they had remained independent.

| Building Relationships | Collaborative learning | Increase/Maint ain Motivation |
| --- | --- | --- |

- ✓ Building relationships through planning and attending student-led activities

- ✓ Difficulty in face-to-face activities due to COVID-19 pandemic
  →Devising attractive online activities

- ✓ Extensive reading is a means to achieve individual goals
  →Need support for individual goals

## Issues in the Future

**Research Subject**

Fundamental Policy
1. Qualitative rather than quantitative
2. Individual rather than group

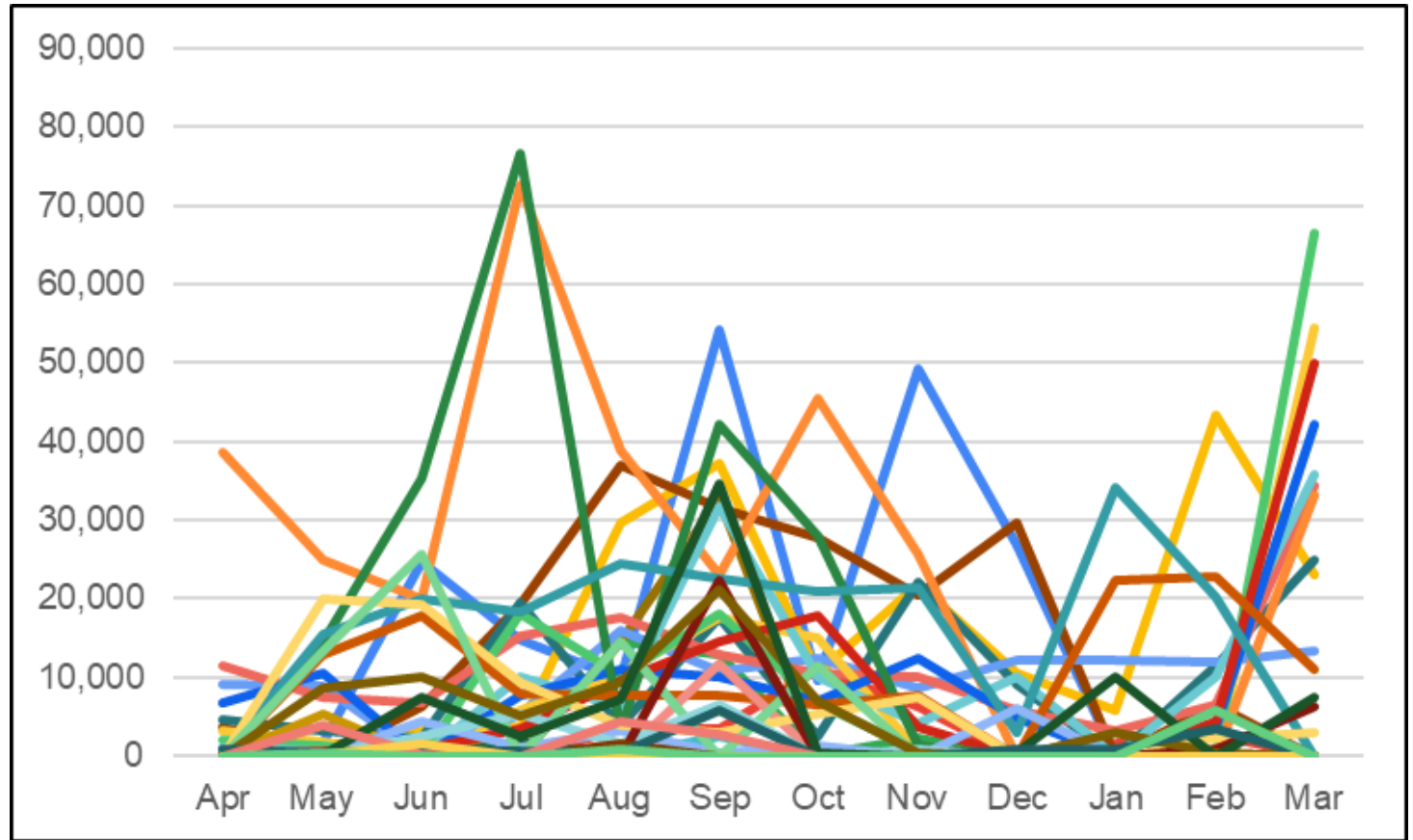→ How interactions among different university members affect individual motivation

**Project Management**

- "leave no one behind"
- Awareness that each and every one of them constitutes ICERC
- Leading them to become autonomous learners

# Summary

- Individual differences

# Acknowledgment

ICERC
Extensive Reading Circle

# References

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- Pearson (n.d.) Benchmark Test. Accessible from https://www.pearson.com/jp/en/assessment/benchmark-test.html

- Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language. 25*(2): 248-263.

# Backup
# Slides

# Research Questions

**1. How can we make extensive reading successful?**

- How can we organize and maintain an extensive reading circle?
- What kind of activities and events will raise the participant's motivation?
- What are the factors of demotivation?
- How can we foster the learner autonomy?
- How can we use SNS effectively to form a learning community?
- What kind of scaffolding will be effective?

**2. What kind of psychological transformation will occur in the learners as they continue to read for an extended period of time?**

- How much reading will make a change?
- How do they perceive their growth and development along the way?
- What kind of changes will extensive reading bring to the learners in terms of attitude and learning strategies?
- How will extensive reading affect overall skills of English including listening, speaking, and writing?
- How will individual differences (proficiency, preference, aptitude, etc.) will affect their progress?
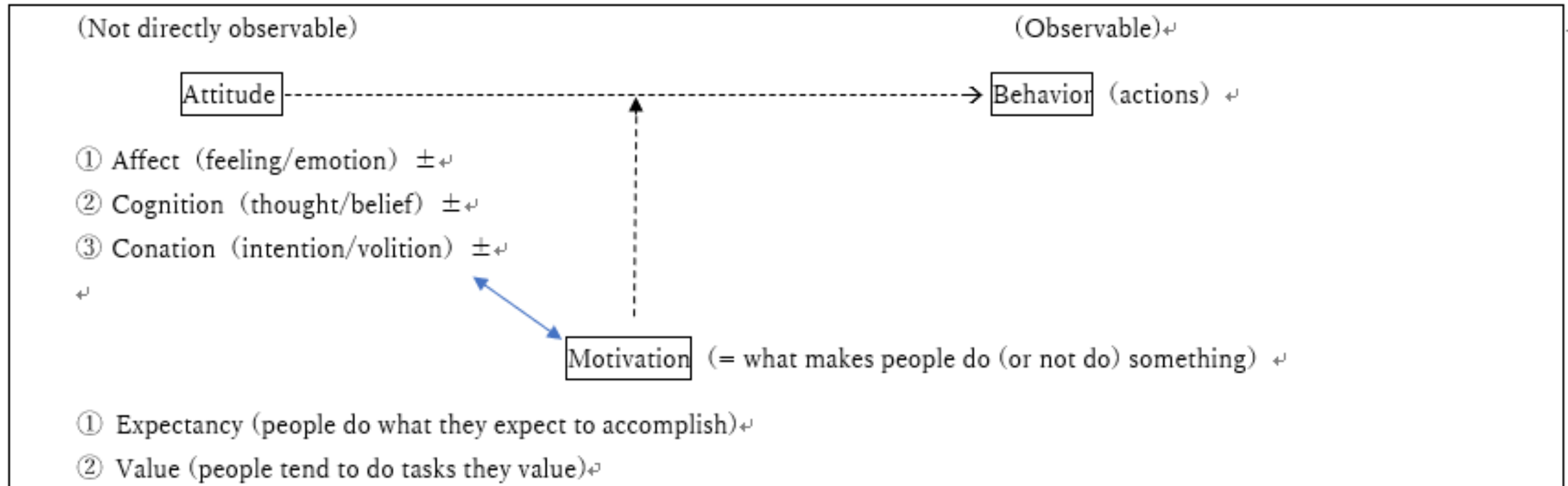
# Reseearch Data

## For the study of project management:

- Student feedback (free description) on each seminar (twice a month)
- Individual interview (interviewers notes / transcribed data)
- Participant observation (instructor's journal)

## For the study of psychological transformation in the students:

- Reading Statistics (Xreading)
- Assessment Test (Pearson's Benchmark Test: every 6 months)
- Research Questionnaire (Every 6 months)

# Motivation Study

(Not directly observable)                                                                (Observable)

[Attitude] - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - → [Behavior] (actions)

① Affect (feeling/emotion) ±
② Cognition (thought/belief) ±
③ Conation (intention/volition) ±

[Motivation] (= what makes people do (or not do) something)

① Expectancy (people do what they expect to accomplish)
② Value (people tend to do tasks they value)

Expectancy + Value models of motivation（Day & Bamford, 1998）and Attitude model（Matheson, 1994/McKenna, 1994）

# Initial Questionnaire

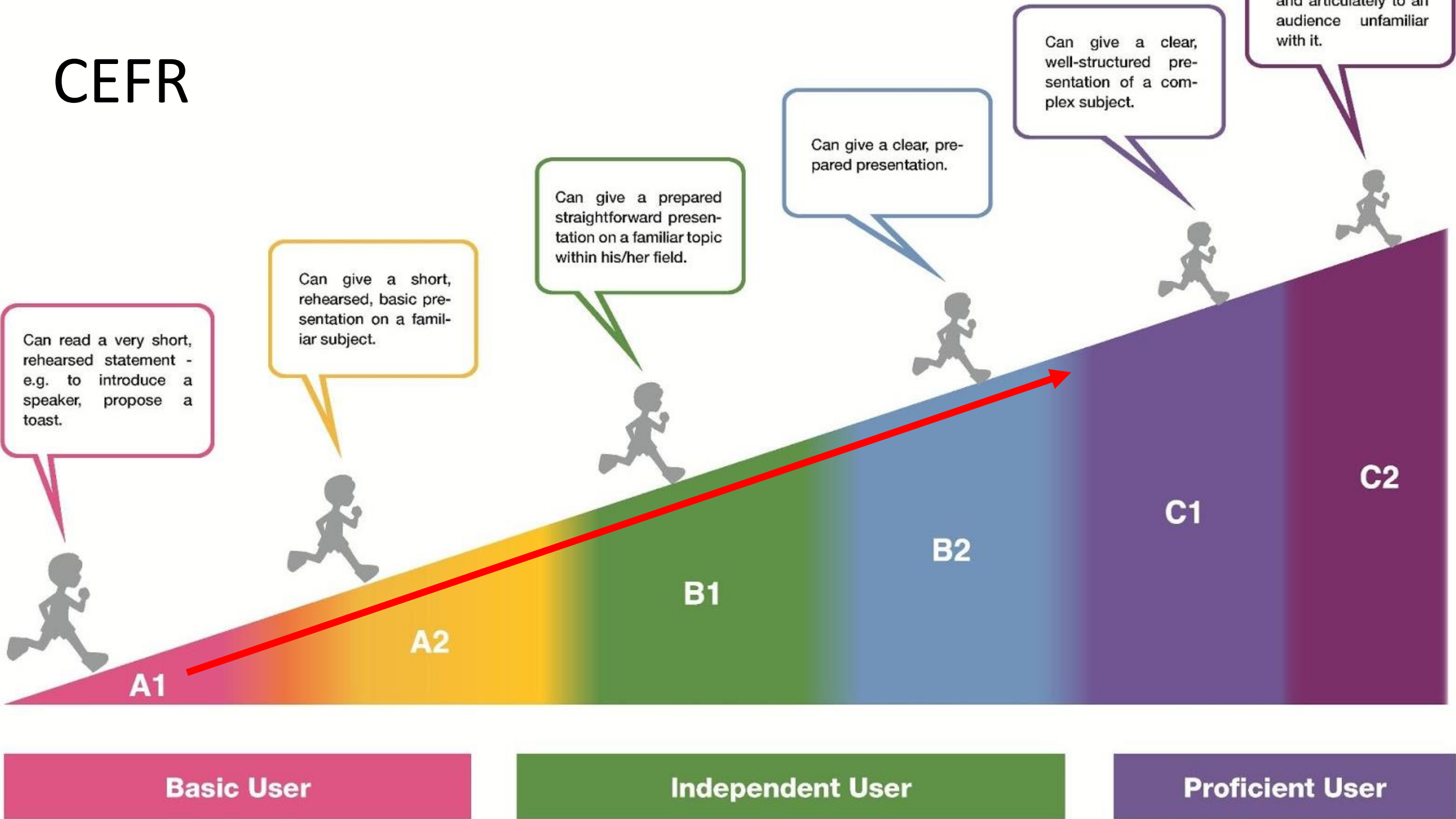- What do you expect from the project?
  （co-occurrence analysis）

# Initial Questionnaire

- What do you
  expect from the project?
  （correspondence analysis）
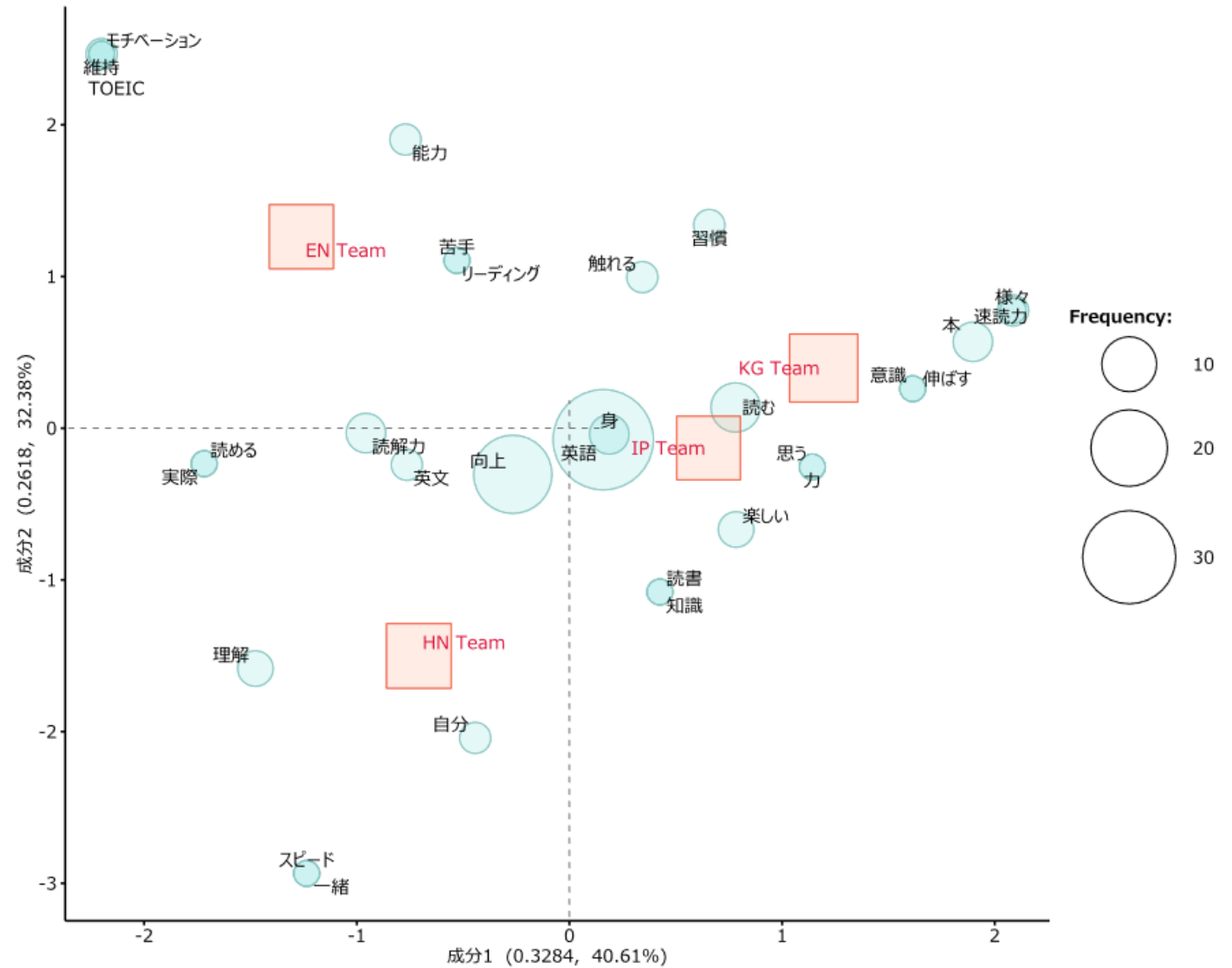
CEFR

# CEFR（ヨーロッパ参照枠）

| レベル | CEFR指標 | Can-do |
|---|---|---|
| Advanced | C2 | 聞いたり読んだりした，ほぼ全てのものを容易に理解することができる．いろいろな話し言葉や書き言葉から得た情報をまとめ，根拠も論点も一貫した方法で再構築できる．自然に，流暢かつ正確に自己表現ができる． |
| | C1 | いろいろな種類の高度な内容のかなり長い文章を理解して，含意を把握できる．言葉を探しているという印象を与えずに，流暢に，また自然に自己表現ができる．社会生活を営むため，また学問上や職業上の目的で，言葉を柔軟かつ効果的に用いることができる．複雑な話題について明確で，しっかりとした構成の，詳細な文章を作ることができる． |
| Intermediate | B2 | 自分の専門分野の技術的な議論も含めて，抽象的な話題でも具体的な話題でも，複雑な文章の主要な内容を理解できる．母語話者とはお互いに緊張しないで普通にやり取りができるくらい流暢かつ自然である．幅広い話題について，明確で詳細な文章を作ることができる． |
| | B1 | 仕事，学校，娯楽などで普段出会うような身近な話題について，標準的な話し方であれば，主要な点を理解できる．その言葉が話されている地域にいるときに起こりそうな，たいていの事態に対処することができる．身近な話題や個人的 に関心のある話題について，筋の通った簡単な文章を作ることができる |
| Basic | A2 | ごく基本的な個人情報や家族情報，買い物，地元の地理，仕事など，直接的関係がある領域に関しては，文やよく使われる表現が理解できる．簡単で日常的な範囲なら，身近で日常の事柄について，単純で直接的な情報交換に応じることができる． |
| | A1 | 具体的な欲求を満足させるための，よく使われる日常的表現と基本的な言い回しは理解し，用いることができる．自分や他人を紹介することができ，住んでいるところや，誰と知り合いであるか，持ち物などの個人的情報について，質問をしたり，答えたりすることができる．もし，相手がゆっくり，はっきりと話して，助けが得られるならば，簡単なやり取りをすることができる． |

# Benchmark Test

- Comparison of Term 1 and Term 2 according to reading clusters
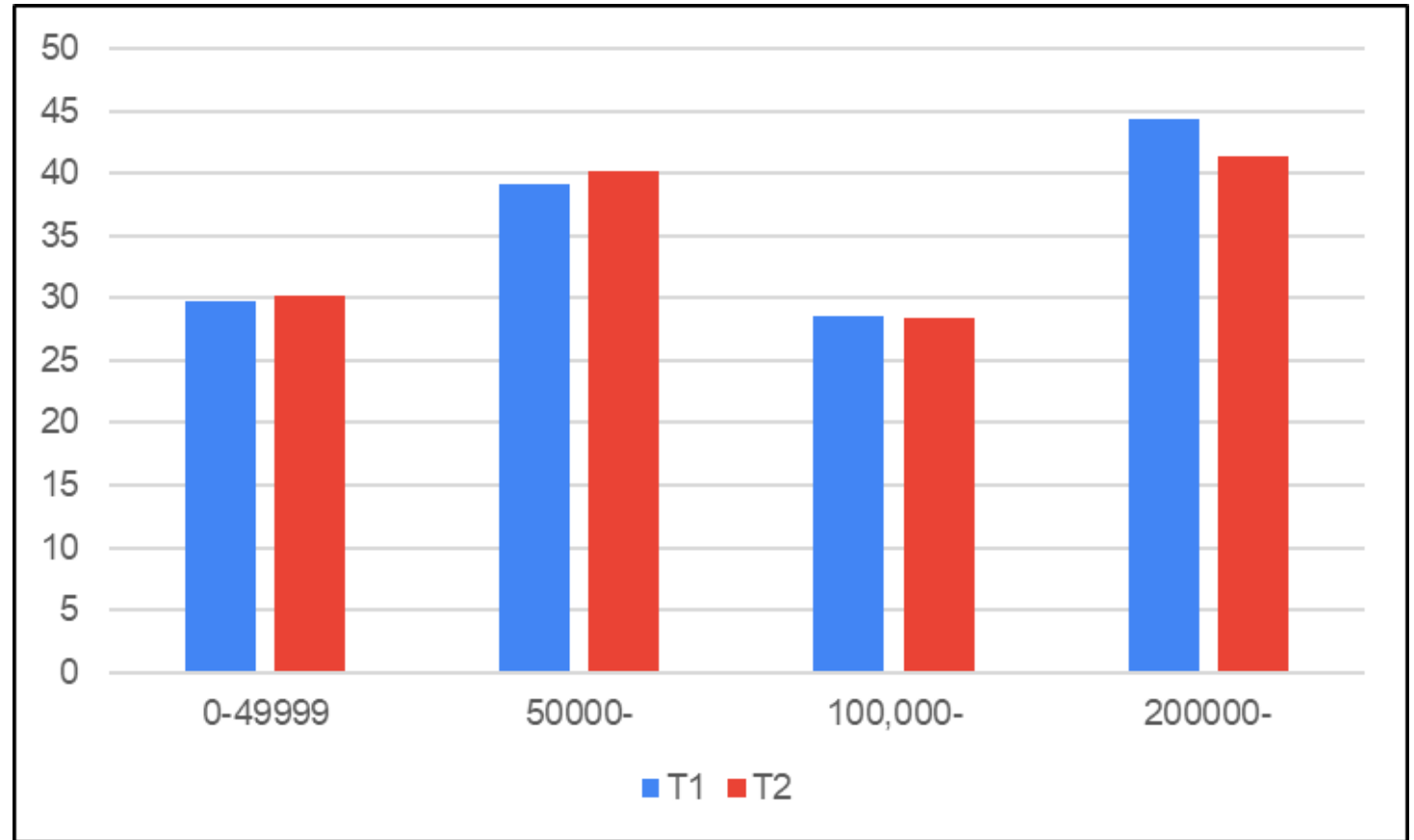
# Correlation

- Correlation between the amount of reading and the result of Benchmark Test (Term 2)