

A model of motivation for extensive reading in Japanese as a foreign language

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Abstract

Numerous studies have reported that extensive reading (ER) has a positive influence on affect. Recent studies suggest that motivation for ER changes. This is in line with recent developments in second language (L2) motivation research that have highlighted the complex and dynamic nature of L2 motivation. This study presents a model of complex and dynamic motivation for ER. This qualitative study examined 9 Japanese as a foreign language learners' motivation for ER. The participants were encouraged to read as many Japanese books as possible outside class for 5 to 7 months. Data from interviews and journal entries were analyzed for factors influencing their motivation. The participants' motivation changed as different factors interacted, leading to different patterns of engagement with ER, which fit within the model. This suggests the value of using a complex and dynamic approach to L2 extensive reading motivation. Implications concern the importance of varied materials and of making ER obligatory.

Keywords: Japanese as a foreign language, extensive reading, motivation, self-regulation, high school learners

Since the Fijian book flood study (Elley & Mangubhai, 1981), numerous quantitative studies have offered compelling evidence of the benefits of extensive reading (ER). However, despite studies reporting that ER promotes positive attitudes to second language (L2) reading (Waring, 2001), there has been a “lack of systematic and principled attention to the affective dimensions of second language reading” (Day & Bamford, 1998, p. 21). Only a handful of recent studies (e.g., Judge, 2011; Nishino, 2007; Takase, 2007) have addressed this. Few have been longitudinal or qualitative, although arguably this may be the best approach to ER (Arnold, 2009; Mohd Asraf & Ahmad, 2003).

The role of motivation in L2 learning has also been considered through quantitative studies, from the socio-educational model (Gardner, 1985) to the process model (Dörnyei & Ottó, 1998), including the most recent modelling using a complex systems approach (Dörnyei & Tseng, 2009). Although ER studies have mentioned the complex and dynamic nature of motivation for ER (e.g., Judge, 2011; Nishino, 2007), none have explicitly used this approach.

This study aims to address these lacunae in a qualitative case study of adolescent Japanese as a

foreign language (JFL) learners' motivation for ER over two to three terms in New Zealand high schools.

Literature Review

Recent Conceptualizations of L2 Motivation

The process model of L2 motivation (Dörnyei, 2000, 2001; Dörnyei & Ottó, 1998) attempted to reconceptualize motivation as “dynamically changing cumulative arousal in a person” (Dörnyei, 2009b, p. 196). The process model draws upon action control theory (c.f., Heckhausen, 1991), which divides the motivational process into discrete temporal segments. In the *preactional stage*, choice motivation describes how initial wishes and desires are first transformed into goals and then into intentions. In the *actional stage*, actualizing executive motivation leads to accomplishing the goal. In the *postactional stage*, action is retrospectively analyzed.

The other important dimension of this process model is motivational influences. Dörnyei and Ottó (1998) claimed that the motivational influences differ in each phase, so in principle motivational influences at one phase do not have an effect on other phases, which is consistent with action control theory which stresses the differences between choice motivation and executive motivation (Dörnyei, 2001).

Dörnyei (2005) identified two issues with the process model: identifying the boundaries of actional processes and recognizing potential interference from other actional processes. As he points out, school learners are typically engaged in embedded and parallel learning activities involving both social and cognitive aspects of motivation. Motivation for learning through a particular activity may be influenced by other activities; motivation for learning a particular topic may be influenced by other topics; motivation for both activities and topics may be influenced by schooling in general; and in any case school students are doing much more than just learning in school, as they are also developing in other ways. In other words, motivation for language learning is neither simple nor linear.

This perspective aligns with considering motivation to be complex and dynamic, like other aspects of second language learning (Larsen-Freeman, 1997; Larsen-Freeman & Cameron, 2008). N. C. Ellis and Larsen-Freeman (2006) note, “Motivation is less a trait than a fluid play, an ever-changing one that emerges from the processes of interaction of many agents, internal and external, in the ever-changing complex world of the learner” (p. 563). Language learners need to be understood as agents acting in particular environments (Dörnyei, 2009a; Ushioda, 2009, 2011). Yet Dörnyei (2005) points out “hardly any research has been done to examine how people deal with multiple actions and goals, how they prioritize between them, and how the hierarchies of superordinate and subordinate goals are structured” (p. 87). Although this has begun to change (e.g., Dörnyei & Tseng, 2009), it has not yet been applied to motivation for ER. Such a study would also need to include factors specific to motivation for ER.

Components of L2 Reading Motivation by Day and Bamford (1998)

Day and Bamford (1998) propose four major components of L2 reading motivation, drawing on expectancy-value theories (e.g., Eccles et al., 1983; Feather, 1982; Wigfield & Eccles, 1992). According to expectancy-value theories, motivation to perform various tasks is determined by the individual's *expectancy of success* in a given task and the *value* the individual attaches to success in that task (Dörnyei, 2001). Day and Bamford suggest that the more L2 learners perceive the likelihood of understanding a book and the value of reading, the more likely it is that they will read.

Two components, *materials* and *reading ability*, are associated with expectancy of success. When L2 readers perceive that materials are interesting and appropriate and are readily available, they are likely to engage in reading. However, low level reading ability may mean low expectations of success—and consequently low motivation to read.

Attitudes toward L2 reading and *sociocultural environment* are associated with value. The more positive students are toward L2 reading, the more they perceive its value, and thus the more motivated they are to read. In the sociocultural environment, family, friends, teachers, and other learners influence the decision to read in the L2.

Day and Bamford suggest that materials and attitudes toward L2 reading exert greater influences on L2 reading motivation than the other two components and that therefore they can compensate for low reading ability or an unsupportive sociocultural environment.

ER Motivation Studies

Two qualitative case studies conducted in university JFL settings have explored the affective aspect of ER, both offering empirical support for the claim that materials are critical to ER motivation (Day & Bamford, 1998). In a 20-week diary self-study, Leung (2002) concluded that success in ER depended on sufficient quantities of suitable books. In a three-month case study, Tabata-Sandom and Macalister (2009) found that suitable materials compensated for the participant's difficulties with *kanji*.

There have been three studies on motivation for ER in EFL with Japanese high school students. Two highlighted the role of the sociocultural environment in ER. Takase's (2007) mixed methods study of 219 EFL learners in a Japanese high school showed parents and university entrance exams shaped motivation, which supports other research (e.g., Tachibana, Matsukawa, & Zhong, 1996) on their powerful influence. Nishino (2007) investigated motivational change over 2.5 years of ER. While generally supporting Day and Bamford's four components, this study also highlighted the role of university entrance exams. Nishino (2007) also suggested that L2 reading motivation was a dynamic process influenced by various factors. This point is also made by Judge (2011), whose study focused on "enthusiastic readers" (p. 165). Although two factors (love of L1 reading transferring to the L2 and the appeal of ER autonomy) emerged as important, the findings showed there were no clear patterns to dynamically changing motivations for ER.

A Model of Motivation for ER Reading

We present a model of motivation for ER (see Figure 1). The model appears linear because at its largest level it was generated from a project with a beginning and end and with discrete phases, which is represented by the main phase cycle. Motivation for participating in an ER project could be repeated if the project were repeated, which is represented by the arrow that goes from the project postactional phase to the project preactional phase.

Motivation for ER in itself (at the level of book-reading experiences as opposed to the project experience) is represented as a subphase cycle within the project actional phase. This level appears linear in the model insofar as selecting a book at school, taking it home to read, and evaluating it after it was read was linear. However, because some factors may influence participants across the subphase cycle, broken lines delineate the subphases to represent permeability. The multiple iterations of book reading and the influence of each experience on the next are represented by the arrow going from the ER postactional subphase to the ER preactional subphase. The explanations of the phases and subphases, discussed below, will account for how motivation is complex and dynamic.

Project preactional phase. This phase concerns decisions to participate in the ER project. It includes influences from the preactional phase of Dörnyei and Ottó's (1998) model. It also includes three influences from Day and Bamford's model for ER (1998), *attitudes toward Japanese* and *Japanese learning environment* and *contextual influences*. The latter includes *environmental effects* (e.g., expectations of the teachers and parents), which are often related to *external demands* (e.g., examinations).

Project actional phase. As shown in Figure 1, the actional phase of our model includes a smaller cycle with its own preactional, actional, and postactional subphases. It includes influences from both Dörnyei and Ottó's (1998) model and Day and Bamford's (1998) model.

The preactional subphase, in which ER decision-making occurs, is where the intention to read is actualized. It includes *incentive values*, *intrinsic pleasure* (such as that derived from the interesting topics of the *materials*, and *autonomy*, which is related to making choices about when, where, and what to read), and *perceived progress and success*. *Contextual influences* and *self-regulatory strategies* are also influences, as each decision to read can be influenced by external changes.

The actional subphase occurs once the individual starts reading. It includes materials, as shown in Day and Bamford's model, and self-regulatory strategies, from the actional phase in Dörnyei and Ottó's (1998) model.

The postactional subphase involves the learner's evaluation of ER and possible inferences for future ER. It includes *attributional style and biases* (variation in how people explain the event); *self-concept beliefs* (self-confidence, self-efficacy, self-competence, and self-worth); and *evaluational clues* (the students' own perceived progress). The arrow linking the postactional subphase to the preactional subphase shows how evaluations of specific ER actions can affect other specific ER actions in a repeated cycle.

During the project actional phase in the larger cycle (i.e., the ER project), the smaller cycle was repeated multiple times. When the project came to its end, participants moved into the final phase of the larger cycle, namely the project postactional phase.

Project postactional phase. The postactional phase of the larger cycle concerns the evaluation that the learner makes about ER *after* the project ended. Motivational influences on postactional evaluation in the larger cycle are the same as those in the smaller cycle, but concern the project as a whole.

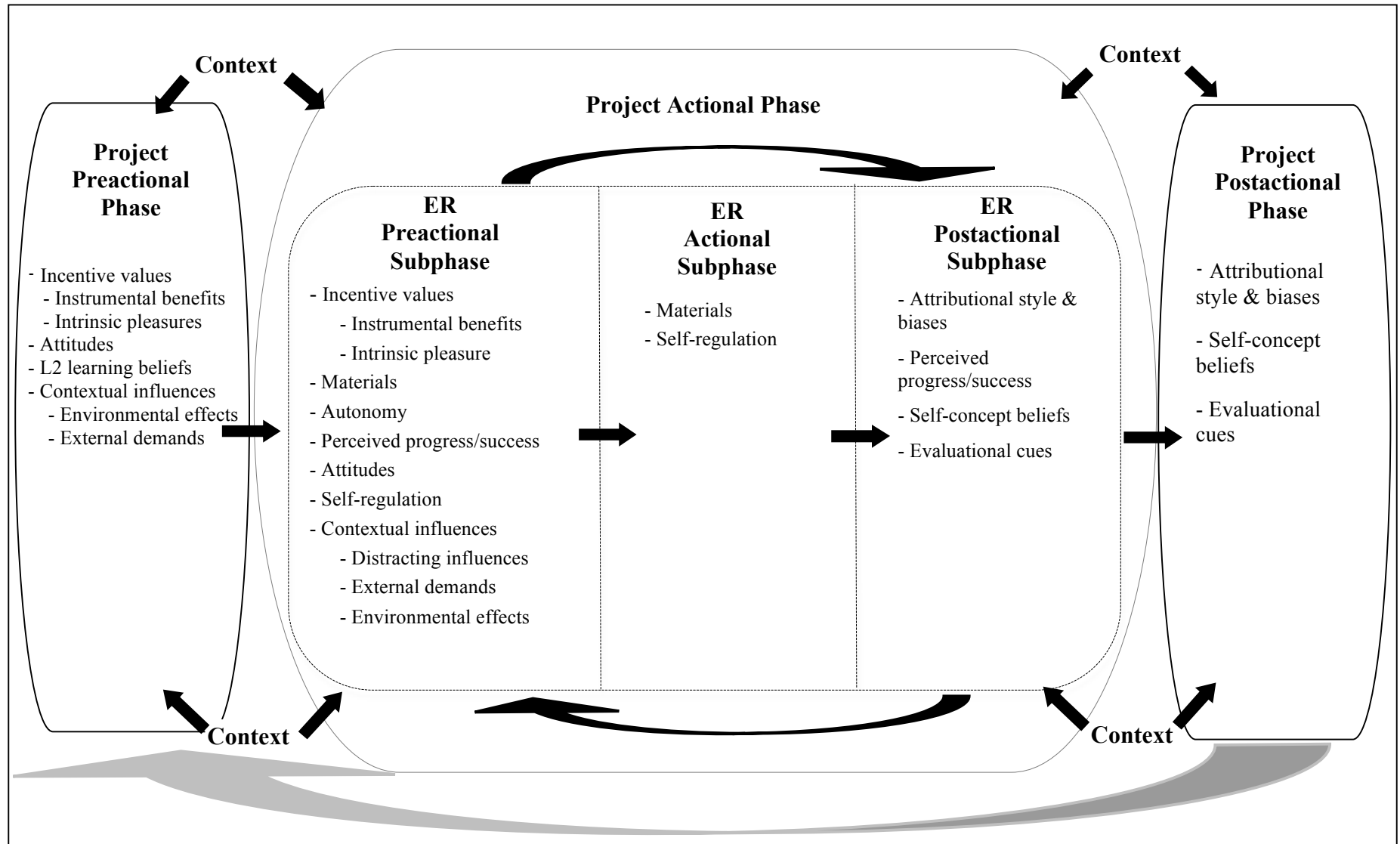


Figure 1. Model of L2 ER project phases with embedded model of L2 ER subphases.

Complex and Dynamic Motivation at Two Levels

We assert that motivation for ER is dynamic and complex at both the project (main phase) and book-reading (subphase) levels.

Motivation is complex and dynamic in the ER project for two reasons: Some factors interact at different times in the main phase cycle, and different patterns emerge for different participants.

Motivation is complex and dynamic at the level of ER book-reading experiences for two reasons: Some factors have ongoing influences so that they interact with different factors at different times, and each book-reading experience influences the next so different interactions among different factors may occur in different iterations.

Aims of the Study

In this exploratory case study we investigate JFL learners' motivational change during an ER project. By focusing on individual case studies, the changes each underwent can be considered. The model will be then be discussed with respect to patterns among the case studies. The research questions are:

1. Did the participants' motivations to read extensively in JFL change?
2. What factors influenced the participants' motivation to read in JFL?
3. Are different patterns of motivation for ER represented by the model?

Methodology

Research Setting

The data for this study were collected from two high schools in a New Zealand city. Japanese was offered as an optional subject with four one-hour classes of instruction a week. Data was collected between February and September 2009, comprising three of four school terms (but see below) to avoid exam preparation in the fourth term.

In the New Zealand school system, the National Certificate of Educational Achievement (NCEA) uses internal and external assessments to measure student skills and knowledge in different subjects. For each passing assessment, students receive credits, and high achievement is recognized. There are three levels of certificates for the three usual secondary school years, and an optional fourth year scholarship examination (aimed at university entrance).

Students selecting Japanese had three internal assessments and an external exam. Each level of the NCEA lists the sentence structures, vocabulary and *kanji* which students are expected to master.

Participants

Nine students in the highest levels (years 11, 12, and 13) participated in this study, as they were familiar with the Japanese writing system. At the request of the participating institutions, the teachers initially invited their students to participate in the project. The first author then met with interested students to answer questions. Table 1 summarizes background information on the participants.

Table 1. *Study participants and background information*

Name (Gender)	L1	Age	Year	NCEA	Participation
Alan (M)	English	16	12	Level 2	Terms 1, 2
Ben (M)	English	16	12	Level 2	Terms 1, 2
Drew (M)	English	16	12	Level 2	Terms 1, 2
Emma (F)	English	17	13	Level 3, Scholarship	Terms 1, 2
Jack (M)	English	15	11	Level 1	Terms 1, 2, 3
Jane (F)	English	16	13	Level 3, Scholarship	Terms 1, 2, 3
Josie (F)	English	17	13	Level 3, Scholarship	Terms 1, 2, 3
Nick (M)	English	14	11	Level 1	Terms 1, 2, 3
Tracey (F)	English	17	13	Level 3	Terms 1, 2

Note. Students' names are pseudonyms.

The ER Project

This study differs from most ER studies because ER was done outside of class and was completely voluntary.

Nine students participated in the project during term 1 (eight weeks) and term 2 (ten weeks), with four (Jack, Jane, Josie, Nick) continuing in term 3 (nine weeks). At the beginning, the first author met the participants in their schools to discuss the materials (see below) and provide journals and reading records. Students were instructed to choose an easy interesting book, and to read as much as they could, preferably at least one book a week. Keeping a journal and completing the reading record were demonstrated. Students then chose their first book.

During terms 1 and 2, the first author made on average 17 near-weekly visits to each school to see the participants when they returned and borrowed the ER books. The purpose of the visits was to provide ongoing support and to remind participants to read as much as possible. In term 3, she made four visits to each school.

Materials

Eighty graded readers (Japanese Tadoku Research Group, various dates) in four levels, which previous studies in a JFL context (e.g., Hitosugi & Day, 2004; Leung, 2002) did not use, were available to the participants in this study. In term 3, six newly published books at the lowest level were provided. From levels 0 to 4 respectively, these had approximately 100, 400-1500, 1500-2500, 2500-5000, to 5000-10,000 characters (See Appendix A). The first author also collected 67 children's books, which were graded into four levels using the criteria in Hitosugi and Day

(2004).

Procedures

This study is based on a larger case study investigating JFL learners' perceptions and motivation for ER (de Burgh-Hirabe, 2011) using multiple data collection methods. This study used interviews and journal entries.

The first author conducted three individual 30 to 60-minute interviews with each participant in terms 1 and 2, and an additional fourth interview with each participant who continued in term 3 (see Appendix B). She audio recorded and transcribed the interviews. She also collected a journal entry from each participant between the first and second interviews and another between the second and third interviews.

The first author iteratively analyzed the data. In the initial coding of interview transcripts and journal entries, themes related to the research questions were underlined and assigned a code that clearly responded to the theme (Ellis & Barkhuizen, 2005). For example, "they just help so much" was underlined and assigned the code *ER is helpful*, and "I had a lot of speeches" was assigned the code *busy with schoolwork*. An experienced coder also coded one transcript using the code list. Discrepancies were discussed and resolved, and modifications made to some codes.

After transcripts and journal entries were coded, the first author assigned more abstract codes (categories) that subsumed similar themes from the initial coding (Dörnyei, 2007). At this level of coding, the first author borrowed relevant terms from Dörnyei and Ottó's (1998) process model, which listed a range of motivational influences. To illustrate, *instrumental benefits* was assigned to the code *ER is helpful*, and *external demands* was assigned to the code *busy with schoolwork*. These categories were also discussed with the experienced coder and discrepancies resolved, with some categories rejected while others were rearranged, and labels refined. Thus both inductive and deductive approaches were used to analyze the data (Ellis & Barkhuizen, 2005).

The definition of *motivation for ER* has been operationalized as the observable commitment to the extensive reading project displayed through the number of books read and amount of time spent. This operationalization is not intended as reductive, but to offer an observable and quantifiable element to anchor the inferences required to extract information about mental states from participant statements.

Findings

We present case studies of the 9 participants' ER experiences, focusing on how their motivation changed and what influenced those changes. The case studies begin with the participants' reasons for entering the project prior to its actual start (the project preactional phase). They then present what happened during terms 1 and 2, and for those who continued, term 3 (the project actional phase, which subsumes the subphase cycle). They conclude with the participants' postproject evaluations (the project postactional phase).

An overview by school terms is provided in Table 2, which shows the number of ER books the participants read, and Figure 2, which shows the time they spent on ER.

Table 2. *The number of books the participants read*

	Term1 (8 weeks)	Term 2 (10 weeks)	Term 3 (9 weeks)	Total
Alan	6	10	----	16
Ben	3	4	---	7
Drew	5	3	---	8
Emma	15	8	---	23
Jack	6	4	2	12
Jane	13	2	0	15
Josie	17	11	6	34
Nick	2	4	8	14
Tracey	16	10	---	26

Note. The students who did not participate in term three have --- in that cell.

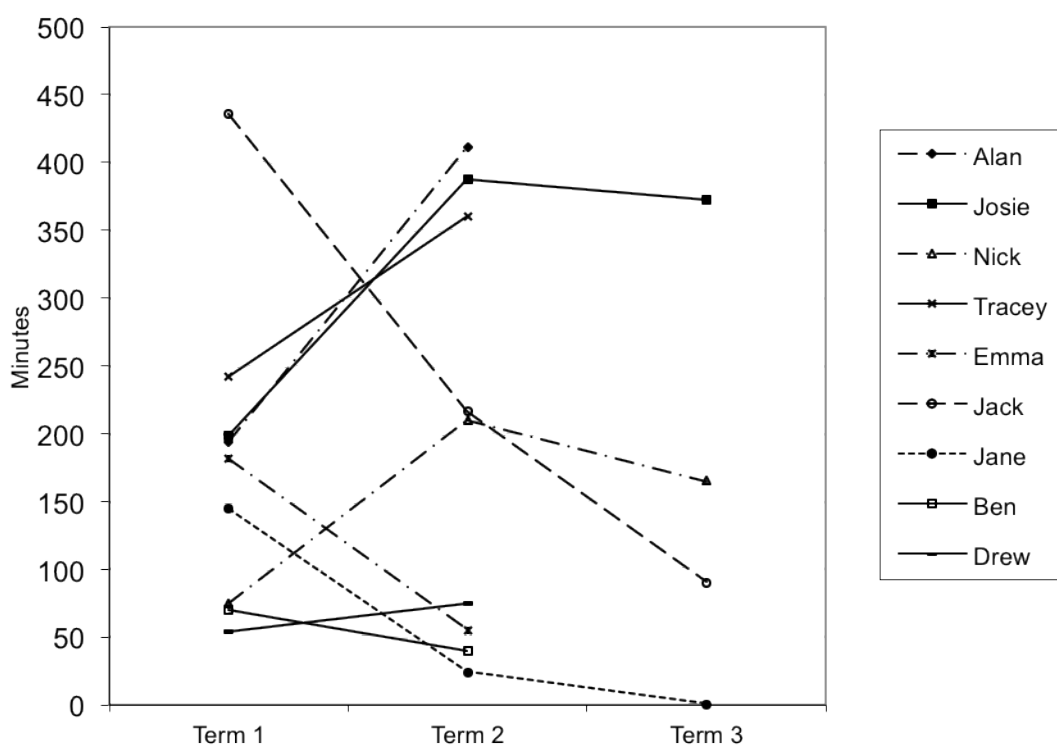


Figure 2. Time the participants spent on reading.

Alan

Alan decided to participate in ER because “it’ll only make me better... not worse.” In term 1 Alan noted that ER “can take time to get used to,” so he used reminders to establish a weekly routine. By the end of term 1, Alan found the readers intrinsically satisfying and interesting.

With the support of pictures and *furigana* (a phonological assistance device) over *kanji*, he preferred challenging ER books because the sense of accomplishment motivated him to read. Among year 11 participants (Alan, Ben, Drew), Alan was the only participant who moved up to level two readers. His autonomy needs were met because he enjoyed ER not being schoolwork.

In term 2, Alan doubled his reading time (see Figure 2). Alan said his weekly goal setting “boosted” his motivation; he had learned this and other techniques in strategy-training tutorials he attended outside of school. He described his socialized expectation of academic success late in the project, saying “how I’m brought up in my culture ... it’s definitely one of the most important things.” Both of these environmental influences helped Alan maintain his motivation for ER. Although Alan positively evaluated ER, this was tempered with the comment that “there was no harm in it,” as he did not perceive much improvement to his Japanese.

Josie

Josie chose to participate in ER because “extensive reading sounds like a good way to get better at Japanese” and to “pass [the NCEA exam] with better results.” This success was important, as she wanted to continue Japanese at university and then work in Japan. Another factor was her belief that it was important to “get time to practice each day and ... keep pushing yourself to learn” an L2. This aligned with the progressive nature of the ER project.

At first, Josie was unable to read much because of NCEA assessments and volleyball, but she reported that she had started to fit ER into her schedule. Later on an injury forced Josie to give up sports, and in terms 2 and 3 Josie doubled the amount of time she spent on ER (see Figure 2). This was due both to the extra time she had, and to her ability to self-regulate by planning time to relax each day, when she did her ER. Josie also said daily practice was useful and contributed to persisting with ER.

Josie found that ER met her autonomy needs through her choice of what and when to read, saying “that’s cool cause then it’s just up to you to do what you want.” Intrinsic pleasure emerged in terms 2 and 3 as Josie read higher level books, which she found “more interesting.” They also gave her a sense of progress because “I liked being able to finish the harder level books.” Incentive values also contributed, as after 8 weeks, Josie noticed improvements in her reading speed and writing, and after 18 weeks, improvements in nine areas, including comprehension, *kanji*, and less mental translation. Josie mentioned her positive experiences and perceived learning in her extremely positive evaluation of ER.

Nick

Nick had two main motivations for participating in ER, to “just help me with Japanese,” which was related to his belief that he “need[ed] to put more effort into it” outside of class because he could not learn it by only “doing four hours a week” at school. Thus ER provided “a good chance to practice” Japanese.

In term 1, Nick struggled to read because external demands (homework and a part-time job) and distractions (his girlfriend) made finding time for ER “the hardest thing.” Nick said he wanted to

“relax” which made it difficult to motivate himself to read; for example, he chose to read in bed at night but he often “couldn’t be bothered to get out of bed to grab the book.” This attitude was compounded by his opinion of the books as “pretty boring”; Nick preferred fantasy and action. His low proficiency made the books difficult and time-consuming to read. Nick knew “I’ve got to get into the right attitude to ... get practicing.”

In terms 2 and 3, Nick’s reading increased dramatically (see Figure 2). Nick had less homework, broke up with his girlfriend, and did not have any English books that he wanted to read. He also began to take active steps to self-regulate his reading by drawing on language he had learned in class and developing a “system” for using the glossary provided with the graded readers. He took control of his environment by reading at school, although he still found it hard to practice Japanese (including ER) outside class without “punishment for not doing so.”

Nick began perceiving more incentive values in ER as he read more easily and progressed through the level. When new lower level books became available in term 3, reading became easier and less time-consuming, and its intrinsic value increased. Nick evaluated ER as a more enjoyable way of learning Japanese than formal study.

Tracey

Tracey said she decided to participate in ER because “I hope my Japanese improves from reading.”

It took several weeks for Tracey to become accustomed to ER because she was busy and found it “hard to find time” for ER. At the midterm, Tracey’s reading increased and remained high until almost the end of term 2 (see Figure 2). In term 2, as NCEA assessments increased, she began to control her behavior by timetabling ER.

Tracey attributed her increased motivation to the success she felt as she progressed through the books, saying, “it’s cool to be able to understand a book in a completely different language.” This made her feel motivated to continue, saying that “at the beginning I found the level one ones kind of challenging, then later on, I could read level two ones so that’s good.”

Intrinsic values played a role. Tracey found ER relaxing. She explicitly linked “fun” and her motivation for ER, which corresponded to her belief that L2 learning needed to be “fun” to keep her motivated. She appreciated the autonomy of ER not being “forced.” She mentioned these ideas and her perceived progress in learning in her very positive evaluation of ER.

Emma

Emma volunteered for ER because “it would help with my Japanese,” which was important for university and her plan to live in Japan. She also perceived intrinsic values in ER, as “it’s always fun to read picture books.”

In term 1, Emma maintained her motivation for ER through the intrinsic pleasure of “fun” gained from level one books that were “interesting” and “not challenging, just good.” This corresponded

to her belief that “just enjoying it a lot cause you keep motivated” was important for L2 learning.

In term 2, Emma’s commitment to ER declined dramatically (see Figure 2), due to distractions (sports, work, music) and external demands (NCEA) that made her life “super busy.” Because she had not studied or improved Japanese as much as she wanted to, she became “stressed.” She thought the level two books were “not as much fun” and “a little bit hard” compared with level one. She did nothing to address this situation, saying “when I’m really busy I know I’m not as motivated to do things, but I don’t really change it.” For those reasons she believed that ER needed to be assigned. Despite her negative second term experiences, Emma positively evaluated ER because she perceived it had contributed to her learning.

Jack

When Jack decided to participate in ER, he was already doing extension work in Japanese to support his dream of living in Japan, and so chose ER because “it helps my learning.”

In term 1, Jack quickly settled into a routine of meeting his goal to read one ER book a week, even though he spent more time per level one book than other participants (on average, 74 minutes compared to Nick’s 42 minutes). Jack described these books as at the “perfect level” (unlike Nick, who found them difficult). Jack was used to self-regulating his time for extension activities and described himself as motivated. His beliefs that L2 learning required “lots of work” helped him sustain his effort. There were also no apparent external demands limiting his time for ER.

Jack linked intrinsic and incentive values for ER. Jack thought the books were “very interesting,” and being able to read them made him “feel good.” He associated his success in reading them with making progress, noticing improvements in his reading speed, comprehension, and vocabulary. Jack also associated the autonomy of doing ER with his progress, saying “I learn pretty well if I do things ... just how I want to do them.”

In term 2, Jack’s commitment to ER decreased sharply (see Figure 2) due to his “time problem” with the external demands of NCEA and his stated (but mistaken) belief that there were no more level one books. Jack still spent more time on ER than many other participants. In term 3, his commitment declined again as he targeted his efforts in Japanese to the requirements of the NCEA exam (i.e., letter writing and vocabulary). Despite this, Jack maintained positive attitudes and evaluated ER extremely positively.

Jane

Jane’s decision to participate in ER was influenced by her perceptions that ER would improve her reading and that “it would be fun.”

In term 1, Jane was “enthusiastic” about ER, spending nearly three hours (see Figure 2) reading 13 books (see Table 2), and saying it was “very motivating to be able to read in another language.” Jane associated her motivation for ER with her perception that she was learning *kanji*, vocabulary, and grammatical structures through ER. She recognized her progress as she moved

up to higher level readers, writing “I like how they’re leveled because then the readers can feel they’re improving.”

In terms 2 and 3, Jane’s motivation for ER decreased so dramatically she discontinued reading altogether (see Figure 2). Jane began studying for the NCEA exams in her “weaker subjects,” leaving little time for Japanese (neither NCEA study nor ER). Jane described this situation as “stressful” and wanted to “quit everything.”

Although Jane initially perceived intrinsic values in ER, she actually found ER books good for learning *kanji* and vocabulary, but described *manga* (Japanese comics, which she also read in her free time) as “more interesting.” Moreover, Jane’s learning beliefs acted against ER because she believed that “listening helps” improve her Japanese, and that “listening is easier” and “reading takes up so much time.” Nonetheless, Jane positively evaluated ER because of the learning benefits she perceived it had.

Ben

Ben participated in ER hoping it would “help my Japanese skills.” He may also have been influenced by his teacher, who invited her students to join the project, because he also said that he just did what the teacher told him to do.

Ben spent less than two hours reading during the project (see Figure 2). He appeared to find intrinsic values in the interesting reading materials and to believe that ER was helpful to his Japanese skills, even though he did not read extensively. However, he perceived no actual progress because he did not read much. Ben was unconcerned that he had done little reading because ER was not credited towards his NCEA certificate, saying “I’d be fine if I got credits from it.” ER was like other non-credit-bearing activities that he said “I always forget” to do. Without external demands, Ben was not motivated.

Moreover, Ben displayed no use of self-regulatory strategies during the project. He was the only participant who set no reading target goal, reading only when he “felt like it,” although he “never got around to it.” Ben said, “I don’t pay attention to my motivation.” Without external regulation, Ben was not regulated. However, Ben evaluated his experiences in the project positively.

Drew

Drew, who said he was motivated to improve his Japanese after returning from a month’s stay in Japan just before the project began, participated in ER to increase practice opportunities outside class. He appeared to be influenced by his belief that L2 learning required “a lot of practice.”

Drew spent less than two hours reading during the project (see Figure 2). Although Drew read one book a week in the first three weeks, his pace slowed down and remained low for the rest of the project. He said that it was much more difficult to read extensively than he initially anticipated. External demands (NCEA) and distractions (cricket) limited his time for ER despite his intentions (e.g., “I plan to read more”). Drew also said “I didn’t really set the time to do it,” and that he preferred ER to be assigned, adding there was “nothing making me do” ER.

In term 2, although Drew's actual commitment was low, he maintained his intention to read and his belief that ER was an opportunity to learn. ER books were "a good level with some words that I need to learn." He even discovered intrinsic values in term 2, saying "there were interesting things to read about like Japanese culture." Nonetheless, Drew did very little ER, although he positively evaluated it.

Discussion

Research Question 1: Did the participants' motivations to read extensively in JFL change?

Motivation for ER, defined as commitment to the ER project through the number of books read and the time spent reading, changed for 7 of the 9 participants in the study. The motivation of 4 students (Alan, Josie, Nick, Tracey) increased, the motivation of 3 students (Emma, Jack, Jane) decreased, and the motivation of 2 students (Ben and Drew) remained relatively stable.

Research Question 2: What factors influenced the participants' motivation to read in JFL?

The major factors influencing the JFL learners' motivation for ER were identified as below.

1. Goal to improve their Japanese
2. Instrumental benefits
3. Perceived progress and feeling of success
4. Intrinsic values
5. ER books
6. Beliefs about L2 learning
7. Autonomy (e.g., being free to choose books, when and where to read)
8. External demands (e.g., NCEA assessments, NCEA exams, homework)
9. Distractions (e.g., sports, friends)
10. Self-regulation

Research Question 3: Are different patterns of motivation for ER represented by the model?

Yes. Although all of the students made statements in the preactional phase of the ER project that indicated similar attitudes and hopes, the findings showed that the students could be grouped into those whose motivation for ER increased, those whose motivation decreased, and those whose motivation remained relatively low over the actional phase of the project. In retrospect, all of the students positively evaluated the project, although some criticized their own performances. The model represents all three patterns.

Early in the actional phase of the project, the students whose motivation increased (Alan, Josie, Nick, Tracey) commented on the time and effort required by ER and the active steps they took to manage that time and effort. These steps did not occur on a single occasion, but repeatedly. The self-regulatory skills these students employed became even more important in terms 2 and 3 as the students had to manage their time to meet the external demands of one particular sociocultural expectation in their L2 learning environment (Dörnyei, 2005): studying in order to

succeed on the NCEA.

Self-regulation also involved internal factors that positively reinforced ER. As each level of books was completed, the texts became more difficult, requiring more time to read. Again, staying with a difficult text required ongoing motivation-preserving efforts in all subphases, including the evaluation, which could influence the next decision to read. Meeting this motivational challenge contributed to recognizing the incentive values of satisfaction (Alan and Tracey) and learning (Josie and Nick). Nick also derived satisfaction from the progress he began making once he was no longer demotivated by unsuitable materials, just as Day and Bamford claim (1998). Tackling challenging books and making progress was possible with self-regulatory skills. This included regulating the challenges posed by the books (e.g., Alan liked the *furigana* and Nick began using the glossary) as well as their environment (e.g., Josie and Tracey planned time for ER).

These students showed how a moderate level of motivation, which required some effort to maintain, could increase as additional values were recognized for the activity. Perhaps more importantly, motivation was sustained because the initial effort required for maintaining it was strengthened through each book-reading experience that required it, so it could be drawn on anytime motivation was threatened.

Some participants, however, differed early in the actional phase of the project. They quickly perceived incentive values and found intrinsic values in ER. This contributed to repeated evaluations about perceived progress and a feeling of success, which motivated them to read in repeated decisions. They quickly and smoothly embraced ER, whether because the books were easy (Emma and Jane) or because the effort required was congruent with beliefs about learning (Jack).

However, in term 2 (and term 3 for Jack and Jane), the students' motivation declined as the influencing factors changed and interacted differently. In this part of the project actional phase, Emma and Jane began finding less intrinsic pleasure in the next level of books. This pattern created a negative cycle across the subphases: less pleasant reading experiences led to negative evaluations, which led to negative reading decisions, so that ultimately reading ceased. This includes Jack (mistakenly) believing there were no more books at his level, and therefore deciding not to read anymore. This data again supports Day and Bamford's (1998) view on the motivational value of suitable reading materials. However, the perceived lack of motivating materials was not necessarily as important as the perceived need to spend more time preparing for NCEA assessments.

That these 3 students simply abandoned an activity they once perceived as enjoyable and continued to perceive as useful for learning JFL in order to study for an exam that included JFL (except for Jane, who did not study for it) suggests the fragility of both intrinsic and incentive values. These values may be fragile when external demands such as national exams have high stakes, particularly when sufficient behavioural and environmental control skills to manage both activities are lacking. Nishino (2007) makes similar points about the Japanese EFL context. These students show how initial high motivation for a task in the preactional and early actional phase may degenerate as books are read during the subphase cycle if the students cannot meet

increased challenges and overcome threats to motivation.

Finally, 2 participants differed yet again. Like the other participants, in the preactional phase of the project Ben and Drew perceived the instrumental benefits of ER, which was tied to language learning (Ben) or intrinsic interest in Japan (Drew). In the project actional phase, although both Ben and Drew said they found the ER books interesting and liked choosing what they read, their actions belied this: they read very little compared to the other participants. In other words, although they claimed to have positive attitudes about choosing books, positive experiences reading books, and positive evaluations of books, there was in fact very little reading on which these claims could be based. The overall amount of reading that Ben and Drew did was approximately half that of the next lowest total (although in the first term they were similar to Nick), and the changes they experienced in their reading were slight compared to other participants.

Because of their limited participation in the project actional phase, Ben and Drew did not perceive any progress or success that might have reinforced their stated positive evaluations and possibly actualized their preparations for reading. Their limited perceptions of intrinsic and incentive values, lack of self-regulation, and stated beliefs in the need for external regulation over the course of the project suggest they lacked any ongoing reason to read.

A Complex and Dynamic Pattern

The case studies support the model to show that motivational influences at each phase in our model interact and how that interaction contributes to the dynamic motivation to read extensively in the L2.

The students fit a general model. In the preactional phase, each participant made a commitment to the ER project in a more or less enthusiastic (see Judge, 2011) initial state, fuelled by individual factors such as their perceptions about the potential benefits of the ER project for JFL and the congruence between the project and their beliefs about learning. These factors included instrumental orientations of the external demands of the NCEA, which were influenced by the expectations of their teachers and parents, and the intrinsic motivations of their positive attitudes toward Japan, its language, and its culture.

In the actional phase, motivation began to change. During the first term, motivation was no longer associated merely with the initial commitment to participate in the project, but had devolved to daily decisions to read books in each iteration of the preactional subphase, followed by changing experiences of the reading level, topic interest, and perceived progress and success in the actional subphase, which were the basis for changing postactional subphase evaluations. In the second and third terms, the demands of NCEA preparation increased, and other factors—e.g., the role of distractions, the level and topics of the books—also changed. This reinforced the nascent changes already underway in the first term. For some, it was a positive change; for others, it was negative. Some students liked the materials and perceived their progress failed to protect their motivation from distracting influences and external demands. For students who were able to manage their time using self-regulatory strategies, such contextual influences did not weaken their motivation. These influences interacted and changed over time, across the group, and within

individuals.

In the postactional phase of the project, the students again returned to the more uniform state that characterized them in the preactional phase, with all students making positive evaluations. Their sincerity might be doubted if the students had not tied their evaluations to specific perceived benefits, or if they had not also made critical comments about the books and their own performances.

Judge's (2011) study, which focused only on enthusiastic ER participants, did not find any clear patterns for ER. This study compared reading amounts with self-reports of motivational influences and intensity, which showed several patterns among the students.

Conclusion

This study used qualitative methods to investigate adolescent JFL learners' motivation to read extensively in Japanese. It presented a model showing motivation for ER in JFL is complex and dynamic. It is complex because it was affected by multiple and different influences on the participants within the context of the ER project, such as their attitudes about Japanese language and culture, their beliefs about L2 learning, and their perceived progress and success in ER. Furthermore, this context was embedded within more general schooling and socializing activity. Learning other subjects, participating in sporting and cultural activities, holding jobs, and developing and maintaining social relationships also affected their motivation for ER in JFL. Because these many influences changed over time, their motivation was also dynamic, waxing and waning with the complex interactions of different influences.

In the ER field, Day and Bamford's (1998) four components of L2 reading motivation have been accepted fairly uncritically, although the materials component in particular has been supported by empirical studies (Leung, 2002; Nishino, 2007; Tabata-Sandom & Macalister, 2009). However, although this study supports the importance of materials for ER motivation, it has also provided evidence that we need to reconsider L2 reading motivation from a dynamic systems perspective where "everything is connected and continually changing" (Larsen-Freeman & Cameron, 2008, p. 203). In particular, it was not clear that materials and attitudes toward L2 reading exerted greater influences on L2 reading motivation than reading ability or an unsupportive sociocultural environment. In this study, when the environment became less than ideal, some students simply abandoned ER, even when they genuinely enjoyed the materials and had positive attitudes towards L2 reading. Other factors, in particular the ability to self-regulate, played more important roles than did materials and attitudes.

Nonetheless, one implication of this study is to emphasize that a wide range of choices is necessary for ER because it is difficult to determine what particular students will consider appropriate. Easy materials may be enjoyable for many, as they were for Nick, but some—such as Alan—preferred challenges. The frank evaluation of the materials as "boring" by one participant (Nick, who persisted despite this evaluation) suggests it is important to have a wider range of materials in JFL readers: both traditional stories and informative texts about Japan (which most students found interesting), and genres such as fantasy, romance, and action. A wide

range of levels is also important because moving up a level represented success and progress, which reinforced motivation.

Second, either requiring reading outside class with a monitoring system, or doing ER during class, is more likely to be effective than voluntary reading. Devoting class time to ER is an opportunity for teachers to help students develop their self-regulation skills (de Burgh-Hirabe & Feryok, 2012). Many of the participants experienced difficulty in finding time for ER in the face of other demands. However, because requiring ER would limit the autonomy these participants enjoyed in deciding when and where to read, it is vital to preserve some autonomy by allowing a choice of what to read, as Day and Bamford (2002) highlight. Even participants who stated their preference for requiring ER relished making choices.

This study is limited due to the small number of participants and the specific context. However, its findings may be relevant to other settings similar to this study (Dörnyei, 2011), where ER is voluntary, the reading is done outside class, and limited appropriate materials are available. It is interesting that these JFL learners in New Zealand high schools seemed to have much in common with EFL learners in Japanese high schools (Takase, 2007), through a specific feature facing many high school students around the world, national exams. This suggests the need for further research on their influence on not only ER, but also language learning and motivation in general.

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Appendix A

The graded readers series are called レベル別日本語多読ライブラリーにほんごよむよむ文庫 (Graded Japanese extensive reading library) published by アスク出版 (Ask Publishing). See <http://www.nihongo-yomu.jp/> for further information.

Appendix B

Sample Interview Questions

Semi-structured interviews were conducted in this study. Topics are listed below, as different questions were asked depending on the interviewee's background and responses.

Interview one topics. Bio data, Japanese learning experiences, motivation for studying Japanese, L1 and L2 reading experiences, reason for participating in project

Interview two and three topics. ER reading experiences, ER book preferences, role of ER in JFL learning, Japanese language learning classes and activities, other activities, motivation for JFL, future plans, learning strategies, past exam results

Interview three and four topics. ER reading experiences, ER book preferences, role of ER in JFL learning, Japanese language learning classes and activities, other activities, motivation for JFL, future plans, learning strategies, past exam results, preferences for ER (in or out of class), future JFL reading plans, reflecting on experiences in ER project, assessing and attributing JFL progress

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