

Pleasure reading behavior and attitude of non-academic ESL students: A replication study

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Abstract

The present study replicated the methods and data analysis of Crawford Camiciottoli's (2001) study on second language (L2) reading behavior of academic English-as-a-foreign-language students. Using the original study's questionnaire, we investigated 60 advanced non-academic English-as-a-second-language learners' L2 reading frequency and attitude. Descriptive statistics and multiple regressions were applied for the analysis. Our study revealed differentiated findings, while partially confirming Crawford Camiciottoli's results. In contrast to the original study, we found that the participants with positive attitudes towards reading tend to read more and that experience in the target-language culture and years of previous English study did not show statistically significant results on the participants' reading habits and attitudes. On the other hand and in line with the original study, first language (L1) reading correlated with L2 reading habits, and lack of time was the most selected reasons for poor reading habits.

Keywords: L2 reading habits, L2 reading attitudes, non-academic ESL learners, L2 reading motivation, pleasure reading

Studies have shown that attitude towards reading greatly affects the reading achievement and performance of second language (L2) learners (Kamhi-Stein, 2003; Yamashita 2004, 2007, 2013). However, Crawford Camiciottoli (2001) argued that mere attitudes of being positive do not guarantee frequent reading. Based on her findings, our replication study begins with a hypothesis that there might not be a strong correlation between frequent L2 reading habits and attitudes towards L2 reading. While the original study focused on academic students in an English-as-a-foreign-language (EFL) setting, we wondered what the result would be with non-academic students in an English-as-a-second-language (ESL) setting. In the present study, academic students in an EFL context are defined as those who are learning English outside of

English-speaking countries for academic purposes (e.g., to earn credits toward obtaining a degree), whereas non-academic students in an ESL setting are those who are learning English in an English speaking environment for purposes other than to obtain a postsecondary degree (Bailey, 2006). In order to investigate whether learners' positive attitudes towards L2 reading can lead to higher reading frequency (i.e., the amount of reading), we compared our findings on non-academic ESL learners' reading habits and attitudes with the original study. In what follows, we provide a review of the literature on L2 reading attitude, present the design of our study, analyze data, and discuss our findings.

Definition of Second Language Reading Attitude

Fishbein and Ajzen (1975) defined attitude as “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object” (p. 6). They further characterized reading attitude as “a system of feelings related to reading which causes the learner to approach or avoid a reading situation” (p. 1). According to Fishbein and Ajzen's description, attitude seems to play an important role in affecting one's reading performance. However, attitude is a complex construct and, as Athey (1985) noted, reading attitude tends to involve shadowy variables that are difficult to conceptualize, measure, and address instructionally. In addition, Day and Bamford (1998) stated that attitude towards reading is a complex hypothetical construction that usually is subject to change.

Day and Bamford (1998), however, further provided a model of Acquisition and Development of Second Language Reading Attitude that underlines four sources of learner attitudes towards second language reading. According to this model, learners will most likely gain a positive attitude towards L2 reading if they (a) favor reading books in their native languages, (b) have had positive previous experiences with learning to read in a target language, (c) have a good perception of the target language, culture, and the people, and (d) are in a positive L2 reading classroom environment with a favorable teacher, classmates, and materials.

Among the factors that affect decisions to read in a second language, Day and Bamford (1998) highlighted attitude and motivation as the two most affective dimensions of language learning. Even though motivation and attitude share many aspects in common (e.g., degrees of intensity), it is noteworthy that they are different affective constructs. For instance, motivated readers could show high reading achievement without enjoying the process of reading (Baker & Wigfield, 1999), while learners with mere attitudes of being positive towards L2 reading may not necessarily be engaged in L2 reading (Crawford Camiciottoli, 2001). Considering this, it could be said that a positive attitude only provides a weak linkage whereas motivation provides a more definite linkage to actual reading performance. On top of that, reading motivation is multidimensional (Mori, 2002; Wigfield & Guthrie, 1997); attitude towards reading is one of the multifaceted characteristics of motivation along with other dimensions such as intrinsic and extrinsic motivation.

Attitude and Second Language Reading

The field of L2 reading attitude is an underexplored area despite its importance to reading achievement (Yamashita, 2013). In an early study on reading attitude, White et al. (1987) showed that college students were aware of the benefits of the first language (L1) pleasure reading as a means of vocabulary acquisition. However, when it comes to L2 reading, the same authors showed the opposite findings that students were not placing value on pleasure reading as an effective way of learning vocabulary. In another study, Kamhi-Stein (2003) used in-depth qualitative analysis to explore four L2 college students' attitudes towards their home language and beliefs about reading, thereby demonstrating that there were individual differences in terms of their views on reading. She also revealed that her participants' attitudes towards L1 and beliefs about reading affected reading processes in both L1 and L2. To be more specific, those who valued L1 used it in the process of decoding the L2 text, while those who problematized L1 did not.

Moreover, Yamashita (2004, 2007) examined the relationship between Japanese college students' attitudes and their L2 proficiency in an EFL setting using a 5-point Likert-scale questionnaire and the reading section of the TOEIC test. The questionnaire items measured both affective (i.e., feeling) and cognitive (i.e., evaluative beliefs) reactions to reading. In her earlier paper, Yamashita (2004) provided four sub-components of reading attitudes (comfort, anxiety, value ascribed to reading, and self-perception as a reader) and argued that comfort with reading and positive self-perception as a reader in both L1 and L2 had positive impact on the learners' amount of EFL reading while anxiety and value had no influence at all. In her recent paper, Yamashita (2007) showed that positive L1 reading attitude would likely lead the learners to read in L2 even in the face of the low proficiency learners. While L2 proficiency had very little effect on the transfer of reading attitude, L1 reading attitude had strong impact on L2 reading. Furthermore, Yamashita (2013) looked at the changes of attitudinal variables over the course of 15 weeks of extensive reading (ER) sessions. She found that the reading sessions helped increase the EFL university students' comfort and intellectual value towards L2 reading and decrease L2 reading anxiety. In the end, there was a positive influence of ER on the learners' attitudes.

The Original Study: Crawford Camiciottoli (2001)

Crawford Camiciottoli (2001) focused on the relationship between reading frequency and attitude in EFL learners majoring in business. The purpose of the study was to understand whether learner attitude towards a second language had a positive relationship with students' L2 reading habits. She surveyed 182 Italian EFL students at the University of Florence with a 22-item questionnaire (items included demographic information, experience in the target language culture, self-rating of English ability, length of previous English study, etc.) to explore participants' English reading habits, attitudes towards reading in English, the reasons for lack of frequency of pleasure reading, and the factors that may influence their reading frequency and attitude. First, by investigating the descriptive data of the participants' reading habits and attitudes, Crawford Camiciottoli found that "positive attitude + low frequency" was the most common reading profile, accounting for 41.8% of the respondents. Second, the researcher was able to show that lack of time was the most important reason for the participants' limited English

reading, while desire to enhance vocabulary knowledge and general literacy skill were the two most frequently cited reasons for their positive attitudes towards L2 reading. Third, by using multiple regression analysis, she outlined that the amount of L1 reading was one of the significant predictors of L2 reading performance and attitude, suggesting a strong association between L1 and L2 reading. Specifically, she was able to outline four influential factors on reading frequency and attitudes: (a) L1 reading and (b) experience living abroad—both of which were positively correlated with frequency and attitude, (c) past access to English books—which was positively correlated with reading attitude, and (d) number of years of past English study—which was surprisingly negatively correlated with reading frequency and attitude. Additionally, Crawford Camiciottoli drew pedagogical implications specifically with regards to the variable “past access to English books” emphasizing the importance of providing an environment where easy access to L2 reading materials is available.

Purpose of the Present Study

Unlike academic EFL adult learners whose primary aims are to get good grades and obtain a degree, non-academic ESL students tend to have different needs and goals. For most of the non-academic ESL learners, the main purpose for learning English is for their survival and quality of life (Bailey, 2006; Lazaraton, 2001). For this reason, the ESL learners have a tendency to prioritize learning oral skills and disregard L2 reading ability. However, functional L2 literacy skills are necessary skills for living and surviving in the target language environment. For example, good L2 reading skills are required to fill out documents and applications in various contexts such as in medical care, housing, or other situations. In addition, in pursuing a higher quality of life, greater levels of L2 reading ability can be useful for reading materials such as magazines, books, and newspapers (Bailey, 2006). Even though L2 reading ability plays a vital role for non-academic ESL learners, not many studies have focused on this particular population. In order to fill the gaps and to contribute to L2 reading research by extending previous work with new insights from a different context, and to take part in the debate on the effect of attitude towards reading performance, we investigated non-academic ESL adult learners’ reading habits and their attitudes towards L2 reading. Moreover, we further explored possible reasons that may limit frequency and factors that may influence frequency and attitudes as to provide possible explanations of their behaviors and to come up with pedagogical implications. For this purpose, the following five research questions were asked:

1. How frequently do non-academic ESL students read in English?
2. What are the students’ attitudes toward reading in English?
3. What are the factors that may have limited the participants’ reading frequency?
4. What are the reasons for the participants to have read extensively?
5. Which factors may have influenced the participants’ reading frequency and attitude?

Method

This replication study followed Crawford Camiciottoli’s (2001) research study design closely. As will be elaborated in the following sections, participants and setting were greatly different

between the original and the replication study, whereas the other methodological designs such as instrument, data collection, coding, and analysis were closely comparable to those in the original study.

Participants and Setting

While the original study was conducted with EFL Italian university students, our replication study was carried out with 60 non-academic ESL learners in the Community English Program (CEP) at a higher education institution in the United States. The CEP provides theme-based and integrated ESL curriculum (speaking, listening, reading, and writing) to those who are interested in learning English for communicative purposes. The participants were enrolled in advanced level classes (Advanced 2 [A2], 23 students; Advanced 3 [A3], 7 students; Advanced 4 [A4], 16 students; Advanced study [AS], 14 students). In particular, there were five levels of advanced classes in the CEP, from A1 (Advanced 1) to AS, with AS being the highest level. The participants comprised 44 females and 16 males ranging from 21 to 63 years old (*Mode* = 30~40 years old group). The largest L1 group was Japanese (26.7%) followed by Spanish (25%), Portuguese (11.7%), and Korean (10%), while the remaining L1s (26.6%) included Chinese, French, German, Indonesian, Israeli, Moroccan, and Russian. In contrast to the homogeneous language group in the original study, our replication study targeted heterogeneous language groups with a wide range of education levels from middle school graduates to doctoral students. Participants varied in the number of years of formal English instruction received (an average of 4.8 years) and residency in English speaking countries (around 10 months on average).

Instrument

In Crawford Camiciottoli's (2001) study, a 22-item questionnaire was designed to collect data on reading frequency and attitude in an EFL setting. Adapting Crawford Camiciottoli's questionnaire, our replication study questionnaire consisted of 23 items (which are described below; see also Appendix A) that examined six contributing factors (independent variables) that may influence reading frequency and attitude (dependent variables) for non-academic ESL learners.

The questionnaire was written in English to accommodate the heterogeneous language groups in the CEP. To ensure that all participants fully understood the questionnaire, only the participants with advanced-level English proficiency were recruited. However, we recognize that including students of other proficiency levels could have provided richer information. In line with the original study, our survey was structured into three parts. Part 1 included general information and baseline data, which comprised five of the independent variables: (a) years of previous English study (items 5-6), (b) past access to English books (item 7), (c) encouragement from others to read in English for pleasure (item 8), (d) self-perception of reading ability in English (items 9-10), and (e) amount of time spent in an English-speaking country (items 11-12). Part 2 focused on reading habits: frequency and preference, which included the sixth independent variable (i.e., frequency of reading books in one's native language; items 13-14) and three items (15-17) on frequency of reading in English (dependent variable). Part 3 asked about learners' attitude, motivation, and opinions towards second language reading (items 18-23). According to Crawford Camiciottoli (2001), the rationale for Part 3 was to measure the degree of the

participants' desire to read more, willingness to find time to read, and awareness of the value of reading in English. Reasons for not reading were also surveyed.

In order to better address the current study context, the questionnaire for this study was adapted from Crawford Camiciottoli (2001) by adding, modifying, and deleting the following question items:

- (a) addition: nationality (item 3), reading motivational factors (item 19);
- (b) modification: age (item 4), length of residency in the target language environment (item 11), frequency and quantity of reading in the L1 (items 13 and 14); and
- (c) deletion: two items (items 21 and 22) on reading attitude and preferences, respectively.

First, nationality was added due to the heterogeneous population of the study. Second, the item about reading motivational factors was added to examine the reasons behind the participants' reading habits. Third, the age item was modified to accommodate a wider range of learner ages in the CEP. Fourth, the item about length of residency in the target language environment was modified to account for the ESL context in which the amount of time spent in the target language environment would most likely be longer than that in EFL settings. Fifth, description of reading in the participants' native language was altered to embrace other varieties of L1 language backgrounds. Furthermore, two of the items in the original study (items 21 and 22) were deleted. The item about whether reading English books is personally rewarding (item 21) was deleted because it was repeated in the newly added item on reading motivational factors, and the one that looks at the readers' preference of L2 books (item 22) was deleted because it was considered irrelevant to the purpose of this study. To be more specific, item 22 was designed in the original study to reveal the genres of books that students would be interested in reading for future references for library acquisitions.

The original study claimed to achieve construct validity by confirming item suitability with six colleagues of university-level EFL instructors and the author reported a reliability coefficient of .89 for the questionnaire. Thus, to maintain construct validity for our adapted questionnaire, we also asked six colleagues of CEP teachers about the questionnaire items to find out whether the items seemed suitable for the participants and for this study. Moreover, we confirmed with the participants whether they understood every item. We used the test-retest method (as in Crawford Camiciottoli's [2001] study) to confirm the reliability coefficient (Spearman's rho) of our questionnaire, which turned out to be .90.

Data Collection

In order to increase return rate, the questionnaire was administered to the students during the last 15 minutes of the CEP classes toward the beginning of the semester. Before administering the questionnaire, students were first provided a consent form with information that included a brief description of the study, time involvement, confidentiality, potential use of the results, and voluntary participation. We ended up having a 100% return rate (60/60).

Coding and Analysis

Identical to the original study (Crawford Camiciottoli, 2001), a four-point response scale was used: the highest frequency (how often people engage in reading or language-related activities), quantity (the amount of engagement), intensity (the pressure of the contact and need of language) or the most positive degree of the characteristic were coded as four points, whereas one point was given for the lowest frequency/quantity/intensity or least positive degree of the characteristics. For instance, item 13 measures how often people read in L1 during their leisure time. The response “at least once a week (or more often)” was considered the most frequent (*four points*), while “never” was the least frequent (*one point*). Item 12 measured intensity by asking the participants’ purpose for staying in an English speaking country. For this item “tourism/vacation” was the least intense and was assigned one point, and doing “business” was the most intense and was assigned four points.

Most items followed the four-option closed-response format, although students were required to additionally rank the options for four question items (i.e., Questions 16, 19, 20, and 23). To provide an example, students were asked to rank the four genres of reading material (i.e., books, magazines, newspapers, and lyrics) in item 16 according to frequency of reading in their leisure time. Crawford Camiciottoli (2001) noted that the underlying rationale for the ranking criteria was to see the connection between the volume and frequency of the reading. Participants who read more voluminous material (which would be reading “books” in this case) more frequently were assumed to have spent more time on reading, and were thus given full points for frequency.

For items 19, 20, and 23, participants were asked to choose and rank the top three options from a list of six or seven: three reasons for why they read (item 19), why they do not read (item 20), and why reading for pleasure in L2 is important (item 23). In order to code the three items, we examined the underlying reasons of the options that the participants selected. The author in the original study distinguished Type A (a more favorable attitude toward reading) from Type B (a relatively less favorable attitude towards reading). She assigned 4 points when all three options selected by the participants were Type A responses, while 1 point was given when all the options selected were Type B responses. Three points were given if the participants provided two Type A responses and one Type B response, and two points were given if they provided two Type B responses and one Type A response. For item 20, Type A were represented by the options (a, c, e) that are not time-related in that a reader would be likely to find time to read if the issues were resolved, while Type B carried time-related options (b, d, f) that may lead to less favorable attitude towards reading. Similarly, for item 23, Crawford Camiciottoli (2001) contended that Type A (b, d, f) showed a “broader awareness of the value of reading in English and its importance in ongoing literacy” (p. 140), and that Type B (a, c, e) corresponded to the practical or short-term viewpoints (e.g., reading is useful for my career). Lastly, for item 19 (which was not present in the original study), Type A (a, b, c) accounted for intrinsic motivation, as they indicate the individual’s desire to read for one’s own sake, and Type B (d, e) accounted for extrinsic motivation, as they are contingent rewards. The options were chosen drawing upon Ro’s (2013) five motivational contributing factors. Ro showed that twenty-four ER sessions changed an unmotivated English reader to become an avid L2 reader. He outlined five contributing factors for the participant’s motivational shift: easy accessibility and convenience in reading, satisfaction from finishing a book, comfort and ease of reading, enjoyment from the

content and language, and realization of the usefulness of ER. According to Ro, these five contributing factors are crucial values when it comes to promoting reading motivation and extensive reading performance and thus were used in the current study. Moreover, the rationale behind the scoring criteria was that intrinsic motivation can lead to overall more frequent reading than extrinsic motivation, as noted by Baker and Wigfield (1999) and Wigfield and Guthrie (1997) who asserted that intrinsic motivation is a stronger predictor of the amount and the breadth of reading than extrinsic motivation.

Results

Research Questions 1 & 2: How frequently did non-academic ESL students read in English? What were the students' attitudes toward reading in English?

Descriptive data were analyzed to investigate and observe reading frequency and attitude as well as their relationships. First, the scores of the three corresponding items (15, 16, and 17) were combined to measure L2 reading frequency. Unlike the mean score for the three items from the original study (4.7), the mean score from the replication study was 7.3. This not only shows that the participants in the replication study had good reading habits, but also reveals that they read more English books for pleasure than the participants in the original study. Following the original study, the present study's scores ranged from a minimum of 1 (1 point for item 15, while skipping items 16 and 17) to a maximum of 12 (4 points for each item) as shown in Figure 1. X-axis represents scores of 1 to 12 while Y-axis represents frequency count.

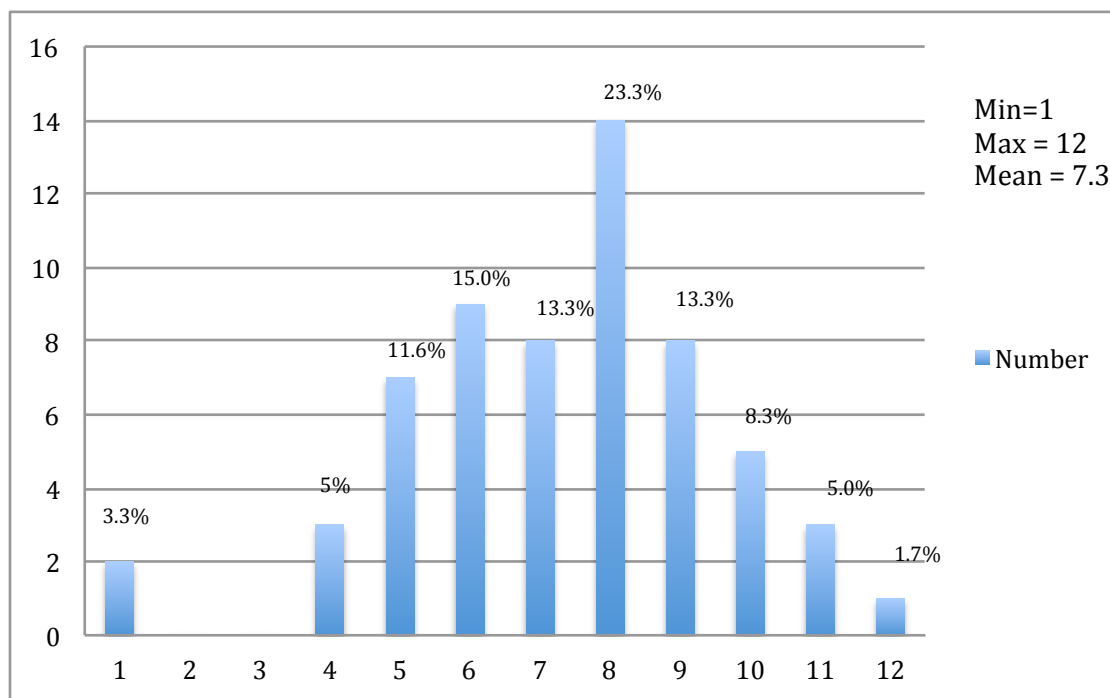


Figure 1. Reading Frequency Scores

In order to measure L2 reading attitude, the present study combined the scores of the six items

(18-23) and conducted a descriptive analysis which was the same procedure used in the original study. Different from the original study (a minimum of 3 to a maximum of 24), the replication study had scores ranging from a minimum of 12 to a maximum of 22, which shows that most of the participants had positive attitudes towards reading for pleasure. However, it is important to note that both studies had similar mean scores for reading attitude; the mean score for the original study was 18, whereas it was 18.7 for this replication study, despite differences in range between the two studies. This indicates that the variance of variables in the replication study was relatively homogeneous among the items in the attitude section. The reading attitude index is illustrated in Figure 2. X-axis represents scores of 12 to 22 while Y-axis represents attitude count.

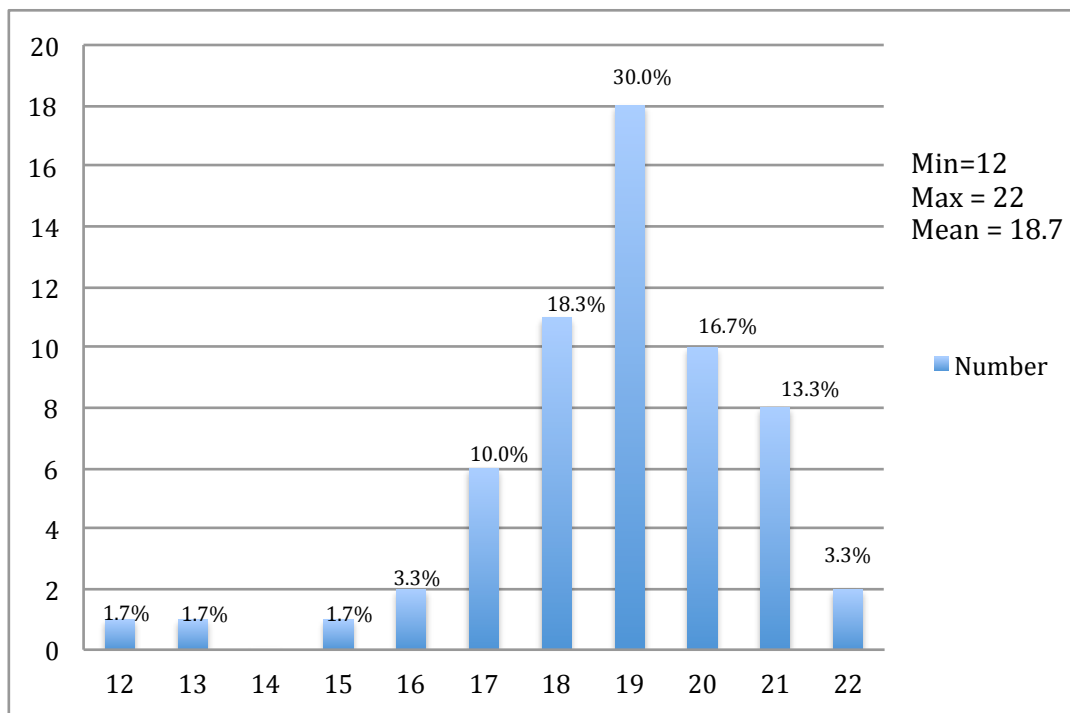


Figure 2. Reading Attitude Scores

To compare individual scores of frequency and attitude, ranges were established (high vs. low frequency, and positive vs. negative attitude). This study used the same ranges which were used in the original study: high frequency, a score of 8 or above; low frequency, a score of 5 or below; middle ranging scores for frequency, a score of 6 and 7; positive attitude, a score of 18 or above; negative attitude, a score of 12 or below; middle ranging scores for attitude, a score of 13 to 17. In line with the original study, frequency counts of various frequency-attitude combinations were taken (Figure 3). However, unlike the original study, the profile of low frequency + negative attitude did not appear in the present study. As a result, out of the three key student reading profiles (i.e., high frequency + positive attitude, low frequency + positive attitude, and low frequency + negative attitude) that emerged in the original study, only two were displayed in the current study (i.e., high frequency + positive attitude, and low frequency + positive attitude). In other words, most of our participants showed positive attitudes towards L2 reading for pleasure. Specifically, the profile of high frequency + positive attitude (45%) represented the largest group of students, whereas relatively few participants belonged to the low frequency + positive attitude group (17%). Interestingly, our results were not parallel with the findings in the original study,

where few students corresponded to high frequency + positive attitude (12.1%) and there were many students in the low frequency + positive attitude group (41.8%), indicating less likelihood of reading performance despite positive attitudes.

■ high frequency + positive attitude ■ low frequency + positive attitude
 ■ low frequency + negative attitude ■ middle ranging scores

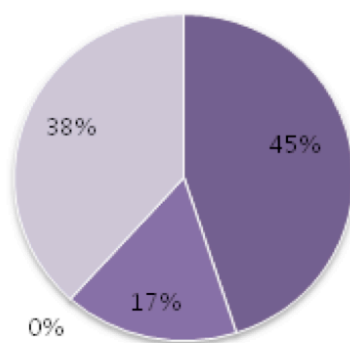


Figure 3. L2 Reading Profiles

Research Question 3: What were the factors that may have limited the participants' reading frequency?

Following the original study, we also separately analyzed item 20—reasons that may have limited pleasure reading in English—to see if any differences emerged. The results showed that while the original study indicated “lack of time due to university studies” as the most important reason for limiting reading in English, our data showcased that “lack of time in general” was the most essential reason (see Table 1). However, in both the original and replication studies, time-related options accounted for 48.1% (the original study) and 40.2% (the replication study) of the responses indicating that time plays an important role in L2 reading for both ESL and EFL learners. Moreover, 48.7% and 50.0% of the participants in the current study ranked both time-related options as the top two reasons. Unlike the original study where the author listed the “logistical” problems (a total of 30% for “no access to English books” and “not knowing what to read”) as the third and fourth most frequently cited reasons, in our data “not knowing what to read” was the second most popular response (21.5%). Moreover, relatively few participants chose “no desire to read in English” (5.7%) and “no access to English books” (4.6%) as their response. The ESL environmental factor could possibly be a reason in explaining this result. This factor will be expounded upon in the discussion section.

Table 1. *Reasons limiting pleasure reading frequency in English (item 20)*

Reasons cited	%
a. Lack of time in general	30.6%
b. Not knowing what to read	21.5%
c. Too difficult to understand	20.9%
d. Lack of time due to university studies	9.6%
e. Other reasons	7.4%
f. No desire to read in English	5.7%
g. No access to English books	4.6%
Total	100.0%

Research Question 4: What were the reasons for the participants to have read extensively?

While item 20 measured possible reasons for restraining pleasure reading performance, item 19 was added to reveal the reasons underlying the participants' reading motivational factors (see Table 2). We examined the overall percentage ranking of the six options and results showed "finding reading in English useful" (29.8%) and "finding reading in English personally rewarding" (26.4%) as the most frequently selected reasons. Among the participants who cited "finding reading in English useful," 57.7% of them ranked the option as their number one reason. For item 19, those that selected "other reasons" as their option provided reasons such as: I read because I want to learn English, because I want to improve my reading comprehension, because I find reading important in improving one's English skills, and because my husband reads.

Table 2. *Reasons for reading extensively in English (item 19)*

Reasons cited	%
a. Finding reading in English useful	29.8% (Extrinsic motivation)
b. Finding reading in English personally rewarding	26.4% (Intrinsic motivation)
c. Finding reading in English fun	17.8% (Intrinsic motivation)
d. Easy access to English books	12.7% (Extrinsic motivation)
e. Confidence in reading English	10.4% (Intrinsic motivation)
f. Other reasons	2.9%
Total	100.0%

Research Question 5: Which factors may have influenced the participants' reading frequency and attitude?

Multiple regression analysis was applied to further analyze the factors that may predict the learners' reading frequency and attitudes with regards to pleasure reading. The procedure of analysis follows the original study: two questionnaire items for frequency (items 15 and 17) and two for attitude (items 20 and 22) were selected to represent the dependent variables, while two different sets of independent variables were chosen for frequency and attitude, respectively. Separate regression analyses were conducted for each of the four items.

Table 3. *Frequency of reading any type of English materials (item 15)*

Independent variables	Beta	SE of B	B	t(52)	p-value
(Constant)		.970	2.991	3.084	.003
Gender	-.134	.332	-.305	-.920	.362
Age	.033	.151	.034	.223	.824
Private courses/lessons	.026	.135	.025	.182	.856
Past access to English books	-.111	.179	-.130	-.723	.473
Self-rating of English ability	.245	.167	.262	1.574	.122
Time spent in English speaking country	.079	.156	.085	.543	.589
# of L1 books read (past 12 months)	-.012	.125	-.011	-.084	.933

Note. $R = .266$, $R^2 = .071$, Adjusted $R^2 = -.055$, $F(7, 52) = .564$, $p = .781$, Standard error of estimate: 1.041

Table 4. *Number of English books read in the past 12 months (item 17)*

Independent variables	Beta	SE of B	B	t(52)	p-value
(Constant)		.863	.379	.439	.662
Gender	.099	.295	.226	.765	.448
Age	-.272	.134	-.280	-2.089	.042*
Private courses/lessons	.058	.120	.055	.459	.648
Past access to English books	.249	.160	.293	1.836	.052
Self-rating of English ability	.169	.148	.183	1.231	.224
Time spent in English speaking country	-.057	.139	-.062	-.447	.657
# of L1 books read (past 12 months)	.324	.111	.287	2.578	.013*

Note. $R = .524$, $R^2 = .274$, Adjusted $R^2 = -.177$, $F(7, 52) = 2.810$, $p = .15$, Standard error of estimate: 0.926, $n=60$, *Significant at $p < .05$

In contrast to the original study where the researcher found that both “time spent in an English-speaking country” and “number of books read in Italian in the last 12 months” were statistically significant determinants of reading frequency (for both the two frequency questionnaire items), the results in this study were different. Tables 3 and 4 illustrate that none of the independent variables predicted the frequency of English reading for item 15, but the results were significant for item 17 ($t[52] = 2.578$, $p < .05$). This could possibly mean that the more the learners read in their native languages, the higher the chance they may read in English. In addition, “age” in item 17 ($t[52] = 2.089$, $p < .05$) was found to be a significant factor. Further, separate analysis of age factor and item 17 revealed that people in age groups 18 to 25 (60%) and 30 to 40 (48%) had a tendency to read at least 1 or 2 English books, whereas 26 to 30 (44%) and over 40 (50%) age groups had not read English books for pleasure in the last 12 months.

Table 5. *Attitude based on degree of willingness to find time to read as implied by reasons for limiting pleasure reading in English (item 20)*

Independent variables	Beta	SE of B	B	t(52)	p-value
(Constant)		.837	3.270	3.906	.000
Gender	.079	.225	.129	.573	.569
Age	-.017	.103	-.013	-.123	.903
Past access to English books	-.043	.121	-.036	-.297	.768
Self-rating of reading ability	-.285	.113	-.218	-1.927	.059
# of L1 books (past 12 months)	.010	.086	.006	.073	.942
Years of previous study	.045	.077	.025	.321	.749
Purpose of stay in the US	-.318	.100	-.230	-2.301	.025*

Note. $R = .432$, $R^2 = .186$, Adjusted $R^2 = .077$, $F(7, 52) = 1.700$, $p = .130$

Standard error of estimate: 0.696

Table 6. *Opinion on importance of pleasure reading in English (item 22)*

Independent variables	Beta	SE of B	B	t(52)	p-value
(Constant)		.530	2.592	4.891	.000
Gender	.403	.142	.451	3.172	.003*
Age	-.070	.065	-.035	-.542	.590
Past access to English books	.151	.076	.087	1.141	.259
Self-rating of reading ability	.244	.072	.129	1.797	.078
# of L1 books (past 12 months)	.093	.055	.040	.741	.462
Years of previous study	-.112	.049	-.043	-.871	.388
Purpose of stay in the US	-.062	.063	-.031	-.488	.627

Note. $R = .561$, $R^2 = .315$, Adjusted $R^2 = .223$, $F(7, 52) = 3.420$, $p = .04$

Standard error of estimate: 0.440, $n=60$, *Significant at $p < .05$

In addition to results of regression analysis for frequency, Tables 5 and 6 show the results for items 20 and 22, which represent attitudes towards L2 pleasure reading. In the original study, Crawford Camiciottoli (2001) found that “years of previous study in English” was a significant determinant of the “willingness to find time to read” and “learners’ perceptions of the importance of English reading.” To be more specific, the negative correlation between the years of past English study and reading attitude was a surprising finding for Crawford Camiciottoli. She speculated that it might be because of the participants’ relatively low confidence level and a sense of discouragement stemming perhaps from negative reading experiences. However, unlike the original study, the present study showed no significant correlation between the years of previous study in English and reading attitude.

The results from the original study also revealed that “number of books read in L1” was significantly related to “the willingness to find time to read,” while “purpose of stay in an English-speaking country” was the significant predictor of the “learners’ perceptions of the importance of English reading.” Intriguingly, our data also showed that “purpose of stay in an English-speaking country” (item 12) was a significant indicator for “the willingness to find time to read” (item 20), but not for “learners’ perceptions of the importance of English reading” (item 22). Further separate analysis of item 20 showed that “lack of time” was the most popular response (see, again, Table 1) regardless of the participants’ purpose of stay. In addition, people who came for tourism or part-time work considered “lack of confidence in their L2

comprehension” as the second most frequent reason for not doing pleasure reading (Table 2). Furthermore, our data highlighted that gender was a significant predictor for the “learners’ perceptions of the importance of English reading” (item 22), with more females (87.2% selecting *very important*) than males (58% selecting *very important*) considering reading books in English for pleasure important.

Discussion

To briefly summarize the result, examination of the descriptive statistics showed that most of the participants with positive reading attitude had high frequency in reading. Moreover, most of them chose time-related options for reasons limiting pleasure reading performance, while their most frequently indicated reasons for reading were the “usefulness” and “personally rewarding experience” of pleasure reading. The two multiple-regression analyses revealed that L1 reading habits and age were positively correlated with L2 reading frequency, while the purpose of stay in the US and gender were possible predictors of L2 reading attitude.

First, similar to Kamhi-Stein (2003) and Yamashita (2004) but different from Crawford Camiciottoli’s (2001), this study revealed that a majority of participants (see Figure 3) had high reading frequency and positive attitudes (45%). In other words, the non-academic ESL readers in this study with positive attitudes towards reading had a tendency to read more. This finding is in accordance with one of the four criteria of Day and Bamford’s (1998) expectancy value model. According to Day and Bamford, learners’ decisions to read in the L2 are made up of four major variables and the one that has the strongest effect, along with the influence of materials, is the attitudes towards reading in the L2. Students who have positive attitudes towards reading would likely perceive its value and thus would be more likely to read. In our study, the non-academic ESL learners indicated that they found English reading useful (29.8%) and personally rewarding (26.4%) in regard to the reasons for pleasure reading (Table 2). Despite the small differences, the participants in this study chose more extrinsic values than intrinsic values, which is different from what Baker and Wigfield (1999) and Wigfield and Guthrie (1997) argued. In addition, relatively equal number of responses was distributed to the rest of the options for the questionnaire item indicating the importance of both extrinsic and intrinsic values of motivation. Considering this, we believe that L2 reading motivation is complex and neither type of motivation (intrinsic or extrinsic) is superior to the other. To support our finding, de Burgh-Hirabe and Feryok (2013) highlighted ten influential factors for ER motivation (see Appendix B) that contained, with no hierarchy, both intrinsic and extrinsic values of motivation while investigating nine adolescent Japanese-as-a-foreign-language (JFL) learners’ motivation in reading in Japanese. They also noted that “[motivation for ER] is complex because it was affected by multiple and different influences on the participants” (p. 89).

Second, our study showed that lack of time (41.5%) was the most frequently indicated reason for the participants’ poor reading habits. Our results were similar to those of Crawford Camiciottoli’s (2001) findings. As Crawford Camiciottoli notes “it would seem that this is a question of low priority among [the] students who are apparently unable or unwilling to find sufficient time for [pleasure reading]” (p. 147). In fact, we find this result very interesting considering that most of the participants were housewives who had time to take CEP classes for

their English learning. We believe that a main reason for our participants' perceived "lack of time" is that pleasure reading might not be their priority. Secondly, it might be because they were overwhelmed by the CEP classes or with their personal lives that they were unable to spare any extra time for L2 pleasure reading.

However, only a few people indicated "no desire to read in English" (5.7%) as their reason for inhibiting their reading performance. This could be because of the immediate needs of English reading skills from living in the environment where English is necessary for many purposes. To be more specific, it could be from the unique features of ESL learners who might be in need of functional L2 literacy skills—for example, being able to fill out documents and applications for housing and medical care—or pleasure L2 literacy skills—for example, being able to access and comprehend magazines, books, and newspapers (Bailey, 2006).

Third, from the multiple regression analysis, it seemed that two factors had an influence on the participants' L2 reading habits during the 12 month period. First, the habit of reading books in the L1 seemed to play an important role in explaining the habit of reading in the target language ($t[52] = 2.578, p < .05$). This finding is in line with the result of the original study in that both studies support the idea that L1 reading habits can be transferred to L2 reading. As mentioned in Crawford Camiciottoli's (2001) study, home environment such as parental encouragement and modeling can influence reading attitude and frequency (Greaney & Hegarty, 1987). Moreover, empirical evidence from other studies showed the link between L1 and L2 reading attitudes (Judge, 2011; Takase, 2007; Yamashita, 2004, 2007). To be more specific, although Judge (2011) found no clear patterns to dynamically changing motivations for ER, two factors emerged as important for nine avid readers. One of the two factors was the love of L1 reading transferring to the L2. Similarly, Takase (2007) also revealed that intrinsic motivation for the L1 was one of the most statistically significant predictors for 219 Japanese high school students' L2 reading performance. Furthermore, the result with L1 influence lends partial support to Day and Bamford's (1998) argument on the acquisition model that L1 to L2 reading happens not only in the cognitive domain but also in the affective domain. On the other hand, age also had an impact on the participants' reading habits. The reason for the negative correlation of age and frequent reading could be because of elderly people's worries over poor eyesight, small font, or less immediate need for learning to read.

Fourth, regression analysis also showed that the "purpose of stay in English-speaking countries" was negatively correlated with the reason for not reading for pleasure ($t[52] = -2.301, p < .05$). In other words, people who came to America with the most intense purpose (i.e., *to do business*, see Question 12 in Appendix A) were more inclined towards Type A (options that are not time-related) than Type B (options that are time-related). In this case, one may assume that if Type A issues ("no access to English books" and "not knowing what to read") were solved, at least some students could start doing more L2 reading. In addition, gender may be an influential factor on the "learners' perceptions of the importance of English reading." In our study, while most of the female participants (87.2%) indicated that reading is important, only approximately half of the males (58%) thought so. Similarly, studies on gender differences and reading habits revealed that there is a large gender gap in reading, particularly for fiction reading (Zill & Winglee, 1990). According to Tepper (2000), "women are 2.3 times more likely to read a book ... compared to men" (p. 4). This might be because, as Clark and Foster (2005) noted, boys tend to enjoy reading

less and therefore read less than girls. If they do not enjoy reading, they might not see the value of reading.

Lastly, perhaps the most surprising finding was the two variables—“the experience in the target language culture” and “years of previous English study”—not showing statistically significant results on both the participants’ reading frequency and attitude. It was a surprising finding for us as we anticipated that the duration of study and being exposed to the language and culture could have had a significant influence (either positively or negatively) on one’s reading behavior and attitude. Perhaps the “pleasure” in reading might be the reason why there was no relevance to the duration of study or being exposed to the culture. There is no need for people to do pleasure reading no matter how much they study the target language or are exposed to the target culture. Moreover, recent studies (de Burgh-Hirabe & Feryok, 2013; Ro, 2013) on motivation for ER also did not indicate the two variables as influential factors for the participants’ reading motivation. To be more specific, the interview data of the ten major factors affecting nine JFL learners’ motivation for ER from de Burgh-Hirabe and Feryok’s (2013) study and the five motivation contributing factors that changed an unmotivated reader to do ER from Ro’s (2013) study (see Appendix B) did not contain any factors that were relevant to the experience in the target language culture or to the years of previous English study.

Pedagogical Implications

The findings of the study have three pedagogical implications for implementing pleasure reading with non-academic ESL learners: learners should be in an environment where (a) easy accessibility to L2 reading is possible, (b) positive attitude towards L2 reading could be gained, and (c) they can be aided to find ways to make some time for pleasure reading.

In accordance with the original study, the most encouraging result of the present study was the approaching significance level ($t[52] = 1.836, p = .052$) of the variable “past access to English books” for frequency. This supports the notion that such access may have a crucial role influencing learners’ L2 reading habit. For this reason, as suggested by Crawford Camiciottoli (2001), priority should be given to providing opportunities to experience pleasure reading to the learners of both ESL/EFL and academic/non-academic settings. This is because, unlike the other factors, access to reading materials is something that can be controlled, perhaps, by setting up libraries at the language institutions and encouraging students to read in English. Additionally, teachers could use their reading class time to promote self-regulation skills and thus help the learners become autonomous readers (de Burgh-Hirabe & Feryok, 2012, 2013). Access to English books can be easier for non-academic ESL learners because of ease of accessibility to many already existing libraries with a variety of English books to choose from.

Another interesting finding of the current study was that, unlike the original study, the participants who had positive attitudes toward reading had the tendency to read more. Though attitude is a very complex emotional factor, our data revealed that the reasons for the participants’ positive attitudes were mainly because they found English reading useful and personally rewarding. Similarly, de Burgh-Hirabe and Feryok (2013) also found that the instrumental benefits (including language learning benefits) and feeling of success and progress

were the two out of ten factors that influenced the nine JFL learners' motivation for ER. Considering this, perhaps explicitly emphasizing and showcasing the usefulness of pleasure reading (e.g., by providing empirical evidences) and how personally rewarding L2 reading can be (e.g., providing opportunities to experience pleasure reading or sharing personal successful anecdotes) could positively promote learners' attitudes towards L2 reading, which may further lead to frequent reading. Creating and implementing some motivational classroom reading activities that would fit within a particular localized context (e.g., if students love reading comics, teachers can have the students create their own comics and have them share and read them in class) to help students see the value and enjoyment of pleasure reading could also work in increasing students' positive reading attitudes.

Furthermore, in line with the original study, "lack of time" was the most cited reason for limiting reading in English. However, even if this is the case, we speculate that the readers might change their negative viewpoint towards reading and learn that they can overcome the time issue when they experience the convenience of pleasure reading. This is because reading can be done whenever and wherever unlike the other types of English language skills studies (Ro, 2013). If "lack of time" remains an issue, maybe creating a pleasure reading program as a part of the English program could solve such a problem because students will no longer consider L2 pleasure reading as an extra work but part of mandatory language training. Though it is still a controversial issue in the motivation literature, some studies (see Huang, 2006; Iyengar & Lepper, 1999; Ro, 2013) have provided empirical evidence that requiring students to read can have a positive impact on their affective dimensions of L2 reading.

Conclusion

This study is an approximate replication of Crawford Camiciottoli's (2001) study. Working with an alternate population of non-academic ESL learners, our study partially confirmed Crawford Camiciottoli's findings, while revealing further differentiated results. To reiterate, a major finding from our advanced-level, non-academic ESL learners suggests that positive attitudes led to high reading frequency, which is different from the original study where their academic EFL readers revealed low frequency in reading in English. Another main finding of our study indicates that past reading experience, purpose of reading, and reading environment (e.g., lack of time), are essential in determining ESL reading habits and attitudes. In the end, our study adds to the considerable amount of literature on L2 reading behavior by researching an alternative group of learners in a different setting (i.e., non-academic ESL learners). Future studies can benefit by including a qualitative study component (e.g., field-note observation, or in-depth interview data of learners with high reading performance) to complement quantitative data. Qualitative data provide rich descriptions of the nuances and subtle means in the data which quantitative data might lack. Furthermore, extending the scope of study to other proficiency levels, or working with a larger sample to have more diverse variance for normal distribution, are areas that could be investigated in future studies.

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Notes

1. Unlike the original study done by Crawford Camiciottoli (2001), we purposely avoided using “extensive reading” terminology to describe our participants’ reading behavior. This was because we did not investigate whether the participants followed any of the top ten principles for ER provided by Day and Bamford (1998, 2002); rather, we only looked at their pleasure reading habits.

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Appendix A*Questionnaire for pleasure reading attitude and frequency*

Instructions: Please answer the following questions and mark the space before the option that applied to you. The questionnaire has 23 items and takes 10-15 minutes to fill out.

Part 1 – GENERAL INFORMATION AND BASELINE DATA

1. Name: _____
2. Gender: _____ M _____ F
3. Nationality: _____
4. Age: _____ 18-25 _____ 26-30 _____ 31-40 _____ over 40
5. How many years have you studied English?
 _____ 2-4 _____ 5-6
 _____ 4-5 _____ more than 6
6. Have you ever attended private or extra-curricular English courses or lessons?
 _____ yes, for more than a year _____ yes, for a few weeks
 _____ yes, for a few months _____ no, never
7. During your previous studies, did you have access to books in English to read for pleasure?
 _____ yes, often _____ rarely
 _____ sometimes _____ no, never
8. In the past, were you ever encouraged to read for pleasure in English by a teacher?
 _____ no, never _____ sometimes
 _____ hardly ever _____ yes, very much
9. In reading for pleasure in English, how would you rate your comprehension level?
 _____ low (wide use of dictionary) _____ good
 _____ average _____ very good (little use of dictionary)
10. If you do *not* know the meaning of all the words when reading in English, are you able to understand the gist of what you read?
 _____ yes, almost always _____ rarely
 _____ sometimes _____ no, I always need to use a dictionary
11. How long have you spent your time in a country where English is the dominant language?
 _____ Less than a month _____ yes, 6-12 months
 _____ yes, 1-6 months _____ yes, more than a year

12. What was (or is) the purpose of your stay?

- _____ tourism/vacation _____ part-time work
 _____ study _____ business
 _____ other (*write your answer*) _____

Part 2 – PLEASURE READING HABITS: FREQUENCY AND PREFERENCE

13. In your leisure time, how often do you read books in your own language?

- _____ at least once a week (or more often)
 _____ once every 1-2 months
 _____ sometimes (for example, during vacation periods)
 _____ never, I prefer to do other things during my leisure time (*skip to question n.15*)

14. In the last 12 months, how many books have you read for pleasure in your own language?

- _____ 1-2
 _____ 3-5
 _____ 6-8
 _____ more than 8

15. How often do you read something in English for pleasure?

- _____ at least once a week (or more often)
 _____ once every 1-2 months
 _____ sometimes (for example, during vacation periods)
 _____ never (*skip to question n. 18*)

16. What do you usually read in English during your leisure time?

Rank according to what you read most frequently. Write 1 for the type of reading material you read the most frequently, 2 for the second type and 3 for the third.

- _____ lyrics of pop, rock songs
 _____ newspapers
 _____ magazines or comics
 _____ books (novels or non-fictions)

17. In the last 12 months, how many books in English have you read for pleasure?

- _____ 0
 _____ 1-2
 _____ 3-4
 _____ more than 4

Part 3 – READING FOR PLEASURE *IN ENGLISH*: MOTIVATIONS AND OPINIONS

18. Would you like to read more books in English for pleasure than you do now?

_____ definitely yes

_____ probably yes

_____ not sure

_____ no, I'm not interested in reading more in English (*skip question n. 19*)

19. Why do you (or would you) read books in English for pleasure?

From the list below, rank at least three reasons in order of importance, Write 1 for the most important reason, 2 for the second 3 for the third.

a. _____ I have confidence in reading English books

b. _____ I find reading in English personally rewarding

c. _____ I find reading in English fun

d. _____ I find reading in English useful

e. _____ I have easy access to English books

f. _____ Other reason (*write here*)

20. Why don't you read more books in English for pleasure?

From the list below, rank at least three reasons in order of importance, Write 1 for the most important reason, 2 for the second 3 for the third.

a. _____ it's too difficult because of my limited level of comprehension

b. _____ lack of time due to university studies

c. _____ I don't know which books to read

d. _____ lack of time (work, family commitments, etc.)

e. _____ I don't have access to books in English

f. _____ I don't want to read in English during leisure time

g. _____ other reason (*write here*)

21. If you had access to interesting books that were suitable to your comprehension level, how many hours per week would you be willing to dedicate to reading in English?

_____ 0

_____ 1-2

_____ 2-3

_____ more than 3

22. Do you think reading books for pleasure in English is important?

_____ yes, very important

_____ fairly important

_____ not sure (*skip question n. 23*)

_____ no (*skip question n. 23*)

23. Why do you think reading books for pleasure in English is important?

From the list below, rank at least three reasons in order of importance. Write 1 for the most important reason, 2 for the second and 3 for the third.

- a. _____ could be useful also in other academic subjects
- b. _____ to acquire a wider range of vocabulary
- c. _____ could be useful for the English course
- d. _____ to learn more about other cultures
- e. _____ could be useful for my career
- f. _____ to enhance my knowledge and literacy on a general level
- g. _____ other reason (*write here*)

Appendix B

Contributing factors for ER motivation

I. de Burgh-Hirabe and Feryok's (2013) ten major factors affecting nine JFL learners' motivation for ER:

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
8. External demands
9. Distractions
10. Self-regulation

II. Ro's (2013) five contributing factors that changed an unmotivated reader to do ER:

1. Convenience or Accessibility
2. Satisfaction
3. Comfort or ease
4. Enjoyment
5. Usefulness

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