

## **A case study of extensive reading with an unmotivated L2 reader**

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### **Abstract**

Extensive reading is gaining credibility as an effective way of boosting students' affect especially in an English as a Foreign Language (EFL) context where access to a second language (L2) input is minimal. This study uses a pattern-matching, single case study research design to examine an adult reader's motivation and anxiety shifts towards second language reading. Motivation and anxiety were measured through three self-reported questionnaires, three interviews, and observations in 24 extensive reading sessions over an 8-week period. A total of 174 minutes of interviews were audio-taped, transcribed, and analyzed through content analysis. Results suggest that pleasure reading lowered the participant's fears while increasing motivation towards second language reading. Moreover, the contributing factors for anxiety reduction (confidence, comfort or ease, and enjoyment) and motivation enhancement (convenience or accessibility, satisfaction, comfort or ease, enjoyment, and usefulness) as well as the pedagogical implications for teaching unmotivated readers are discussed.

**Keywords:** extensive reading, L2 reading motivation, L2 reading anxiety, L2 reading, affective dimensions of language learning

Hafiz and Tudor (1989) defined extensive reading (ER) as quantitative reading in the second language (L2) for a lengthy period of time for personal pleasure without the addition of productive tasks or follow-up language work. This presents a stark contrast from most reading exercises in second and foreign language classrooms. L2 learning in ER is largely meaning-focused as learners' attention is centered on "understanding and gaining knowledge or enjoyment" (Nation, 2007, p. 2). ER aims for incidental as opposed to deliberate learning (Grabe & Stoller, 2002), and according to Nation (2007), such meaning-focused activities can lead to "gaining content matter knowledge, skill improvement and enjoyment" (p. 8). To build on ER research and investigate the idea that even unmotivated learners can find pleasure in ER, this case study uses a situation-specific approach to explore how ER affects L2 reading motivation. This approach examines why learners behave as they do in specific learning situations (Dörnyei, 1996). This study is unique in its attempt to describe motivational changes through ER by focusing on an unmotivated L2 reader. The primary purposes of this study were to investigate whether ER can: (a) reduce anxiety towards L2 reading, (b) motivate an unmotivated reader, and (c) outline the contributing factors for this shift. The following section is a review of the

literature on ER, motivation, and anxiety factors. This will be followed by the design of the current study and a detailed description of how the participant changed her motivation and anxiety towards L2 reading. In the conclusion, the pedagogical implications will be discussed.

### **Foreign Language Reading Anxiety**

Foreign language anxiety defined by Horwitz, Horwitz, and Cope (1986) is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). According to these scholars, communication apprehension, test anxiety, and fear of negative evaluation are the three performance anxieties involved in foreign language anxiety. Saito, Horwitz, and Garza (1999) introduced the concept of foreign language “reading” anxiety and established that foreign language reading anxiety is distinguishable from general foreign language anxiety. Focusing on the participants from introductory courses of French, Russian, and Japanese, the authors speculated that the main causes of reading anxiety are differences in culture and writing systems. Moreover, the authors reported a positive correlation between the readers’ anxiety levels and their perceptions of L2 reading difficulty and found foreign language reading anxiety varied depending on the typological distance (i.e., structural differences between languages) found between first and second languages.

Examining 89 university students taking a Spanish conversation course, Sellers (2000) also reported that reading anxiety is a distinct variable in foreign language learning that may negatively influence reading comprehension of foreign languages. Her survey data indicated that the participants with higher reading anxiety recalled less passage content than those who claimed minimal anxiety. This was because highly anxious students had a tendency to go off-task more (have interfering thoughts) than less-anxious counterparts. Young (2000) also looked at university students studying Spanish and found that the students with higher reading anxiety self-reported lower rates of reading comprehension. Additionally, Young found that more reading anxiety was produced from linguistically dense than lengthy texts. Results from both Sellers’ and Young’s studies suggest that reading anxiety negatively affects L2 comprehension.

In contrast, Brantmeier (2005) found that the 92 university students who enrolled in an advanced Spanish class generally did not feel anxious towards reading in a second language. In fact, learners were more anxious about speaking and writing or doing post-L2 reading tasks (both oral and written) than reading. In a different study, by analyzing questionnaires from 59 Japanese university students, Yamashita (2004) reported that comfort and self-perception in reading influenced positive attitudes in the participants’ reading habits, while anxiety and the value one places on the reading had no impact at all. According to Yamashita, no matter how participants feel about reading, they read more if they feel comfortable reading in their first language (L1) or L2 and consider themselves to be good readers. As we can see from these studies, results investigating the effects of anxiety on L2 reading vary and are worth studying further.

## **L2 Reading Motivation**

In addition to L2 reading anxiety, motivation is another well-known affective domain of language learning that plays a vital role in successful L2 reading ability. Day and Bamford (1998) defined motivation as the learners' emotional drive, or lack thereof, that "makes people do (or not do) something" (p. 27). Mori (2002), in an attempt to define foreign language reading motivation, looked at Japanese university students' motivation in L2 reading. By using a 30-item, 7-point Likert scale questionnaire that drew upon Wigfield and Guthrie's (1997) domain-specific motivation theories, Mori was able to delineate four sub-components of reading motivation: intrinsic value, attainment value, extrinsic value, and expectancy for success. She also claimed that motivation to read in a foreign language is not independent of general motivational constructs but is a multidimensional phenomena.

According to Day and Bamford's (1998) expectancy value model, learners' decisions to read in the second language are made up of four major variables: (a) materials, (b) reading ability in the L2, (c) attitudes toward reading in the L2, and (d) the socio-cultural environment including the influence of family and friends. With regard to the weight of the components, Day and Bamford stated that ER materials and attitudes have more influence on motivating learners to read than reading ability and socio-cultural environment.

## **Extensive Reading and Motivation**

Motivation, on the other hand, has been studied more extensively in relation to ER. Karlin and Romanko (2010) reported that ER had a quick and strong positive impact on 116 Japanese university students' affect towards L2 reading by using a 13-item questionnaire based on self-efficacy principles. Paired-sample *t*-test results showed that the affective measures were significantly higher on the posttests than on the pretests. In fact, the data indicated that out of the three factors of affect, fluency, and vocabulary, all within a single context, affect was "the quickest and most pronounced byproduct of ER" (p. 194). The authors stated that it was not a surprising finding considering the nature of ER where the emphasis is on pleasure reading. Robb and Susser (1989) also found that ER increased Japanese university students' motivation for L2 reading and showed that ER is superior to a skills approach (traditional translation procedure). With high school students, Judge (2011) conducted a two and a half year multi-case study with an ethnographic approach on nine avid readers' experiences in a high school ER program. He found that the love of L1 reading and the appeal of autonomy were the two strongest themes shared in common by the nine readers.

In a similar vein, Takase (2007) found that intrinsic motivation for L1 and L2 reading were the two most statistically significant predictors for 219 female Japanese high school students' ER performance (i.e., the act of doing ER). The author emphasized that the freedom to choose what and where to read seemed to motivate the participants, thereby positively impacting their reading performance. Nishino (2007) also found a relationship between motivation and ER accomplishment. The participants in her study, two junior high school Japanese girls, were motivated in the beginning to read new and challenging graded readers. As the participants kept reading, their intrinsic motivation was enhanced by the realization of achievement, pleasure, and

confidence in L2 reading, which helped them continue their ER approach over two and a half years. However, there is a noticeable difference between Nishino's and Takase's studies in terms of the participants' perceptions of how ER affects performance on university entrance exams. Takase's participants were more motivated to do ER according to their belief that L2 reading would help them pass the exam (cf. Mason, 2006, 2011). The participants in Nishino's study, however, were less motivated and had the opposite view that ER's lack of explicit grammatical instruction would actually hinder exam performance.

### **Differences between Positive Attitude and Motivation on Extensive Reading**

The difference between attitude and motivation is a crucial distinction in the discussion of motivation, as positive attitude towards reading is not the same as motivation towards reading. While Yamashita (2004) argued that positive feelings towards reading play a crucial role in facilitating ER, Crawford Camiciottoli (2001) found that learners may have positive attitudes towards reading, but such attitudes do not necessarily lead to frequent pleasure reading. Crawford Camiciottoli defined positive attitudes as the mere perception that reading in general is good, while Yamashita's positive feelings referred to learners' comfort levels and higher self-perception—how one evaluates oneself in terms of reading—in reading. These two variables contributing to positive feelings are potential contributing factors to reading motivation.

### **Gaps in the Literature and Purposes of the Study**

As stated above, researchers in foreign language education have shown considerable interest in ER; however, most of them have targeted groups of learners and do not present a detailed picture of individual experience. More specifically, none of the ER studies has focused on individuals with poor L2 reading habits, despite the fact that more exploration is needed to discover why some individuals have poor reading habits and what could be done to boost their reading performance. Even though Saito et al. (1999) highlighted anxiety as a factor that has a negative impact on L2 reading performance and identified two anxiety provoking factors—L1-to-L2 cultural differences and differences in writing systems—possible remedies for these issues have not yet been addressed. In light of these considerations, anxiety and motivation should be further investigated for possible interference effects with L2 reading and language learning. Furthermore, there is a need for greater clarity in concepts such as positive feeling (Yamashita, 2004) and positive attitude (Crawford Camiciottoli, 2001). The main purpose of this study is to make an attempt to close the above-mentioned gaps and to further contribute and support the benefits of ER. The present case study takes a qualitative approach to examine both the changes in an unmotivated participant's affect towards L2 reading over an 8-week interval and the contributing factors to these changes by asking the following three research questions:

1. Can ER reduce participant's anxiety towards reading in the target language?
2. Can ER motivate an unmotivated reader?
3. If ER can produce these changes, what are the factors that bring about these shifts?

## Methods

### *Research Design*

The present qualitative study uses a pattern-matching, logic single-case study research design (see Yin, 2008) with one individual as the primary unit of analysis. According to Yin, the results of this research design can strengthen the internal validity of a single participant case study if patterns are found to coincide with other research results, thereby determining whether a causal relationship exists between certain conditions believed to reduce L2 reading anxiety and raise L2 reading motivation. Therefore, this study is focused on identifying patterns in qualitative data. Although this research design is a distinctive form of empirical inquiry and is a preferred strategy for investigating “a contemporary phenomenon in depth and within its real-life context” (Yin, 2008, p. 18), there are potential drawbacks: (a) unsystematic procedures, (b) the influence of biased views on the direction of the findings and conclusion, and (c) an insufficient basis for scientific generalization (Yin, 2008). In order to mitigate the effects of such presumable downsides, multiple data collection methods (i.e., methodological triangulation) were implemented for the present study.

### *Participant*

The participant in this case study, Liza (pseudonym), is a 28-year-old Korean female who was born and raised in South Korea. When learning English in South Korea, it was mostly through the methods of grammar translation and audio-lingual taught by teachers who were primarily concerned with students' scores on exams and quizzes in preparation for the university entrance examination, which has always emphasized grammar knowledge. According to the interview, even with more than 10 years of mandatory English education (mainly through reading and translating), she was still not confident with her use of the English language. When the study began in May 2012, Liza had just returned to South Korea from New York where she had stayed for about 8 months with her husband. Although Liza had anxiety speaking English, she found she had become more motivated to learn the language for everyday communication. However, because of her previous tedious and ineffective English learning experiences in South Korea, she had a negative attitude towards learning English through reading. She was aware of the various benefits reading has, but still felt disinclined towards reading in English for language learning.

### *Procedure*

Liza started ER in English in May 2012 and provided consent to participating in this study. Before the study began, Liza was informed that the ER treatment had two purposes: (a) to improve L2 reading fluency and (b) to demonstrate that reading can be pleasurable. After a brief introduction about ER and its benefits, she was advised to select her own reading materials on the basis of what seemed most interesting to her and to stop reading if the book was either not interesting or too difficult.

Acknowledging the need for “reading targets” (Day & Bamford, 1998, p. 84) and in consideration of Liza's limited time schedule, an arrangement was made to do three reading sessions per week for 8 weeks (i.e., 24 reading sessions altogether; see Appendix A). Even

though a fixed schedule was not established for the reading sessions, Liza maintained to read approximately 30 minutes for each reading session. She read an average of 1,286 words per session. When she was not able to read three times a week, she volunteered to make up for the session on other occasions. Unfortunately, she did not have much time to read outside of the sessions due to occupational constraints.

Throughout the study, I acted as both a researcher and mentor. As a researcher, I observed the reading sessions and conducted three interviews and questionnaires at the 1<sup>st</sup>, 12<sup>th</sup>, and 24<sup>th</sup> reading session interval and helped her with reading by providing glosses that contained “synonyms for vocabulary that is above [the] learner[’s reading] level” (Grabe & Stoller, 2002, p. 58) with Korean translations. As a mentor, I sat close by reading my own English books and responded to her questions about the storyline, word or phrase meanings, and grammatical structures. In addition, I helped her choose the reading materials.

Data were collected throughout the 8-week treatment period and were gathered through the following three methods: (a) observations made for each reading session, (b) one substantial questionnaire on L2 reading motivation and anxiety over three occasions (see Appendices B-C), and (c) three major interviews related to the items on the questionnaires with additional interviews to support the findings (see Appendix D).

### *Materials*

At the beginning of the study, Liza chose children’s books written for L1 readers from the city library near her workplace. Three books from Simon & Schuster (*Come Along, Kitten*, 174 words), Peachtree Publishers (*Lady Lupin’s Book of Etiquette*, 233 words), and Magic Treehouse (*Ghost Town at Sundown*, 6117 words) were employed as reading materials at the onset of this study. Then, she selected English-translated Japanese cartoons written for native speakers of English from Shojo Beat Manga (*NANA 1*, 10,989 words; *NANA 2*, 10,537 words; *NANA3*, 9,357 words) and started to read these from the sixth reading session. Unlike graded readers, which are classified into several levels according to the number of headwords, the books that Liza chose were not graded. However, the Extensive Reading Foundation has developed *The Extensive Reading Foundation Graded Readers Scale* that could be used to assign a level to the books that were not already graded by counting headwords. According to the foundation, “a headword is similar to a dictionary entry where a group of words share the same basic meaning (e.g., helps, helping, helpful, and helpless)” (Extensive Reading Foundation, 2009). Thus by counting the headwords from the books that Liza read, the publishers’ levels were identified: (a) the books from Simon & Schuster and Peachtree publishers were both *mid-beginners* (101~200 headwords), (b) the book from Magic Treehouse was *early-intermediate* (801~1000 headwords), and (c) the cartoons from Shojo Beat Manga were *high-intermediate* (1251~1500 headwords). Final decisions on book choices were based on Liza’s own interests and choice.

Liza’s self-reported comprehension and ratios of known to unknown words from each session (through counting all the unknown words that she was asked to circle) of all 6 books are summarized in Table 1. To be precise, known and unknown words were counted and duplicate words were included. For example, if she circled “nonchalant” on page 1 and circled it once more on page 5, it was counted twice.

Table 1. *Comprehensibility and unknown word density*

Title	Comprehensibility	Unknown word density
<i>Come Along, Kitten</i>	99.43%	0.57%
<i>Lady Lupin's Book of Etiquette</i>	99.14%	0.86%
<i>Ghost Town at Sundown</i>	99.56%	0.44%
<i>Nana 1</i>	95.63%	4.37%
<i>Nana 2</i>	96.34%	3.66%
<i>Nana 3</i>	98.56%	1.44%

Table 1 confirms that Liza was able to comprehend most of the lexis in the books that she read. For Liza, *Nana 1* (95.63%) and *Nana 2* (96.34%) may not be linguistically appropriate in that learners should know at least 98% of the vocabulary in the text (cf. Day & Bamford, 1998, p. 28, for description of *i minus 1* principle). However, studies in reading (Hsueh-chao & Nation, 2000; Liu & Nation, 1985) indicate that guessing from context can take place when the learners know at least 95% of the words. In the end, Liza was given freedom to choose any books she wanted to read in spite of book difficulties. As Day and Bamford (2002) note, “[l]earners [should] choose what they want to read” (p. 1).

#### *Data Collection & Analysis*

Anxiety and motivation are dynamic constructs that reside in the subconscious of the individual. Therefore, any language learning study that looks at affective dimensions should be approached indirectly.

*Observations.* In every reading session, I took field notes of Liza’s reading behavior (e.g., laughing, yawning, asking questions, and looking at glosses) and her statements (e.g., how she enjoyed the reading, what she liked or disliked about the books, and what parts she had a hard time understanding). I acted as a participant researcher who read his own English books beside her while observing her reading behaviors. In order to understand more about what she was going through, I read every book that she read prior to the reading sessions, which helped greatly in interpreting her expressed thoughts and feelings.

*Questionnaire.* Two separate Korean language questionnaires (one for anxiety and one for motivation scale) were used in this study but English versions are included in Appendices A (anxiety) and B (motivation). They were each comprised of 15 items that allowed Liza to rate her own level of anxiety and motivation. For anxiety measurement, 15 out of 20 items from the Foreign Language Anxiety Scale by Saito et al. (1999) were used, while for motivation 15 out of 27 items from the Motivational Questionnaire (Reading in English) by Takase (2007) were applied. Both of the five-point Likert scale questionnaires were translated into Korean where she was asked to circle each item by choosing a number from 1 (*strongly agree*) to 5 (*strongly disagree*). Some items from both scales were modified to better fit the current study. To be more precise, the items on the anxiety scale were designed to reveal Liza’s anxiety level by asking her negative perceptions towards her past and current L2 reading experience. The items on the

motivation scale were designed to reveal her level of positive attitude (1, 13, 14, and 15), extrinsic motivation (4, 5, 6, 7, 8, 9, and 10) and intrinsic motivation (2, 3, 11, and 12) towards L2 reading. I discuss motivation here (cf., Guthrie, Wigfield, Metsala, & Cox, 1999) as an individual quality, related to a person's goals and beliefs. The questionnaires for the current study followed the typical questionnaire formats (closed and multiple-choice items), and to ensure face validity, each list of items were scrutinized by three graduate students majoring in Applied Linguistics or TESOL. In terms of coding, five points were awarded for the 1s for anxiety and 5s for motivation. For example, when Liza circled 1 for an item in the anxiety questionnaire and 5 for an item on the motivation questionnaire, she was given five points for each response (see Figures 1 and 2).

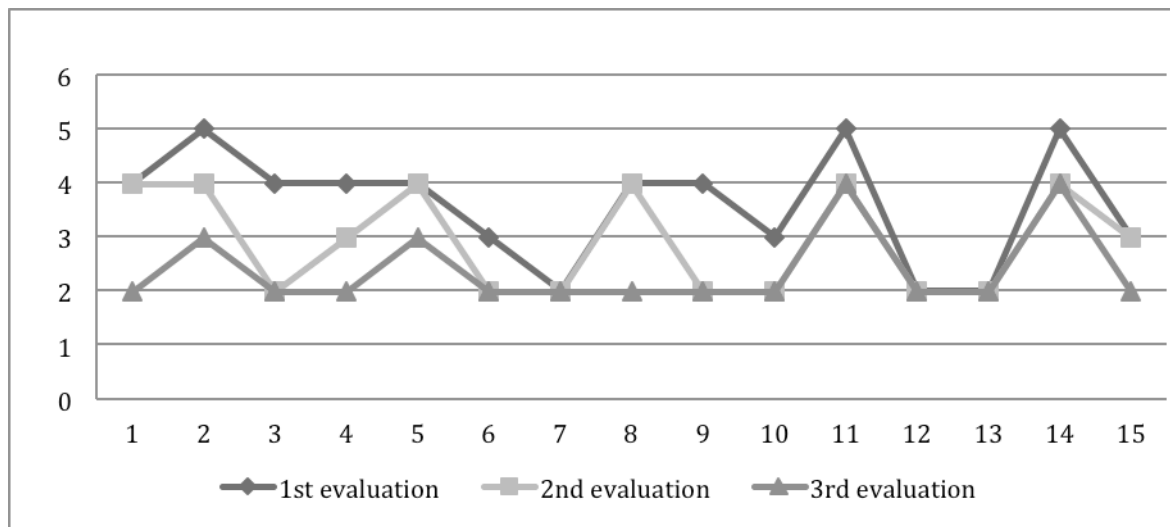
*Interviews.* After completing the questionnaires, Liza was interviewed based on her responses. She was asked to explain why she circled a particular rating for every item on both questionnaires in order to uncover possible factors for changes in her perceptions throughout the ER sessions. 174 minutes of interviews were audiotaped, which I transcribed and translated from Korean into English. Content analysis was then used to analyze the interview data. According to Patton (2002), content analysis is “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (p. 453). Content analysis is “empirically grounded” (Judge, 2011) and particularly useful when the goal is to look for patterns and identifications (Krippendorff, 2004). In particular, patterns for each questionnaire (motivation and anxiety) were analyzed and compared separately by first grouping similar answers and then by categorizing the groups. Patterns were formed when Liza discussed the factor at least twice from the items during the questionnaire-interview. For example, she mentioned “confidence” as the reason for her anxiety reduction through nine items (i.e., 1, 4, 7, 8, 9, 10, 11, 14, and 15). In this case, patterns were formed and categorized as a contributing factor for her anxiety reduction. However, “satisfaction” was mentioned only once in item 6 for her anxiety shift, and was thus neglected. Once the groups were categorized, the two findings from both of the sections were compared. This is where contributing factors for both affective dimensions were divided into: (a) overlapping contributing factors and (b) unique contributing factors to make it more clear what and how these factors influenced the reader. Another Korean student and myself, both bilingual in Korean and English, carried out these steps of content analysis. Moreover, Liza was asked several semi-structured follow-up interview questions (cf., Nishino, 2007; see Appendix D).

## **Results and Discussion**

### *Anxiety Reduction*

The first research question (i.e., Can ER reduce Liza's anxiety towards reading in the target language?) was answered in two ways: (a) by comparing and analyzing the three questionnaires that Liza took in relation to anxiety (Figure 1) and (b) by looking at changes in questionnaire mean scores.



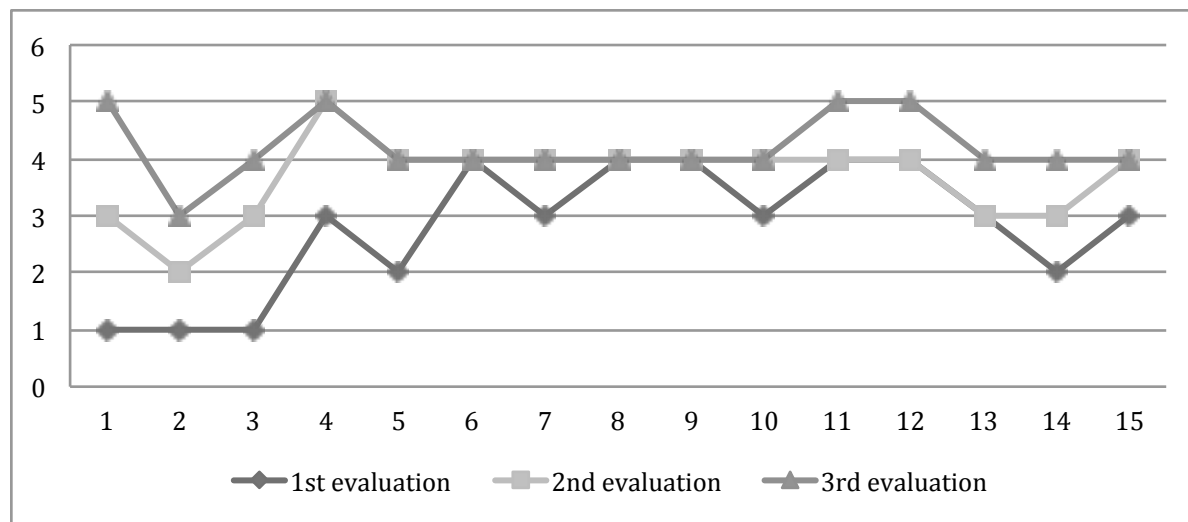


**Figure 1.** Liza’s anxiety shift profile using the Foreign Language Reading Anxiety Scale.

Figure 1 depicts a gradual reduction in Liza’s anxiety in most of her responses to the questionnaires. The Y-axis orients anxiety level from 1 (*lowest*) to 5 (*highest*), and the X-axis simply displays the item number of the questionnaire. None of the responses revealed any increase in anxiety towards L2 reading during the 8 weeks of the ER treatment. More precisely, all of the items except 7, 12 and 13 revealed anxiety reduction. In fact, the anxiety levels for the three aforementioned items were already low at the outset, so ER treatment could not have made much of a difference. In the end, the data show a decreasing trend among the mean scores for Liza’s anxiety level from the first questionnaire ( $M = 3.6, SD = 1.06$ ) to the second ( $M = 2.93, SD = .96$ ) and to the third ( $M = 2.4, SD = .74$ ). 24 sessions of ER treatment seem to have successfully reduced Liza’s anxiety of L2 reading.

*Motivational Enhancement*

Likewise, the next research question (i.e., Can ER motivate Liza’s motivation towards L2 reading?) was answered in the same two ways: (a) by comparing and analyzing the three questionnaires that Liza took in relevance to motivation (Figure 2) and (b) by calculating the changes in mean scores of the questionnaires.



**Figure 2.** Liza's motivation shift profile using the Foreign Language Reading Motivation Scale.

As shown in Figure 2, there was a noticeable shift in Liza's motivational attitude towards L2 reading from the first to third questionnaire. Before she experienced ER for the first time through this study, she had a negative attitude towards L2 reading, which is also seen from her lower indications in the first questionnaire in Figure 2. However, a gradual increase in positive attitude towards L2 reading was revealed for most of the items. In fact, there were dramatic changes after the 24 sessions of ER treatment, such as in item 1 (i.e., "Of all English studies, I like reading best"): from the lowest motivation (rating 1) to highest motivation (rating 5). The data strongly suggest that not only has her attitude towards L2 reading changed, but also that she now likes reading the best out of all her English study methods. She did not circle any low numbers (below 3) on the motivation scale for her third and final questionnaire. The data also reveal a dramatic increase in mean scores for Liza's motivation level: first questionnaire ( $M = 2.80$ ,  $SD = 1.15$ ), second questionnaire ( $M = 3.67$ ,  $SD = .72$ ), and third questionnaire ( $M = 4.20$ ,  $SD = .56$ ). In sum, the 24 sessions of ER treatment were a success in increasing Liza's L2 reading motivation.

#### *Contributing Factors for Liza's Affective Shifts*

Tables 2 and 3 summarize the contributing factors for Liza's affective shifts for anxiety and motivation, respectively, with the corresponding questionnaire item numbers indicated where applicable. The tables show two contributing factors were shared for both anxiety reduction and motivational enhancement—comfort or ease, and enjoyment. To see how these contributing factors influenced Liza, research question 3 (i.e., What factors bring about Liza's L2 reading anxiety reduction and motivational enhancement?) was answered in two ways: (a) by analyzing the patterns of overlapping contributing factors for anxiety and motivational shift and (b) by examining the unique contributing factors for each section.

Table 2. *Contributing factors for Liza's anxiety reduction*

Contributing factors	Item #	Total #
Confidence	1, 4*, 7, 8, 9, 10**, 11*, 14, 15	9
Comfort or ease	2, 3, 4*, 5, 10**, 11*, 12	7
Enjoyment	10**, 13	2

*Note.* Multiple contributing factors were discovered for some of the items.

\* Two contributing factors.

\*\* Three contributing factors.

Table 3. *Contributing factors for Liza's motivational enhancement*

Contributing factors	Item #	Total #
Convenience or accessibility	1**, 7*, 8*, 13**, 14***, 15***	6
Satisfaction	1**, 10**, 11**	3
Comfort or ease	1**, 3*, 4*, 5*, 13**, 15***	6
Enjoyment	2, 3*, 9*, 10**, 11**, 12*, 13**, 14**, 15***	9
Usefulness	4*, 5*, 6, 7*, 8*, 9*, 10**, 11**, 12*, 14**, 15***	11

*Note.* Multiple contributing factors were discovered for most of the items.

\* Two contributing factors.

\*\* Three contributing factors.

\*\*\* When there were four contributing factors discovered.

### *Overlapping Contributing Factors for Anxiety Reduction and Motivational Enhancement*

*Comfort or Ease.* The first contributing component for Liza's anxiety reduction and motivation enhancement with respect to L2 reading was her realization of comfort while doing ER. Three categories for comfort or ease were discovered through the anxiety questionnaire-interview: (a) ease in comprehension from exposure to the repeated use of the same words and phrases, (b) no pressure for reading, and (c) familiarity with the background and storyline of the books. All of these categories were revealed by 7 of the 15 items. To clarify, the first category for comfort or ease was mentioned in items 2, 4, 10, and 12. The main reason for this could be due to prior L2 anxiety from not understanding sentences in the target language and the ineffectiveness of her past English education. However, as Liza became familiar with the vocabulary and the simple, short structures in her readings, she found more comfort and less anxiety with L2 reading. The second category for comfort or ease, no pressure for reading, was found in items 3, 4, 5, and 10, suggesting it was another strong influence that contributed to the lessening of Liza's fear about L2 reading. Given that ER does not push a reader to read faster or more, it is not surprising that her comfort levels were high. Many indicators of relaxation were noted during the ER sessions, such as frequent smiling and relaxed body postures. The third category for comfort or ease was mentioned in items 2 and 11 when Liza remarked that she was more comfortable reading the comics because she had some background knowledge about the book, author, and storyline. Interestingly, these findings align with the first (i.e., all of what the learners are reading should be largely familiar to them), second (i.e., the learners' focus should be on receiving meaning), and fourth category (i.e., there should be a large amount of input) of Nation's (2007) four conditions for fluency strands. Thus, the notion of feeling comfortable and at ease when doing ER may play an important role in activating reading fluency.

For motivational enhancement, as outlined in Table 3, comfort was stated in 6 items out of 15. Two categories of comfort were discovered: (a) ease in comprehension with the help of pictures and repeated phrases, and (b) a focus on pleasure. For items 4 and 5, Liza described an increase in sentence comprehension and observed her chances of correctly guessing meanings increased with the help of drawings and repetitions of similar phrases and grammatical structures provided by the comics. These findings are similar to those of the anxiety section above. Although she agreed that the expressions in the comics were more difficult to comprehend than those in the books that she had previously read (i.e., mostly children's novels, see Table 1), she said that the many drawings offered clues to understand the situation and helped to alleviate difficulties. Additionally, the comics used repeated expressions and phrase structures, often written succinctly and colloquially, which provided comfort in reading English and, as a result, motivated her to do further L2 reading.

Liza also stated in response to items 1, 3, 13, and 15 that she was able to find comfort in ER sessions because the sessions were not presented for the purpose of learning but for pleasure. To illustrate, when she was responding to interview item 3 (i.e., *I enjoy reading English books*) she stated,

This is the first time I read in English for pleasure. To me, English reading used to be either for studying or to get information from the Internet. I like the fact that now I am able to enjoy reading in English without getting stressed. I think I will do more readings in my free time even after this study. (From the 3rd interview on Motivation Questionnaire Item #3)

Interestingly, longer reading times were noticed when she was reading in her preferred places (or in her own words, "non-threatening environments") such as in her family's café ( $M = 36.25$  min.) or apartment lounge ( $M = 38.50$  min.), as opposed to where she was living with her parents-in-law ( $M = 24.91$  min). In fact, she often seemed distracted when we were reading when her parents-in-law were present. Therefore, Liza's reading time as well as her change of heart towards ER suggests that these factors were influenced by her level of comfort in her reading environment.

*Enjoyment.* Another factor that brought about anxiety reduction and increased reading motivation was enjoyment. There were two categories for this component that led to a decrease in anxiety: (a) enjoyment in the contents of the books that she read (mostly comics), and (b) enjoyment in the language itself (mostly colloquial phrases from the comics). While she mentioned the first category (i.e., enjoyment of the contents) in response to item 13, she identified the second category (i.e., enjoyment in the language) in item 10. Regarding item 10 (*I am worried about all the new symbols you have to learn in order to read English*) she stated,

The comics that I read contained a lot of authentic English and I found them interesting. For example, the *Nana* series contained a lot of girl talk such as "totally," "ain't I sweet?" and so on, which were very cute and interesting. These expressions are very catchy and I enjoy using them when I am communicating with *foreign friends* (non-Korean friends who speak English) through Facebook. (From the 3rd interview on Anxiety Questionnaire Item #10)

In addition, when she was asked about item 13 (i.e., *I feel very uncomfortable when I have to read English aloud*), she stated that she did not mind reading English aloud but wanted to focus

her attention by reading silently because she found enjoyment in the storylines of the books that she read.

Two categories that were associated with motivational enhancement were also included in the anxiety reduction section: (a) enjoyment of the contents, and (b) enjoyment in the language. However, unlike the anxiety reduction section, the category of enjoyment was revealed by a greater number of items. In fact, more than half of the items stressed enjoyment as a contributing factor for increasing motivation. Interestingly, even though the phrases and expressions in comic books were more culturally specific and potentially more difficult to understand, she found enjoyment in learning about them. She found it more useful and fun to learn about and know the colloquial phrases that could be used in real-life situations.

In sum, comfort or ease, and enjoyment in L2 reading may have played a significant role in lowering anxious feelings and increasing overall L2 reading motivation for Liza. In a similar vein, Cho and Krashen (2001) found that their participants were able to reduce their fear of L2 reading by reading enjoyable materials they found easy and interesting. Moreover, ER displayed a positive attitudinal influence on the reader, described as the extensive bootstrap hypothesis by Day & Bamford (1998), as Liza read interesting books. This corresponds to the first category (i.e., materials) of the expectancy value model (Day & Bamford, 1998).

#### *A Unique Contributing Factor for Anxiety Reduction*

*Confidence.* As indicated in Table 2, one of the major contributing factors for anxiety reduction was Liza's gain in confidence with respect to L2 reading. A gradual increase in confidence was found in 9 out of 15 items, making confidence the most frequent variable causing her L2 reading anxiety to reduce. Two types of confidence were indicated as the reasons for her anxiety reduction: (a) confidence from realization of achievement, and (b) confidence from reading for gist and being comfortable with not needing to know every word. First, the realization of achievement arose from the experience of correctly guessing the meanings of unfamiliar expressions. For example, when she circled 2 (low anxiety) on item 4 (i.e., *I feel intimidated whenever I see a whole page of English in front of me*) in the final questionnaire, she provided her reason as follows:

While I was doing ER, I did not feel any intimidation; in fact, I was very happy when I realized that my comprehension skills were improving as I did more ER sessions. I was able to comprehend more of the contents and meanings of expressions by merely referring to the contexts as I did more ER. I never had this kind of experience before. (From the 3rd interview on Anxiety Questionnaire Item #4)

This observation somewhat aligns with those of Takase (2003) and Ono, Day, and Harsch (2004) who noted that ER is designed to enhance learners' confidence through its ease of accomplishment, thus contributing to lowering anxiety towards L2 reading.

An important factor at work was Liza's learning to read for gist without being slowed down by unfamiliar words and expressions; this played a vital role in reducing her fear towards L2 reading. To illustrate, she explained in item 1 (i.e., *I get upset when I'm not sure whether I understand what I am reading in English*) on her third questionnaire-interview, "I got used to the

fact that I don't know everything and that I don't need to know everything" (from the 3rd interview on Anxiety Questionnaire Item #1). This response suggests her confidence in reading English was developing as she realized that with her current reading proficiency, she could in fact comprehend the reading materials without having to know every word. Her increased confidence was also apparent during the ER sessions. Over time as she engaged in the readings, she smiled more often and asked fewer questions regarding the meanings and grammar of the phrases, concentrating more on her reading instead. In addition, she was able to develop a strategy for overcoming the unfamiliar words she encountered, revealed in her responses to items 8 and 9. For item 8 (i.e., *It bothers me to encounter words I can't pronounce while reading English*), during the final interview she stated, "I developed a strategy to just say 'lalala' whenever I faced any words that I could not pronounce so I could read faster without getting distracted" (From the 3rd interview on Anxiety Questionnaire Item #8). She mentioned a similar technique for item 9 in which she simply ignored the words that she did not know so she could avoid getting distracted from the overall flow of reading. The strategy of skipping unfamiliar expressions in order to read for gist was a surprising finding in that such reading strategies were never detected at the beginning of her ER sessions. However, Liza's more positive attitude towards L2 reading at the end of study explains how she was able to develop the strategy to read her books at a faster pace without becoming distracted. As Dörnyei (2000) notes, "the mental process changes over time depending on various internal and external influences that the individual faces" (p. 523). Liza's mental processes towards L2 reading appeared to clearly change with her exposure to ER, so it would be interesting to see whether long-term changes are observed over a more extended period of time.

#### *Unique Contributing Factors for Motivational Enhancement*

*Convenience or Accessibility.* As Table 3 indicates, convenience contributed to increasing motivation in 6 out of the 15 items. During her interview, Liza reported that the ease of doing ER alone, at any place at any time, and at her own pace played a major role in creating an environment in which she was able to more conveniently learn the target language. As a result, she was more motivated to do her L2 reading. For example, when interviewed about item 1 (i.e., *Of all the English studies, I like reading best*) for the final questionnaire, she remarked about the convenience of reading English in the ER paradigm:

I enjoy doing English reading a lot because the reading can be done alone at any place conveniently, unlike other English studies. I can do it at any place I want such as at my favorite café. I don't need help from other people; you just need your book and time. It's as simple as that. (From the 3rd interview on Motivation Questionnaire Item #1)

*Satisfaction.* Satisfaction was found to be another contributing factor to Liza's motivational improvement. To be more precise, the satisfaction she gained from finishing English books led her to prefer L2 reading above other English study methods and triggered her to do more reading overall (item 1). Furthermore, her desire to finish reading more English books was the reason for her aspiration to become a faster and better reader (items 10 and 11). This finding concurs with one of Judge's (2011) participant's email correspondences when she testified about her L2 pleasant reading experience: "When I finish reading [English books] I get more [of] an achievement than Japanese books and if the [English] book is interesting, I also get a feeling of satisfaction" (p. 171).

The quantity of reading Liza accomplished was another motivating factor, as reflected in her creating a library collection of the comics she had read. She said that she was going to continue to buy and read more L2 comics and place them on the shelf after the ER sessions concluded. As Judge (2011) found that avid readers have a desire to become autonomous, Liza seemed to be showing this tendency for becoming an autonomous reader as well.

*Usefulness.* Realizing ER's usefulness was the last but not least component revealed from the interviews about why her motivation was enhanced. Two categories were distinguished regarding ER's usefulness: (a) language learning, and (b) increasing L2 reading proficiency. Interestingly, usefulness was the most frequently found component among the factors contributing to motivation. In fact, 11 of the 15 items displayed both categories for ER usefulness, suggesting that much of the impetus for Liza's shift in motivation were from these two extrinsically motivating features.

Positive changes in attitude towards L2 reading were also observed during and after the ER sessions. Not only did Liza begin to use new vocabulary and phrases more frequently when she communicated with her friends in English through social networking websites, but she also showed a tendency to start conversations about language use (e.g., interesting phrase structures and words) from language she remembered from the reading. In the end, Liza praised the usefulness of ER very highly, for it helped develop her language ability and become a better reader. This corresponds with Day and Bamford's (1998) third category of the expectancy value model, attitudes toward reading in the L2. As she discovered the usefulness and value of ER, her motivation to do more independent L2 reading increased.

### **Pedagogical Implications**

Six major pedagogical implications for implementing ER with unmotivated readers can be gleaned from this study. First, this case study showed that single one-off, one-on-one ER sessions can have the positive effects of increasing reading motivation while reducing language learning anxiety for an unmotivated reader. Along these lines, reading clubs or reading among peers should be encouraged because they can create a safe environment that values and encourages reading. Second, in cases where adult readers attempt to read books beyond their ability levels, the content of the materials should already be familiar and interesting to the readers. This is because, as it was revealed in Liza's case, familiarity with the content and language can increase their comfort level and ease of reading. Moreover, reading interesting books also appeared to enhance reading motivation. Third, additional activities should only be considered in terms of their ability to promote motivation. Typically, adult learners lack the time to read; they are busy with their lives. For these learners, spending time on reading while doing additional learning activities might be too much for them. As the results of this study demonstrate, there should be no pressure in doing ER, and rather an atmosphere of comfort and ease should be created. Fourth, providing opportunities to realize the value and usefulness of ER can also motivate the reader. Liza became more motivated to read when she discovered that her L2 English reading ability was improving. Similarly, learners might be more inclined to read more if they see value and usefulness in pleasure reading. Fifth, the place where the reader

chooses to read should be safe and away from any distractions. Liza encountered both physical and mental interference when reading at her parents-in-law's house, decreasing her overall reading time. So other unmotivated readers should be mindful of this point. Lastly, amassing a library of attractive ER materials can be a great aid as it can promote accessibility and comfort for the readers.

### **Limitations and Suggestions for Future Research**

A discussion on the limitations of this study reveals several avenues for future research. Due to the special nature of this case study, the experiment took place in a very atypical setting with close tutor support, which could have influenced the findings. Future studies can be conducted in settings where excessive tutor support (such as providing full attention to one learner only, which does not often happen in real-life learning situations) is controlled to see the benefits of pure ER. Moreover, unlike most other ER investigations, the current study did not have access to a large inventory of English reading materials and resources for the participant to choose from. Liza had to use a local public library in South Korea where there were far fewer English books to select from in comparison to a traditional ESL setting. Therefore, finding the right materials that suited the guidelines for carrying out a thorough ER study (i.e., the book needs to be interesting and within the linguistic range of the learner) was difficult. If possible, researchers should try to conduct future ER studies in ESL settings or in a place where a variety of attractive books at varying reading levels are available. Doing so may help place readers in more ideal situations where pleasurable reading can occur.

### **Conclusion**

In this study, the realization that L2 pleasure reading has usefulness and can be done comfortably and with confidence, enjoyment, convenience, and satisfaction, came as a pleasant surprise for Liza, ultimately changing her view of reading in a second language. As it happened for Liza, it is the hope of the researcher that other learners will find similar results from embracing ER and change their perspectives of L2 reading as well. The findings of this study show that both intrinsic and extrinsic motivational desires influence pleasure reading and vice versa. In the end, this study contributes to an understanding of what increases motivation and reduces anxiety in L2 reading. At the very least, this study will hopefully prompt others to challenge or confirm these conclusions, provide additional insights into how and why ER works in practice, how individuals appraise reading in situ, and how anxiety and motivation change through an ER approach.

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## Appendix A

### *Liza's extensive reading*

Session	Reading time (min.)	Book title	# of words read (per session)
1	35	Come along, Kitten; Lady Lupin's Book of Etiquette; Ghost Town at Sundown	816
2	32	Ghost Town at Sundown	1167
3	32	Ghost Town at Sundown	1350
4	16	Ghost Town at Sundown	347
5	17	Ghost Town at Sundown	2844
6	33	Nana1	848
7	30	Nana1	989
8	32	Nana1	1018
9	30	Nana1	771
10	40	Nana1	1845
11	35	Nana1	1847
12	32	Nana1	924
13	28	Nana1	1350
14	22	Nana1	1397
15	46	Nana2	2218
16	40	Nana2	2044
17	30	Nana2	1544
18	25	Nana2	1808
19	37	Nana2	2167
20	24	Nana2; Nana3	1319
21	32	Nana3	1913
22	27	Nana3	1949
23	33	Nana3	3439
24	25	Nana3	1493
Total	601		30883

## Appendix B

### *Foreign Language Reading Anxiety Scale (modified from Saito et al., 1999)*

Directions: Items 1 through 15 refer to how you feel about reading English.

For each item, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree, by marking the appropriate number on the line following each item.

Please give your first reaction to each item and mark an answer for every item.

1. I get upset when I'm not sure whether I understand what I am reading in English.
2. When reading English, I often understand the words but still can't quite understand what the author is saying.
3. When I'm reading English, I get so confused I can't remember what I'm reading.
4. I feel intimidated whenever I see a whole page of English in front of me.
5. I am nervous when I am reading a passage in English and I am not familiar with the topic.
6. I get upset whenever I encounter unknown grammar when reading English.
7. When reading English, I get nervous and confused when I don't understand every word.
8. It bothers me when I encounter words I can't pronounce while reading English.
9. By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about.
10. I am worried about all the new symbols you have to learn in order to read English.
11. I do not feel confident when I am reading in English.
12. Even though you have gotten used to it, reading English is difficult.
13. I feel very uncomfortable when I have to read English aloud.
14. I am not satisfied with the level of reading ability that I have achieved so far in English.
15. You have to know so much about English history and culture in order to read English texts.

## **Appendix C**

*Foreign Language Reading Motivation Scale (modified from The Motivational Questionnaire, [Takase] 2007)*

Directions: Items 1 through 15 refer to how you feel about reading English.

For each item, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate number on the line following each item.

Please give your first reaction to each item and mark an answer for every item.

1. Of all English studies, I like reading best.
2. Reading English is my hobby.
3. I enjoy reading English books.

4. Reading English books helps me to understand English literature.
5. I am learning English reading because I want to get a better job in the future.
6. I am reading English books to develop my literacy skills.
7. I am reading English books to become more knowledgeable.
8. Reading English books will broaden my view.
9. I am reading English books because I want to know more about English-speaking countries.
10. I am reading English books to become a faster reader.
11. I want to be a better reader.
12. I don't like to be disturbed while reading English books.
13. I like extensive reading better than intensive reading.
14. Reading is more important than speaking.
15. I like reading English better than listening to it.

## **Appendix D**

*Questions Asked in the General Interviews (modified from Nishino [2007])*  
(Translated from the questions asked in Korean)

- I. Questions asked in all the interviews:
  1. What do you think about extensive reading?
  2. Do you think extensive reading is useful for yourself?
  3. If so, why do you think extensive reading is useful? If not, why do you think extensive reading is not useful?
  
- II. Questions asked in the second and third interviews:
  1. Do you want to continue extensive reading? Why or why not?
  2. Which books were easy or difficult to read? Why?
  3. Which books were interesting or uninteresting to read? Why?

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