

Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

Torrin R. Shimono

Kindai University

Reference Data:

Shimono, T. R. (2016). Exploring mature, highly proficient L2 learners' reading motivations and attitudes. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the learner*. Tokyo: JALT.

To the best of my knowledge, there are no studies that have examined mature, highly proficient learners' long-term L2 reading motivation and attitudes in the Japanese context from a qualitative perspective. For the current study, 3 mature, highly proficient learners' long-term motivations and attitudes toward reading were explored through semistructured interviews. Three main themes emerged from the data: (a) similarities in the participants' L1 reading attitudes and some attitude shifts toward reading in the L2, (b) reading in English as a daily routine through sustained perseverance and effort, and (c) motivational management. The results showed that L1 and L2 reading attitudes were not the same for these learners. Moreover, 2 of the learners revealed profound reasons to incorporate L2 reading into their daily routine, and they have become skilled at managing their motivation for the lifelong learning process.

第2言語で読むことに対する長期間にわたる動機づけと態度について、成人の上級レベル学習者を対象に質的手法を用いておこなった日本での研究はまだ先例がないようである。本研究では半構造的面接を通じて、3人の成人上級レベル学習者の読むことへの動機づけと態度を探った。データから浮彫りとなったのは、(1) 第1言語で読む際の態度の類似性と、第2言語では読むことに対する態度が変わること、(2) 英語で読むことが継続的な努力による日課であること、(3) 動機づけの管理、という3点である。結果として、第1言語で読む場合と第2言語での場合とでは、読むことに対する学習者の態度が異なっていることが示唆された。また2人の学習者は、第2言語で読むことを日課にすることについて深い理由があることを示すと同時に、長期の学習課程で動機づけを自己管理することに長けるようになった。

Much attention has been devoted to classifying various types of L2 motivation (e.g., Clément & Kruidenier, 1983; Dörnyei, 2001, 2003, 2009; Gardner & Lambert, 1972; Noels, Pelletier, Clément, & Vallerand, 2000), but very few studies have applied those classifications to learners' long-term L2 reading motivation and attitudes from a

qualitative perspective in Japan (cf. Judge, 2011; Nishino, 2007; Takase, 2004). Ushioda (2001) argued that qualitative methods are better suited to investigate the role of motivation over long periods of time. However, the majority of L2 reading motivation studies so far in Japan have been quantitative questionnaire studies conducted in formal educational settings (e.g., Mori, 1999, 2002; Nishino, 2005; Takase, 2003, 2007). Moreover, the participants of the aforementioned studies have been students with elementary to intermediate proficiency. To the best of my knowledge, no studies have examined proficient and mature learners outside of the formal school setting. Gaining the insights of accomplished L2 learners' reading motivations and attitudes will be informative to language teachers and learners alike. Especially in Japan, where exposure to English is limited and daily usage might be infrequent, a further understanding of long-lasting motivations and positive attitudes toward L2 reading can ultimately help learners in their language learning goals. That is, such motivations and attitudes can be the foundation for an enduring L2 reading habit that can supply learners with mass quantities of input that helps language development, and the content can serve as a source of pure enjoyment—a window to a different culture or world. Thus, the current study used semistructured interviews to explore the long-term motivations and attitudes toward reading of three highly proficient, mature learners of English. The aim was to discover reasons why these learners have incorporated (or not incorporated) L2 reading into their daily routine.

Literature Review

Defining L2 Motivation and Attitude

Gardner (1985) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 10). It also has been defined as “the driving force in any situation that leads to action. . . . [It] refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn a second language” (Richards & Schmidt, 2002, p. 343). Dörnyei (2001) held that despite various working definitions, the essence of

Shimono: *Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes*

motivation could be boiled down to three facets: choice (often stemming from a learner's attitudes), effort, and persistence.

Although there are various definitions of L2 motivation, many include attitude as an integral component. Attitude has been defined by Allport (as cited in Gardner, 1985) as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 8). Although motivation and attitudes are closely related, Newcomb (1950) differentiated the two terms by explaining that motivations have an existing driving force but attitudes do not. Motives are often goal specific, but attitudes are object specific. When describing language attitude, Richards and Schmidt (2002) said, "Expressions of positive or negative feelings may reflect impressions of language difficulty or simplicity, ease or difficulty of learning, degree of importance. . . etc. [They] may have an effect on second language or foreign language learning" (p. 286). In sum, motivation and attitudes have vital influences on second language learning achievement, as posited by Gardner (1985).

Theoretical Framework

Prior to beginning the study, general L2 motivational theories along with L2 reading motivation models were considered to gain a comprehensive understanding of the construct. Four areas of motivational research serve as the theoretical framework that informs the current study: (a) self-determination theory, (b) possible selves theory, (c) a dynamic perspective, and (d) expectancy-value theory of reading with the L2 reading expectancy model.

Deci and Ryan (1985) proposed three motivational distinctions—intrinsic, extrinsic, and amotivation—that guide self-determined actions to varying degrees with self-determination theory. Intrinsic motivation is manifested in internally regulated, voluntary, and autonomous behaviors. Hence, the desire to learn an L2 derives from the enjoyment of the activity because it fulfills an innate human need for competence and self-determination such as the pursuit of knowledge, accomplishment, and intellectual stimulation (Noels et al., 2000). Extrinsic motivation, in which the learner's behaviors are shaped by external influences, has three levels: (a) external, (b) introjected, and (c) identified self-regulation. External regulation, the least self-determined type, is associated with effort and perseverance and derived from external sources such as rewards, punishments, or commands from authority figures. Introjected regulation is learning in response to external pressure that has been internalized and characterized by a desire to reduce guilt, impress or please others, or self-aggrandize (Noels, Clément, & Pelletier, 1999). Identified

regulation, the most self-determined type, is learning that is worthwhile for personal development or cultural reasons. Amotivation is defined as a lack of any substantial motivation; an amotivated learner would quit if given the opportunity.

Possible selves theory sheds more light on motivation as it emphasizes the impact one's self-definition has on behavior. Adding a temporal element, it shows how individuals view themselves in the future while simultaneously reflecting on their current and past selves. Markus and Nurius (1986) argued that examining individuals' ideas of what they see themselves becoming allows for a better understanding of what appear to be ostensibly illogical human actions and ideas. Three types of selves are espoused—ideal, probable, and feared selves. Csizér and Dörnyei (2005a; 2005b) used possible selves theory to develop the L2 motivational self system that outlines an ideal L2 self, an ought-to L2 self, and how the L2 learning experience plays a role in creating them. This model depicts the struggle L2 learners have when trying to minimize the discrepancies between their actual selves and idealized possible selves. Csizér and Dörnyei found that "this Ideal L2 Self is at the heart of motivated L2 learning behaviors" (2005a, p. 30).

More recently, Dörnyei (2009) has also focused on the dynamic properties of motivation. Although motivation has been traditionally defined as constant and slow to change, Dörnyei and Skehan (2005) emphasized a definition that highlights state versus trait: "Motivation does not remain constant, but is associated with a dynamically changing and evolving mental process" (p. 240).

Using expectancy-value theory, Wigfield and Guthrie (1995) posited that L1 readers' perceived chances of success and the value assigned to the task are the primary determinants of reading motivation. Day and Bamford (1998) drew from expectancy-value theory and proposed the reading expectancy model for L2 reading motivation. They divided expectancy into two factors: L2 reading ability and the quality of the reading materials (how interesting those materials are, language level, attractiveness of the books, and availability). Value is also separated into two components: attitudes toward L2 reading and sociocultural factors that include influences from family and friends. They found that motivation for L2 reading is influenced more by reading materials and attitudes and less by ability and the sociocultural environment. Ultimately, the reading expectancy model shows that noncognitive considerations such as emotion and attitude are relevant for L2 reading contexts. Though motivation is a complex construct, as it deals with ever-changing attitudes and behaviors in different environments, these ideas are useful in understanding the long-term L2 reading motivations and attitudes of participants in the current study.

L2 Reading Motivation Studies in Japan

L2 reading motivation studies in Japan have predominantly been quantitative questionnaire studies that have provided empirical support for the reading expectancy model. Mori (1999) examined Japanese university students and found that four types of students read a relatively large amount: (a) those who were grade oriented, (b) those who liked reading, (c) those who did not find it troublesome to go to the library to read, and (d) those who liked the materials. The participants in Mori's 2002 study were motivated to read primarily by four factors: intrinsic value, attainment value, extrinsic utility value, and expectancy for success. Takase (2003) also examined Japanese university students in an extensive reading program. The results confirmed Day and Bamford's (1998) belief that appropriate reading materials and attitudes are more important than reading proficiency and sociocultural environment. The results also showed that intrinsic motivation toward reading English was one of the strongest predictors of reading amount. Takase (2007) examined female Japanese high school students who read English extensively for 1 year. The results indicated that the two most influential factors were students' intrinsic motivation for L1 and L2 reading; however, no positive relationship between L1 and L2 reading motivation was observed. In some cases, the intrinsic motivation of enthusiastic readers was limited to L2 reading and did not extend to L1 reading habits.

Fewer qualitative studies in Japan have explored L2 reading motivation. Takase (2004) interviewed 81 high school students in an extensive reading course. She found that students' reading habits did not depend on either their parents' habits or their own L1 reading habits and that extensive reading was intrinsically motivating. Nishino (2007) conducted interview research in a 2.5-year longitudinal case study that looked at two middle-school students' reading strategies and motivational changes. Her findings support a dynamic view of motivation. Judge (2011) also conducted a 2.5-year, multicase study examining the motivations of nine avid readers in an extensive reading program at a private high school. He found similarities between the participants such as a love for reading and a desire for autonomy. The current study is an attempt to fill the methodological, contextual, and learner-profile gaps by looking at what constitutes the long-term motivations and attitudes toward reading of three mature, highly proficient Japanese learners from a qualitative perspective.

Research Questions

RQ1: How do participants describe their motivations to read in English (L2)?

RQ2: How do participants describe their attitudes to read in English (L2)?

Methodology

Participants

Three people participated in this study. They were selected because they were deemed to be highly proficient and successful English learners based on my prior working relations with them. This study was aimed at gaining insight regarding their motivations and attitudes toward reading in English.

The first participant was a 31-year old Japanese woman named Nana (pseudonym). She had spent 1 year in Australia and 7 months in Ireland. She reported a TOEIC score of 855 (reading: 375; listening: 480). Nana and I had been co-workers at an English school. She was observed to be a voracious reader and was habitually reading English books. These were not graded readers but original books. Her favorites included J. K. Rowling's *Harry Potter* series, *The Missing* by Sarah Langan, and *Before I Met You* by Lisa Jewell.

The second participant was a Japanese woman in her 40s. Kumiko (pseudonym) was a homemaker but held a license to teach English to children. She had lived abroad in Belgium for a year due to her husband's work. She had a TOEIC score of 895 (Reading: 400; Listening: 495). Kumiko was a student at the same English school and was enrolled in one of the highest level classes the school offered. During that time, she was encouraged to read more but often refused.

The third participant was a 42-year old Japanese man, Masao (pseudonym). Masao went to England periodically for a number of years to study a specialized form of English wrestling. He is also accomplished at English. He had achieved a perfect TOEIC score—990. Masao and I were co-workers. He worked as an English teacher and his duties consisted of teaching beginner students. He currently runs his own language school.

Data Collection Techniques, Ethics, Addressing Positionality, and Approach to Analysis

The participants were interviewed individually in English twice for approximately 1 hour each in a quiet, private setting. After the initial interview, follow-up interviews for fact checking, as well as to address anything that needed clarification, were conducted about 2 weeks later. Before the interviews, I explained the nature of the study and that participation was voluntary.

A semistructured approach was used. Preplanned questions were created in advance to target L1 and L2 reading motivations and attitudes. In addition, questions regarding the participants' reading history and experience were created based on Day and Bamford's (1998) ideas of learners' sociocultural environment and the impact this has on reading

Shimono: Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

motivation, attitudes, and habits (see Appendix A). The questions were first piloted with five peers: four with Master's degrees in TESOL and one with a doctorate in applied linguistics. The overall interview structure went from broader questions about the participants' attitudes towards reading in Japanese and English throughout their lives, to more detailed questions regarding the specifics of their reading motivations. Spontaneous and follow-up questions were also asked. Data were collected in English.

Regarding positionality, I took an emic approach because I had an insider perspective due to my relationships with the participants. Having seen them regularly for an extensive time, I believed I had gained their trust on a professional and personal level. However, during the period of this research, I had no working relations with the participants.

As anticipated, the participants were forthcoming with their responses. However, I strived to maintain professional distance during the interviews—to make the familiar strange and the strange familiar. In addition, I was cognizant about how I was perceived as a university teacher and researcher and how that might affect the participants' responses. Although I did not believe it to be an issue, the participants could have felt compelled to say things that they thought I wanted them to say. As a precaution, I asked many follow-up questions to verify their responses as well as confirm my interpretations. Nevertheless, considering these issues, I was conscious of the role that I played in the study when analyzing the data.

An inductive approach was taken to analyze the data. The interview transcriptions were reviewed numerous times for emerging themes. Thematic coding was performed to classify the salient themes (Saldaña, 2013), which revolved mainly around the participants' L2 reading motivations and attitudes.

Presentation of Findings

Three main themes emerged: (a) similarities in L1 reading attitudes and attitude changes toward L2 reading, (b) L2 reading as a daily routine through sustained effort, and (c) motivational management.

L1 Reading Attitude Similarities & L2 Attitude Changes

A surprising discovery was that when the participants were asked about their L1 reading habits, all responded with negative attitudes toward reading in Japanese, pointing out the cumbersome and mentally draining nature of the activity (Appendix B 1.1). When asked about how they felt about reading in English, Kumiko not only echoed her L1 reading sentiment, but also expressed some anxiety about reading English (Appendix B 1.2).

Masao, in contrast, had found a sense of comfort in English texts when he was a junior high school student (Appendix B 1.3). Similarly to Kumiko, Nana also commented that encountering many unknown vocabulary words when reading English was taxing for her. However, advice from her host mother when studying abroad had brought about an attitude change to L2 reading (Appendix B 1.4).

Reading in English as a Daily Routine

Despite lingering negative attitudes toward L1 reading, both Nana and Masao incorporated reading English into their daily lives. When Nana was asked about the role reading English has played in her life, she commented that it was a natural part of her day since she was 20 years old (Appendix B 2.1). Later in the interview, she mentioned that her host mother in Australia had told her reading in English was a good way to improve her English. Similarly, Masao saw reading as a direct way to improve his English. This was reflective of his long-term goals, one of which was to become like a native English speaker (Appendix B 2.2). Kumiko had practiced reading to achieve a high score on the TOEIC test in order to get her teacher's license (Appendix B 2.3). However, after she obtained that license, any motivation to habitually read ceased. Although she recognized the value of reading, she ultimately chose not to read based on her preexisting attitudes toward the activity (Appendix B 2.4).

Motivational Management

Because both Nana and Masao had made autonomous choices to integrate English reading into their everyday lives, they had learned how to manage their motivation for the long run. When Nana was asked about books she did not enjoy, she said she would simply stop reading and move on to another book (Appendix B 3.1). When Masao was asked how he reads every day, he described an efficient process of monitoring his motivation and stopping when he was tired (Appendix B 3.2).

Discussion

Kumiko

It was apparent that Kumiko had virtually no motivation to read habitually in either L1 or L2 due to the tiring nature of the task. This confirms Deci and Ryan's (1985) ideas of amotivation. Kumiko's comments, often coupled with nonverbal gestures such as shivering, also confirmed the finding that greater amotivation and negative attitudes are associated with greater anxiety and an intention to discontinue the activity (Noels et al., 1999).

Shimono: Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

The few times she had chosen to practice reading in English were due to the presence of external pressures and goals such as passing a teacher license test. This is consistent with the least self-determined type of motivation—external regulation. As is often the case, this type of motivation was short-lived.

Moreover, even though Kumiko recognized the value of reading as it related to improving her English, this did not compel her to read to a significant degree. Instead, Kumiko's negative attitudes took precedence and shaped how she learned English. This lends support to Wigfield and Guthrie's (1995) expectancy-value theory in that seeing the value of reading was not sufficient to motivate her to read on a regular basis. This also supports the idea that attitudes towards reading are a stronger predictor of motivation than actual abilities (Day & Branford, 1998). Despite being proficient in other language skills, Kumiko's comments suggest she often expected failure when trying to read in English.

Nana

The discrepancy between Nana's attitudes toward L1 and L2 reading echoes Takase's (2004, 2007) findings—that participants' L1 and L2 reading attitudes were not contingent upon each other. Despite her displeasure with L1 reading, Nana found sources of motivation to read in L2. The first source was her experience abroad. The advice from her host mother was a trigger that spurred her motivation to read more in English. Such advice also taught Nana how to deal with ambiguity in a second language. Nana commented that her host mother was very influential in shaping her attitude toward reading because she was a Dutch woman living in Australia. This suggests the importance of role models in language learning and how they are an important part of the L2 experience that can impact a learner's ideas of an ideal L2 self.

The second source of Nana's motivation stemmed from the materials themselves, such as well-written and engaging novels like *Harry Potter*. This also supports Day and Bamford (1998)—that motivation to read in an L2 is most strongly influenced by materials and attitudes and less by ability and environmental factors. These interesting stories facilitated Nana's intrinsic motivation—reading for the sake of pure enjoyment of the activity itself. Some of her comments, however, seem reflective of introjected motivation. When she said she felt like she “should” read, it appeared she had internalized the idea that L2 reading is beneficial and used it to continue the activity. It is also possible that Nana saw reading in English as a way to connect to her host mother and time abroad. Nevertheless, like the readers in Judge (2011), she had made a sustained effort to try to read in English every day, made autonomous choices about what she read, and had become adept at managing her dynamic motivation (as per Dörnyei, 2009) by discontinuing the activity when she felt it was necessary.

Masao

Like Nana, Masao's attitudes toward L1 and L2 reading were also different, further confirming Takase's (2004, 2007) findings. Masao's belief that English is textually more accessible than Japanese was revealing. Whether or not L2 reading was actually easier for Masao might not be the issue. Rather, this appeared to signal his preference for reading English over Japanese, which was reflected in his daily reading behaviors.

For Masao, reading as a daily routine was a means to become like a native speaker—his ideal L2 self. Markus and Nurius (1986) commented that possible selves theory often accounts for seemingly irrational thoughts and ideas: “Possible future selves, for example, are not just *any* set of imagined roles or states of being. Instead, they represent specific, individually significant hopes, fears, and fantasies” (p. 954). Although it might seem strange to some that Masao had such an intense desire to become like a native speaker, he seemed driven by the idea of perfection and that was self-satisfying for him. Moreover, Masao valued reading every day because he could see the connection to his English improvement. In essence, reading acted as his metaphorical window to proficiency. Persevering in reading English every day brought him one step closer to accomplishing his goals.

As a champion wrestler, Masao applied many principles he learned in wrestling to his daily reading practice. About making the decision to read in English for a lifetime, he commented that being strategic and being able to effectively manage emotion and effort had become necessary skills for this long-term endeavor. He knew that applying 100% effort all of the time is dangerous, and fluctuations in motivational intensity are to be expected (Dörnyei, 2009; Nishino, 2007). In the end, Masao essentially said that being realistic, practical, and efficient with the ups and downs of dynamic motivation are good ways to ensure the maintenance of an enduring, unyielding, and underlying motivation for life.

Conclusion

Three salient, overarching themes—L1 reading attitude similarities and L2 attitude changes, reading in English as a daily routine, and motivational management—were manifested throughout the interviews and best answered the research questions. All participants had negative L1 reading attitudes, yet two had changed their attitude toward L2 reading. The common sentiment was that reading in Japanese was difficult and tiring. Kumiko carried her negative reading attitudes over to English; Masao, in contrast, chose to overlook his visceral displeasure in favor of his dream of becoming like a native

Shimono: Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

English speaker. Nana's experience abroad and host mother in Australia played a pivotal role in reshaping her reading attitude, which in turn increased her motivation to read in her L2. After years of reading every day, Masao and Nana became their own motivational managers. Recognizing the ebbs and flows of motivation, they realized that motivation is a dynamic entity that can be tempered with a strategic approach.

Although the motivation to read might ostensibly be a simple choice, L2 reading motivations and attitudes that go into that choice are complex as they encapsulate emotions, personalities, pressures, experiences, and aspirations. These ultimately vary with every individual and the interplay of these factors cannot easily be summed up neatly among motivational theories or models. Although the data from the three participants generally supported previous research, there are most likely a multitude of other reasons that contribute to their motivation to read in the L2 that I could not capture in 2 hours of interviews. The ideas presented here afford a glimpse of the tip of the motivational iceberg and are by no means meant to wholly explain, or be representative of, these learners. Rather the opposite—they are meant to display the complexity and uniqueness of every individual language learner and what goes into the choices they make.

Bio Data

Torin R. Shimono is an English instructor in the Law Department at Kindai University and a member of the seventh doctoral cohort (TESOL) at Temple University Japan, Osaka campus. He is also a copyeditor and proofreader for *The Language Teacher*. His research interests include second language reading fluency, speaking fluency, pronunciation, motivation, vocabulary, and testing. <tud21303@temple.edu>

References

- Clément, R. & Kruidenier, B. G. (1983). Orientations in second language acquisition: I. The effects of ethnicity, milieu and target language on their emergence. *Language Learning*, 33, 272-291. <http://dx.doi.org/10.1111/j.1467-1770.1983.tb00542.x>
- Csizer, K., & Dörnyei, Z. (2005a). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89, 19-32. <http://dx.doi.org/10.1111/j.0026-7902.2005.00263.x>
- Csizer, K., & Dörnyei, Z. (2005b). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, 55, 613-659. <http://dx.doi.org/10.1111/j.0023-8333.2005.00319.x>
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge, UK: Cambridge University Press.
- Deci, E., & Ryan, R. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. London, UK: Longman.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53, 3-32. <http://dx.doi.org/10.1111/1467-9922.53222>
- Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. *Language Learning*, 59, 230-248. <http://dx.doi.org/10.1111/j.1467-9922.2009.00542.x>
- Dörnyei, Z., & Skehan, P. (2005). Individual differences in second language learning. In C. Doughty & M. Long (Eds.), *Handbook of second language acquisition* (pp. 589-630). <http://dx.doi.org/10.1002/9780470756492.ch18>
- Gardner, R., & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, UK: Edward Arnold.
- Judge, P. B. (2011). Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program. *Reading in a Foreign Language*, 23, 161-186.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954-969.
- Mori, S. (1999). The role of motivation in the amount of reading. *Temple University Japan Working Papers in Applied Linguistics*, 14, 51-68.
- Mori, S. (2002). Redefining motivation to read in a foreign language. *Reading in a Foreign Language*, 14, 91-110.
- Newcomb, T. (1950). *Social psychology*. New York, NY: Holt.
- Nishino, T. (2005). Japanese high school students' L2 reading motivation. In *Lifelong Learning: Proceedings of the 4th Annual JALT Pan-SIG Conference*. Retrieved from <<http://jalt.org/pansig/2005/HTML/Nishino.htm>>
- Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a Foreign Language*, 19, 76-105.
- Noels, K. A., Clément, R., & Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *The Modern Language Journal*, 83, 23-34. <http://dx.doi.org/10.1111/0026-7902.00003>
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57-85. <http://dx.doi.org/10.1111/0023-8333.00111>
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*. London, UK: Longman.

Shimono: Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage.
- Takase, A. (2003). *The effect of extensive reading on the motivation of Japanese high school students* (Unpublished doctoral dissertation). Temple University, PA.
- Takase, A. (2004). Investigating students' reading motivation through interviews. *Forum for Foreign Language Education*, 3. Institute of Foreign Language Education and Research, Kansai University, Osaka: Naniwa Press.
- Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19, 1-18.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 93-126). Honolulu: Second Language Teaching & Curriculum Center, University of Hawaii.
- Wigfield, A., & Guthrie, J. T. (1995). *Dimensions of children's motivations for reading: An initial study*. Athens, GA: National Reading Research Center.

Appendix A

Preplanned Interview Questions

Reading Attitudes

1. What is your general attitude toward reading in English?

Reading History and Experience that Shape Motivation and Attitudes

2. Could you tell me what it was like to learn how to read in English?
 - How did you feel?
 - There are many signs in English in Japan. Did you read them?
 - Were you curious about English text?
3. How much English did you read in junior high school?
 - High school?
 - 20s?
 - Juku?
 - 30s?
 - University?
 - 40s?
4. What kind of things did you read in English during those times?
5. Can you tell me about a book that you read in English?

Reading Motivation

6. What were your motivations to read in English during those times?
7. Did your motivation/purpose to read in English change throughout your life?
8. Did you ever feel that reading English came easy or difficult for you?
 - If you thought it was difficult, could you describe some of the difficulties of reading in English? For example, the letter-sound correspondence does not always match in words such as *though* and *through*.
9. Has anybody such as a teacher or parent encouraged you to read for pleasure in English?
10. What kind of things do you read in English now?
11. How much do you read in English now?
 - How much time do you spend per week/month reading English?
12. What is your purpose when you read in English now?
13. What is the value of reading in English to you now?

Appendix B

Interview Transcription Excerpts

Speakers' words were edited for length and relevance but retain the original contextual meaning.

1.1

Nana: I don't read in Japanese . . . It's very difficult . . . When I find something I don't understand, I just don't feel like reading anymore. (Interview #1)

Kumiko: *Mendokusai* [troublesome], . . . *shindoi*. Tiring. (Interview #2)

Masao: Actually, I don't like reading . . . very much. I hated it (laughs). (Interview #3)

1.2

Researcher: Okay. So when you see English texts, like English words, how do you feel? What kind of impression does it give you?

Kumiko: Ahh *ano* [um], like I can't understand. It's like. No! I can't understand . . . English.

Researcher: Okay. Tell me more about that.

Shimono: Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

Kumiko: Ah, so when I try, *nanka* [something like], to read English articles, news *toka* [for example], *yappari* [as I can guess], there are so many unknown words . . . Ah! I give up.

1.3

Masao: Well, in a way, I thought English would be easier than Japanese because there is only 26 alphabet. Whereas *kanji*, we had . . . I don't know how many *kanjis* I have to learn. Thousands.

Researcher: Right. So did you think reading in English was easier?

Masao: Yeah.

Researcher: And you still think so now?

Masao: Yeah, now too.

1.4

Researcher: But I remember you saying that reading in Japanese makes you tired.

Nana: Yes.

Researcher: How about reading in English? Doesn't it make you tired too?

Nana: No, like maybe at first, it was very tiring because there are so many words I don't know. But I got used to it. Like my host mother was saying, um, when they said to me I should read more and I asked them, "What if I don't understand some words?" And she said, "I got used to it. You could understand books if I don't understand every word." I don't have to understand every word to read a book. Yes. She said.

Researcher: Oh, well that's good advice.

Nana: Mmm. So, I got that now.

2.1

Researcher: Okay, so every night do you feel like you have to read or you feel really motivated to read?

Nana: Um, it's like my habit to read before I sleep.

Researcher: Oh, okay.

Nana: Or sometimes I have to read because I'm really interested in, into the story.

Researcher: Right.

Nana: But sometimes, I feel like I should read.

Researcher: But nobody is pushing you to read.

Nana: No.

2.2

Researcher: So basically now, you read English every day?

Masao: Yeah yeah, now yes.

Researcher: So what motivates you to continue to read then?

Masao: I want to be able to use English perfectly.

Researcher: Perfectly?

Masao: Perfectly, like a native speaker. In every skills—reading, writing, and speaking, listening, every skills, yeah. I just want to improve my English.

Researcher: To a native level?

Masao: Yeah, I know it's very very difficult and almost impossible, I know it but I want to get close to it.

2.3

Kumiko: So, I had to take the third TOEIC. I wanted to get that license. Because of that license, I had to take the TOEIC.

Researcher: Oh, I see. So there was a goal for you to get a good score. And you wanted to achieve the goal.

Kumiko: Yeah, I had to take more than 730. That was a condition of the [teaching] license. So I took TOEIC . . . I practiced for it.

2.4

Kumiko: In English, I think it's very important to read lots of books, I know, but . . .

Note. Kumiko did not finish the sentence possibly because she did not want to keep repeating how much she dislikes reading.

Shimono: Exploring Mature, Highly Proficient L2 Learners' Reading Motivations and Attitudes

3.1

Nana: Yeah, like when I don't like the book, I don't read the whole thing. I don't finish reading.

3.2

Researcher: Oh I see. So I get the general feeling that it's better, at least for you, to keep the activities relatively short to keep your attention, practice a little bit here and there . . .

Masao: Yeah, if you feel stress, that's no good. Reading is difficult, I'm feeling stressed. So then I stop. And then maybe you can come back to it later. So yeah, I always put it in the same way as I do sports. Sports too. When you're really really tired, and you keep doing it, then that's no good. In wrestling, especially, that's dangerous! You get injured.

Researcher: So it seems you continuously monitor your motivation?

Masao: Yeah right, I check it all the time. Efficiency. That's important.