

A longitudinal study of Japanese learners who continued extensive reading:

An analysis of records throughout
elementary, junior high, and senior high school

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TERAKOYA English

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Background: Reading-focused English programs for young learners in the community

- Part of free-of-charge weekend programs
- 2 mixed-grade classes:
 - 1) Learn-to-read class (2004-)
1st-6th grade students (supported readers)
 - 2) Extensive reading class (2009-)
7th-12th grade students (independent extensive readers)
- Both classes include: In-class activities & take-home reading

Background: Reading-focused English programs for young learners in the community

1) Basic (Learn-to-read) class (2004-)

- In-class activities (1.5-2 hours)

 - Explicit learning for vocabulary, phonics, orthography, syntax

 - Content-based learning for cultural awareness

 - Reading to learners

 - Reading along

- Take-home reading

 - Reading books with audio supports using CDs

- Creative and cooperative project with content-based learning
making & performing a play (3 months / year)

Background: Reading-focused English programs for young learners in the community

2) Advanced (Extensive reading) class (2010-)

- In-class activities

 - Oral communication

 - Book talk

 - Writing book reports

 - Listening activities: movies, news programs

- Independent reading:

 - book talk, book report

- Creative and cooperative project with content-based learning:
making & performing a play (3 months / year)

From 'Learn-to-read' in English to extensive reading

Reading out young beginner's books with audio support

Main series used

- Reading AtoZ (AtoZ)
- Oxford Reading Tree (ORT)

*For beginners

- Sight Word Readers (SWR)
- High Frequency Readers series (HFR)

Procedure:

- 1) Choose books from suggested series and levels
- 2) Read out books with audio support at home
- 3) Read out books in the following week, listened by the teacher.
- 4) Write the book title(s) in the reading log.

From 'Learn-to-read' in English to extensive reading

⇒ **+ Reflecting on the book (Write / tell comments of 3-5 words.)**

- ☑ Get used to reading out with audio support
- ☑ Awareness of word boundaries is developed
- ☑ Can copying titles accurately
- ☑ Can copy titles fluently

Comments of 3-5 word: examples

It was fun. / It was not fun.

It was a good / sad / scary story.

It was difficult. / It was easy.

I like ... / I don't like ... etc.

From 'Learn-to-read' in English to extensive reading

⇒ + Practice to grasp the outline of books

- ☑ Can generally read out fluently without audio support, with comprehension of each sentence,
 - ✓ Sight vocabulary increased
 - ✓ phonemic awareness developed

- 'Pick-up' reading (initially with assistance)
- 'Pick-up' summary report (with a short reflection)
- Share 'pick-up' reading with peers
- Summary in L1
- Summary in the target language

*The order of these steps are changed and / skipped according to abilities and personalities.

From 'Learn-to-read' in English to extensive reading

⇒ Extensive reading (+ in-class interactive activities)

- ☑ Can read books independently and silently
- ☑ Can summarize a book (using expressions in the book)
 - = can grasp the outline of a book

Nation and Waring (2020)

extensive reading

= “independently and silently reading lots of books which are at the right level for them”

- Reading books independently at each level
- Book talk with peers
- Book report (written short summary with comments)

Research questions

RQ1: How do reading amount and incidental lexical input change through long-term reading?

RQ2: How do the types and levels of books read by learners change and vary?

RQ3: What kind of factors would affect long-term L2 reading (in Japanese cultural context) ?

Participants

Inclusion criteria for participants in the study

- 1) Japanese students who joined the learn-to-read program during/ before elementary school period (1st – 6th grade) and continued reading until senior high school period (10th-12th grade)
- 2) Students who have no family members who use English as L1
- 3) Students who have not stayed in English-speaking environment for more than 3 consecutive months

⇒ 9 program participants who (and whose parent) agreed to participate in the study.

Participants in this study (2004-2023)

Participant	gender	period (school grades)
A	female	9 yrs. 6 mos. (3 rd - 12 th)
B	female	14 yrs. 6 mos. (Pre-1st - 12 th)
C	female	12 yrs. 6 mos. (Pre-3 rd – 12 th)
D	female	9 yrs. (2 nd – 11 th)
E	female	12 yrs. 6 mos. (Pre-3 rd – 12 th)
F	female	7 yrs. 6 mos. (5 th – 12 th)
G	male	7 yrs 4 mos. (4 th – 11 th) *ongoing
H	male	7 yrs 4 mos. (4 th – 11 th) *ongoing
I	female	13 yrs (Pre-2 nd – 11 th)

Method of analysis

RQ1: How do reading amount (\Rightarrow tokens / running words) and incidental lexical input (\Rightarrow word types) change?

- Titles of books read each year were collected from each participant's reading record and all the texts read by each participant were electronized.
 - Reading history corpus was built for each participant.
 - 1) Reading amount \Rightarrow the number of **tokens**
 - 2) Lexical input \Rightarrow the number of **word types**
- Software: WordSmith Tool, ver. 6.

Cf. Tokens vs. word types

e.g. *This presentation is not as interesting as I expected.*

(9 tokens, 8 word types)

Method of analysis

RQ2: How do the types and levels of books read by learners change and vary?

- Books read by the participants were categorized by main target readers and levels.
- Book selection phases each participant went through were observed.

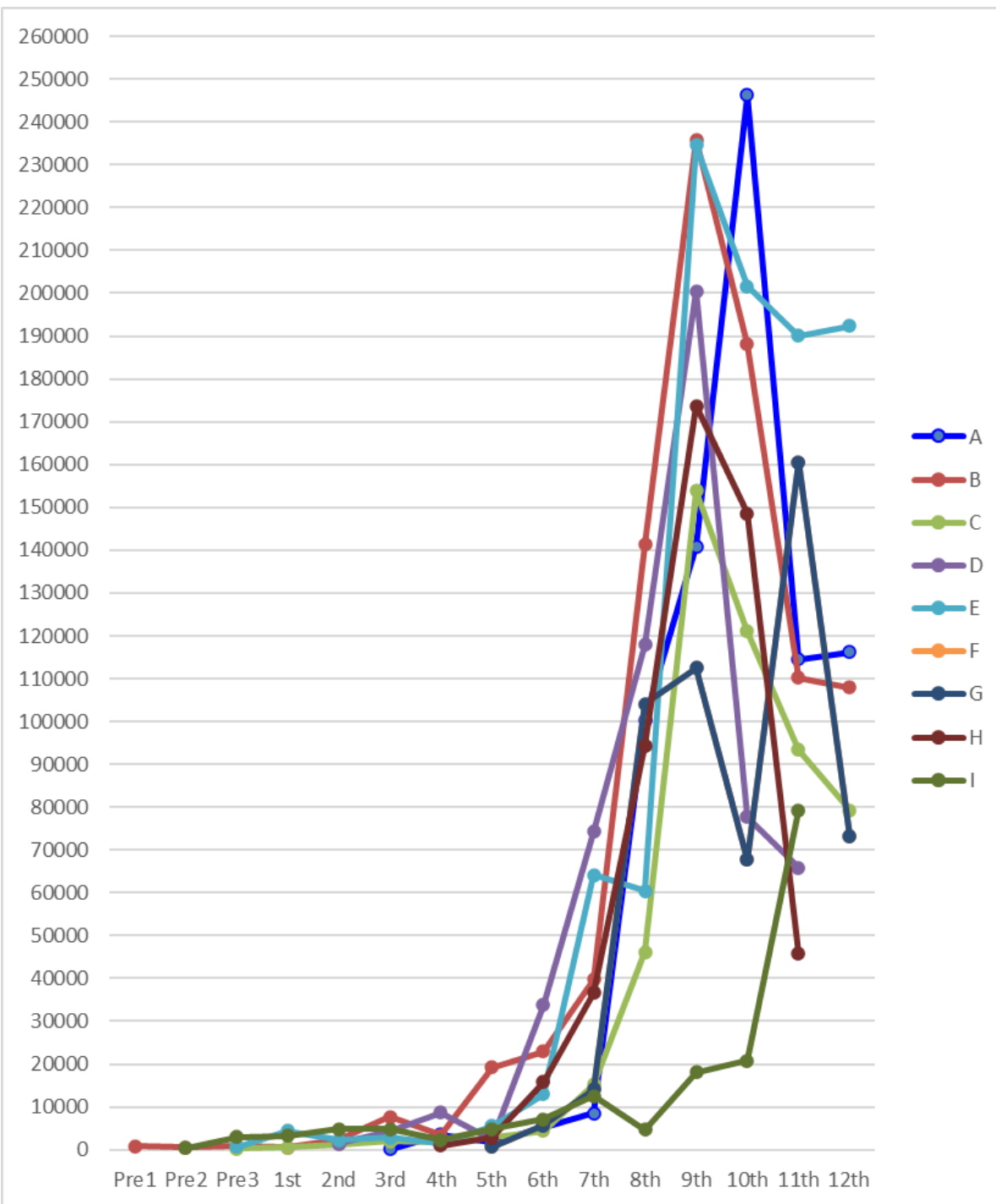
RQ3: What kind of factors would affect long-term L2 reading (in Japanese cultural context) ?

- Interviews (with A, B, C, D, E, I) during 8th/9th/10th grade year
- Notes from teaching logs

Comments made by participants were picked out from the teaching logs

Results (1)

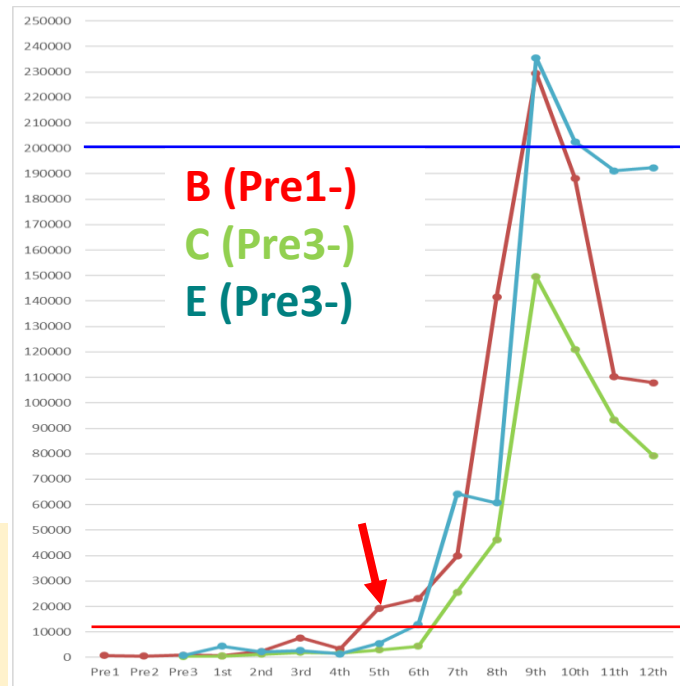
RQ1: How do reading amount and incidental lexical input change through long-term reading?



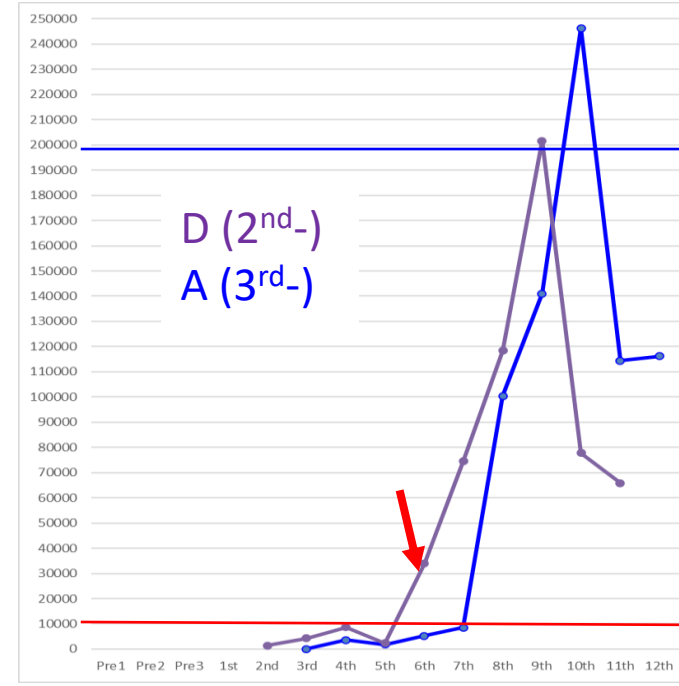
Growth of reading amount

- 1) Reading fluency improves
- 2) Longer concentration time in L2 reading
- 3) Vocabulary growth

(1)
Preschool
-(almost)
1st grade

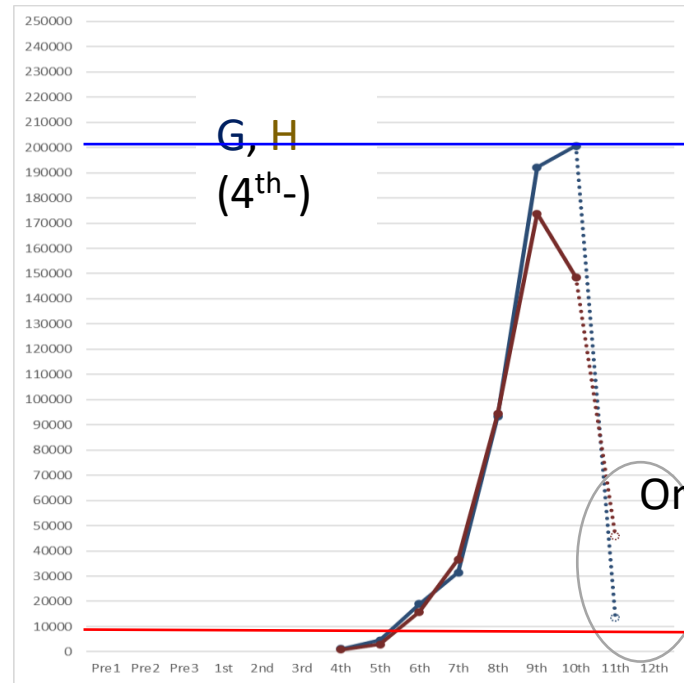


(2)
2nd- 3rd



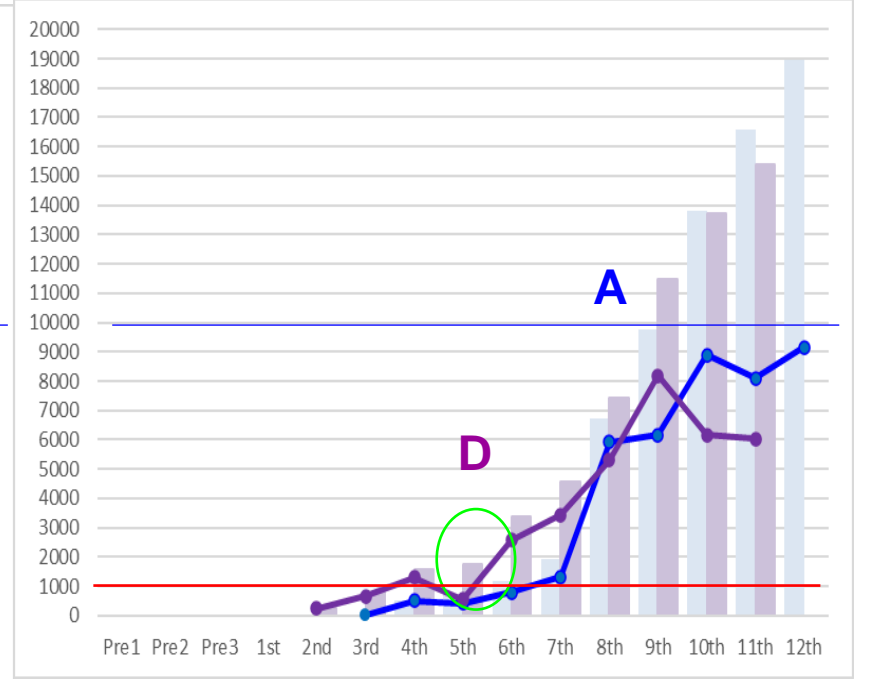
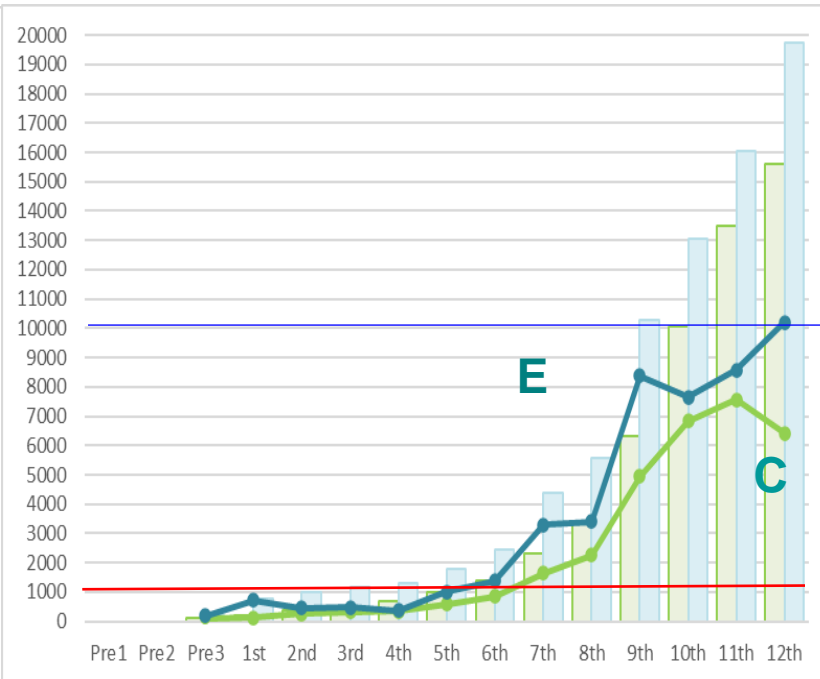
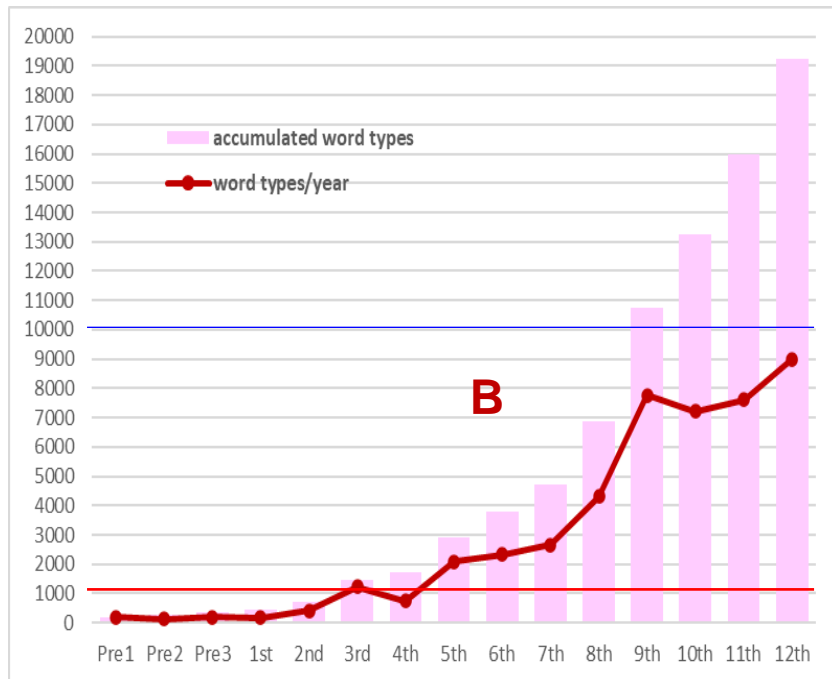
Reading growth by
onset school grade

(3)
4th grade

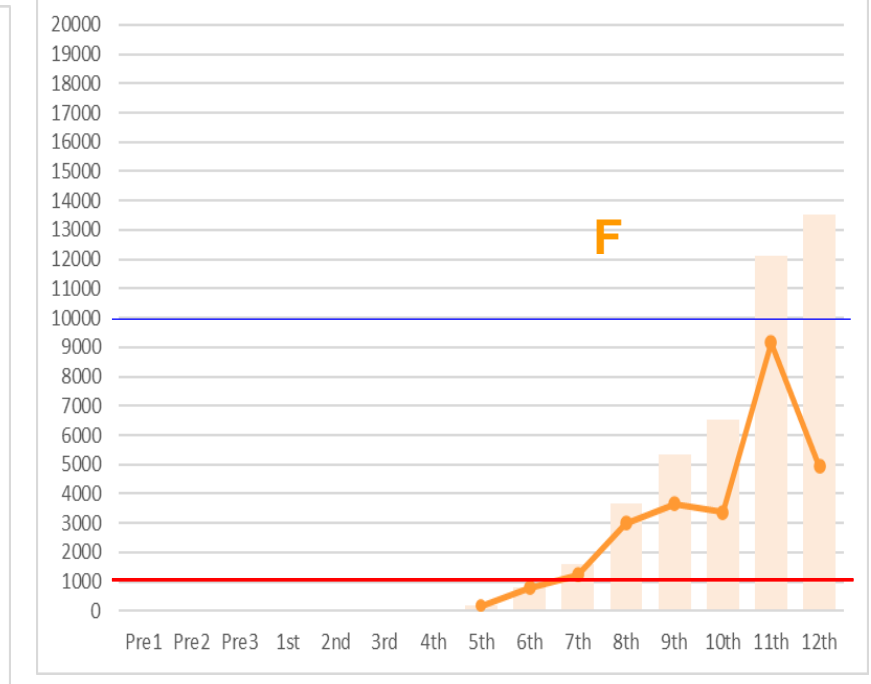
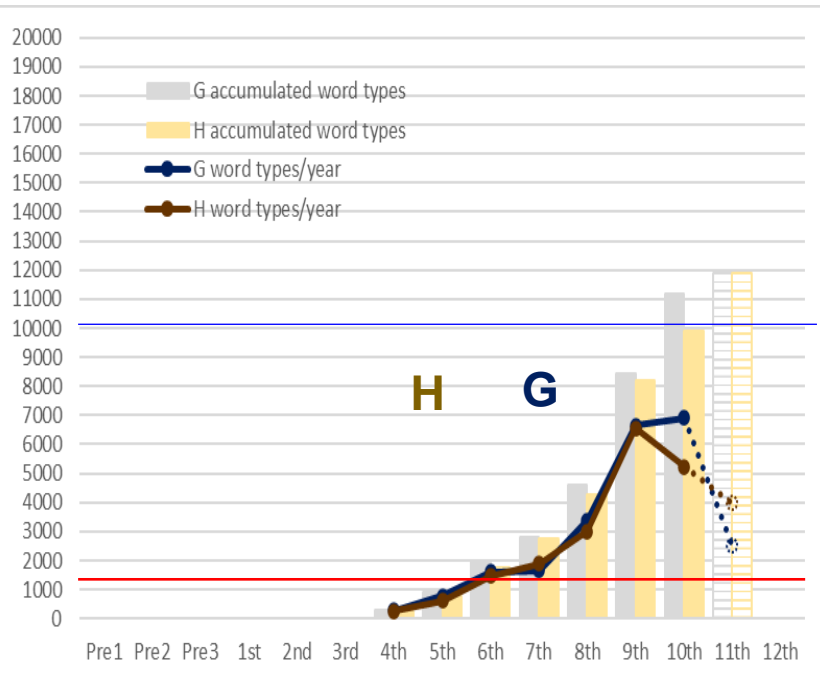


(4)
5th grade

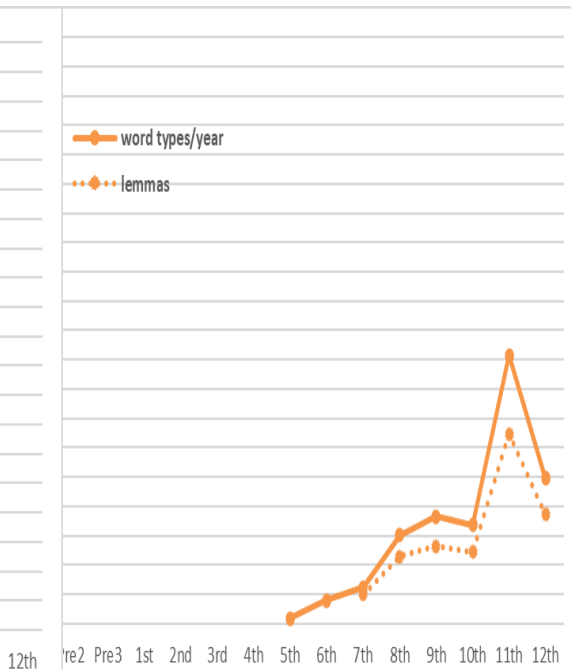
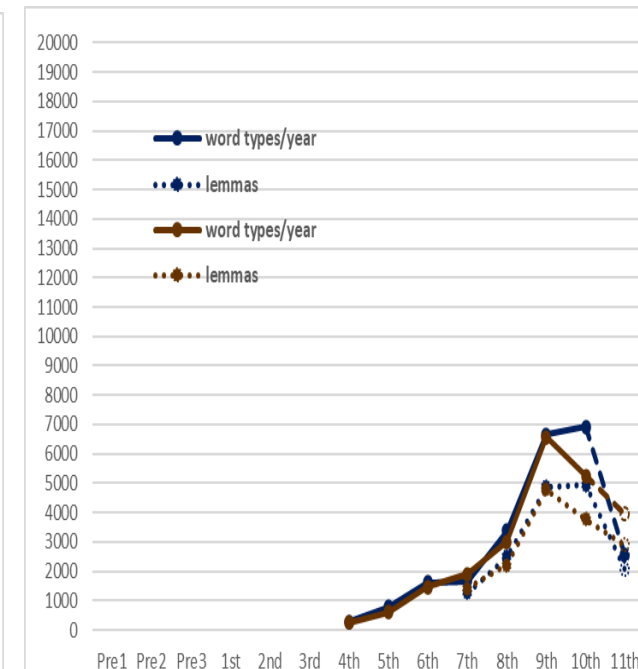
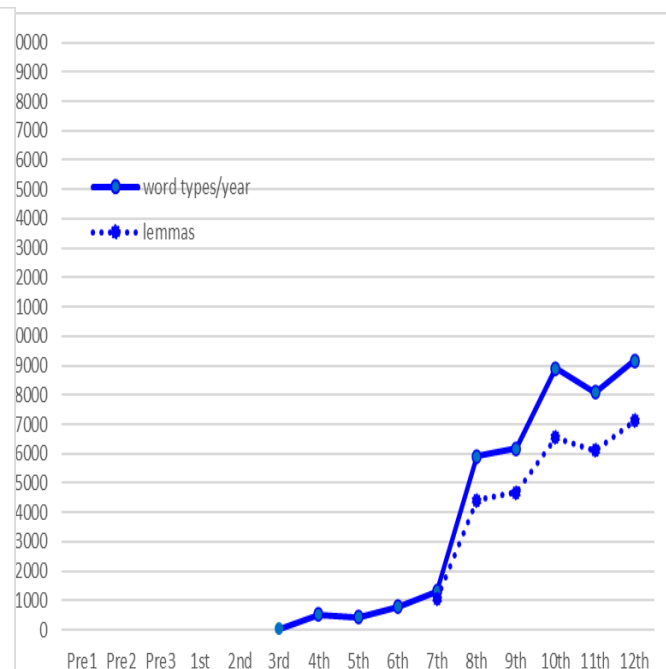
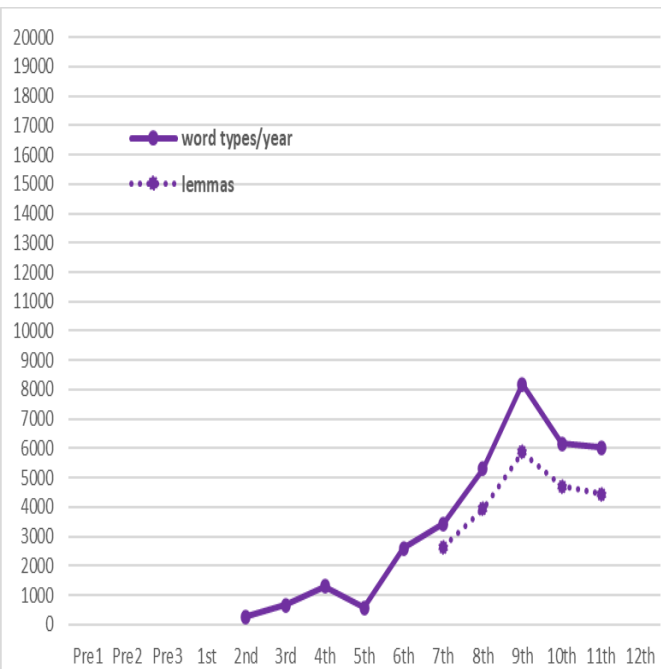
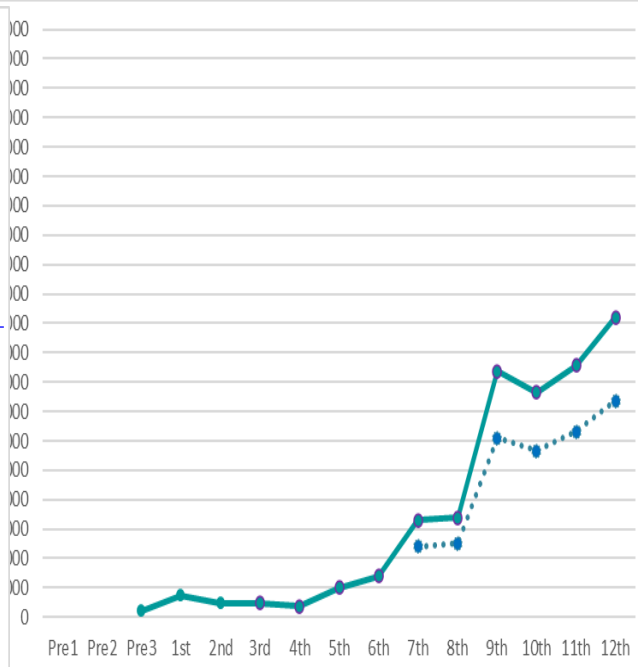
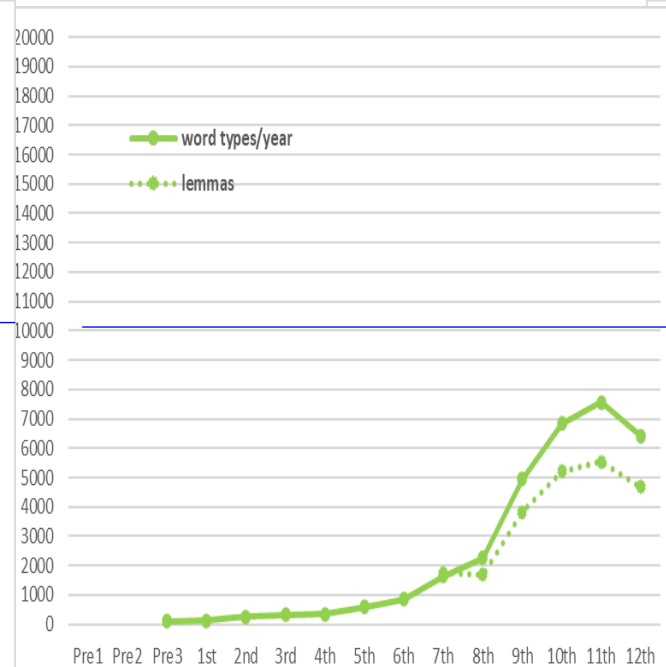
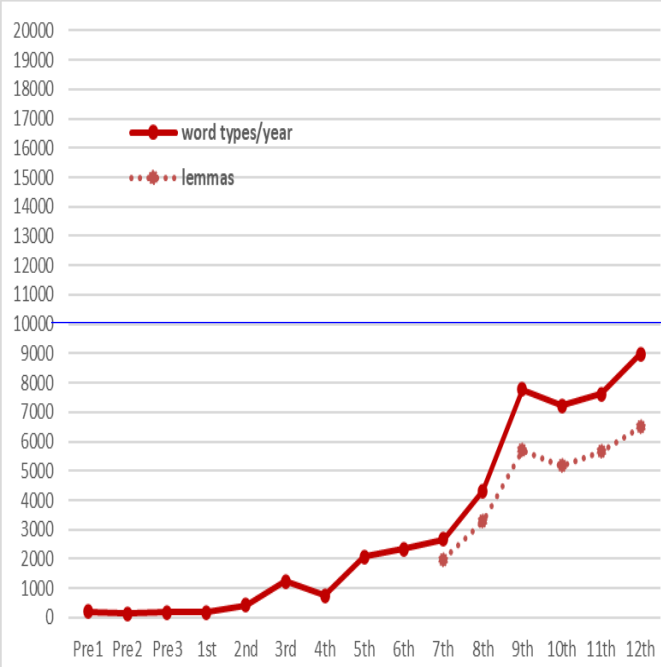




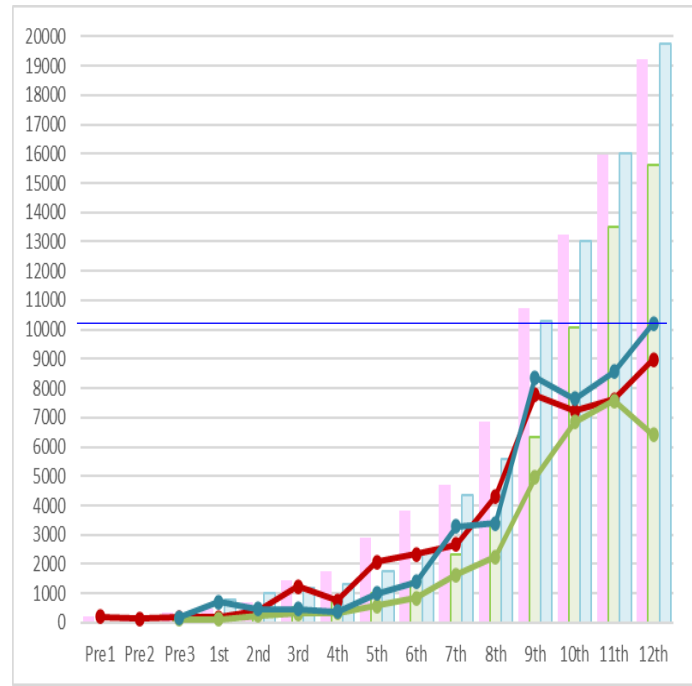
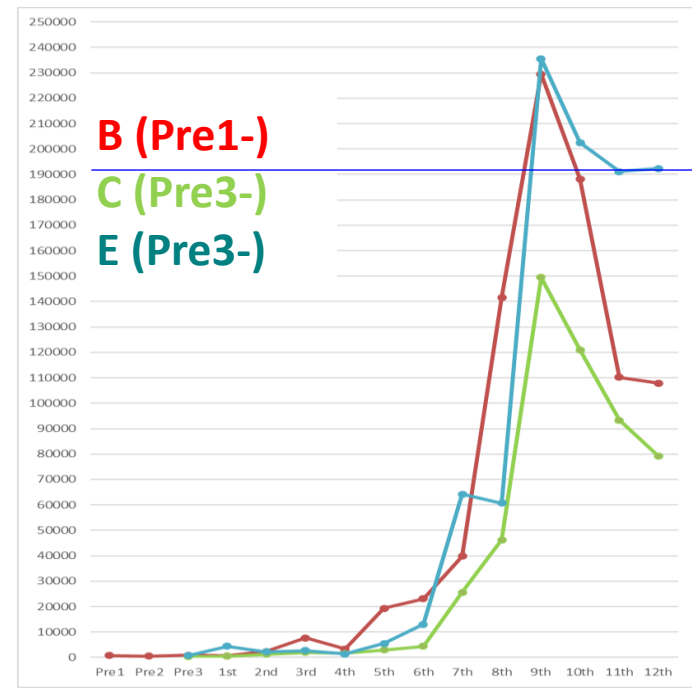
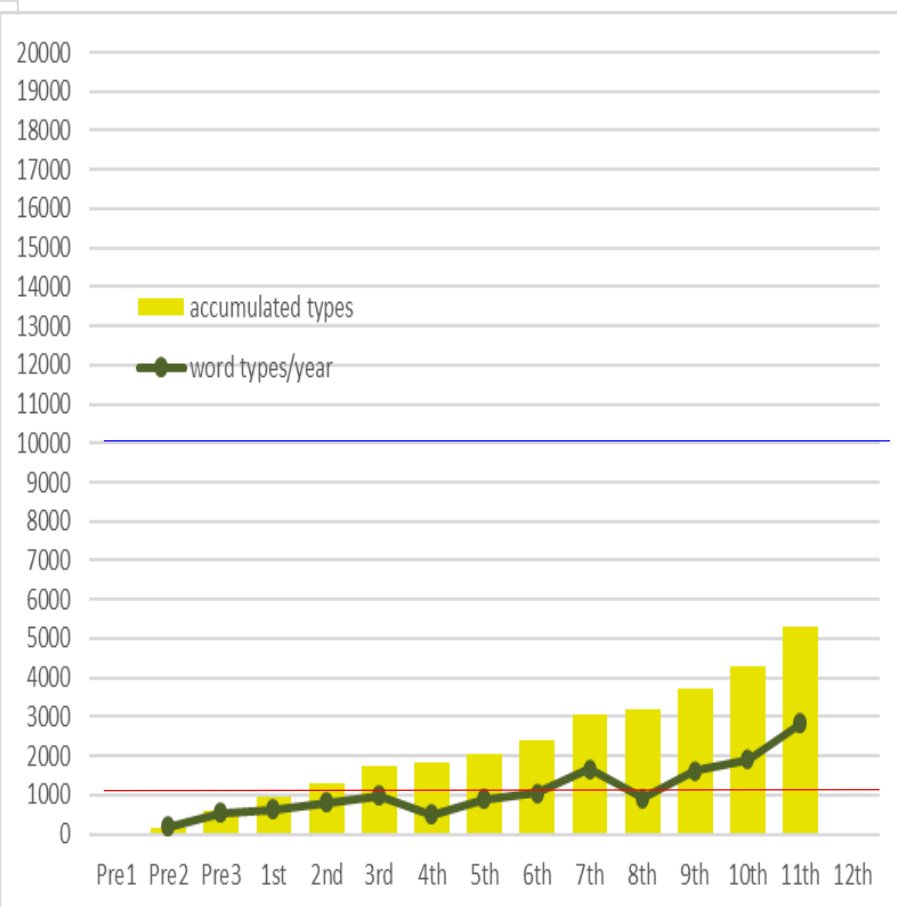
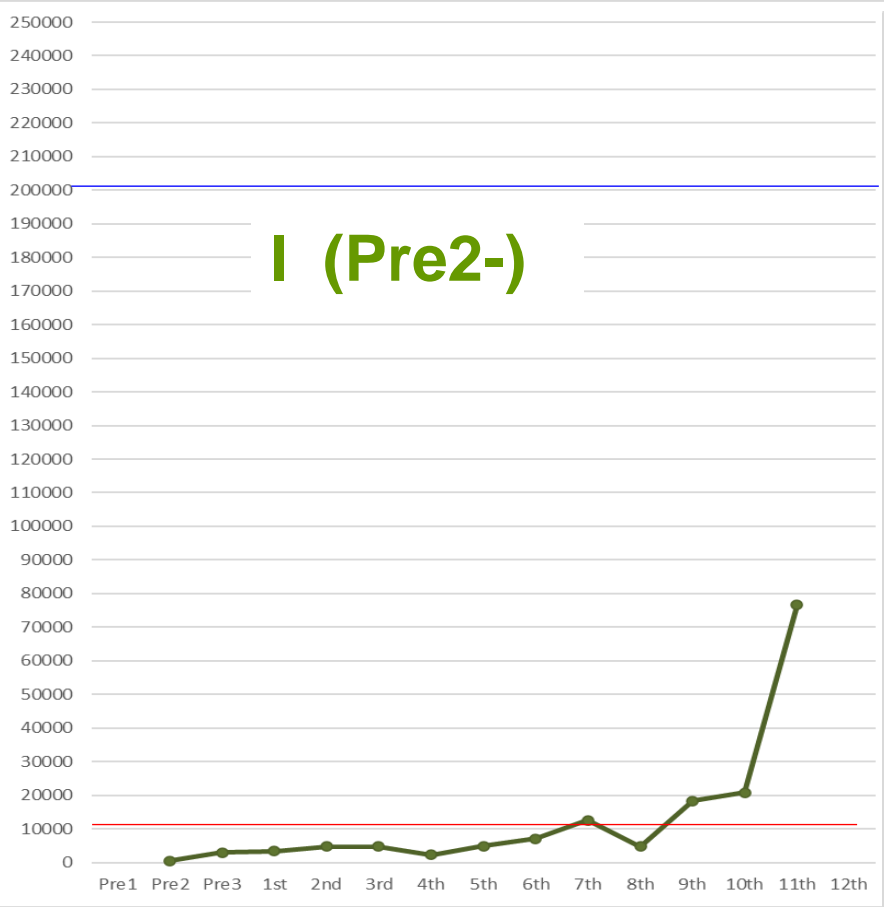
Word types / year (line) & accumulated word types (bar) by onset school grades



Word types + lemmas after the 7th grade



Participants with special support needs



Results (2)

RQ2: How do the types and levels of books read by learners change and vary?

Classification of book selection phases

- ① Learn-to-read books for young beginners

- ②-A Graded Readers for adults (starter level)
- ②-B Graded Readers for adults (elementary level)
- ②-C Graded Readers for adults (intermediate level)
- ②-D Graded Readers for adults (advanced level)

- ③-A Non-graded shorter books for L1 children
- ③-B Non-graded longer books for L1 children
- ③-C Non-graded books for L1 teenagers - adults

① Learn-to-read books for young beginners

Reading A to Z (aa-H)

Oxford Reading Tree (1-9)

	Ave. tokens (range)	Word types/book		Ave. tokens (range)	Word types/book	
AA	18.3 (14-32)	8-12		1+	36.8 (10-90)	3-40
A	32.3 (17-57)	8-21		2	70.8 (32-133)	9-54
B	45.9 (20-128)	9-37		3	93.9 (67-139)	19-66
C	61.1 (39-177)	13-44		4	153 (61-326)	33-134
D	80.0 (53-132)	19-58		5	341.9 (167-604)	69-247
E	104.7 (69-143)	26-72		6	517.8 (437-737)	135-204
F	145 (85-262)	36-112		7	908.6 (835-1049)	206-295
G	189 (133-258)	48-108		8	939.2 (878-1034)	269-319
H	237.5 (180-344)	67-157		9	1459.3 (1388-1507)	325-427
I	308 (182-678)	93-248				
J	344.6 (202-542)	99-542				

Other series: High Frequency Readers, Sight Word Readers, Step into Reading ...etc.

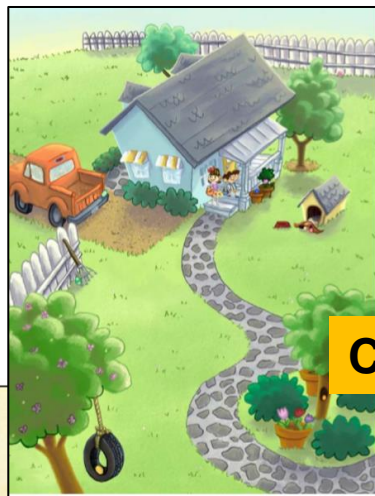


aa

A big house.



A big dog.



C

Today is Easter!
Can we find all seven
Easter eggs?



The first egg
is in the tree.

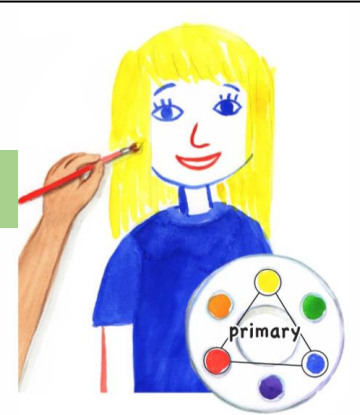


F

What colors will I choose for
my paintings?

Color Wheel Colors • Level F

3



I will choose primary colors
for this one.
Red, yellow, and blue are
primary colors.

4

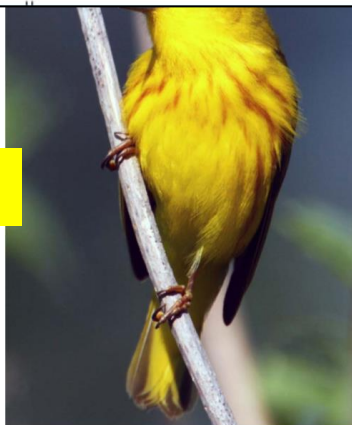


A

This bird is green.

Bird Colors • Level A

3



This bird is yellow.

4



D

Fall is the time
to plan for flowers.



"But winter is coming,"
Rex said.

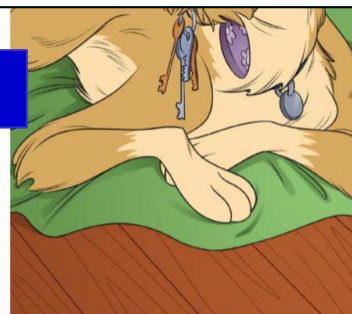


B

Drop the slipper, Gus.

Drop It! • Level B

3



Drop the keys, Gus.

4



E

Dad and I do things
together on Father's Day.



Dad and I eat breakfast
on Father's Day.



G

Step 1: Design and Planning

He needs to choose the size
and look of the guitar.
Then he plans his design
on paper.



Step 2: Tracing and Cutting

Next, he traces the design
onto wood.
Then he cuts the wood.



24th Street Mini-Park, San Francisco, California

H

A pocket park is like a regular park,
only smaller.
A pocket park can take up
a city block.
It can also be as small
as a parking space.

Pocket Parks • Level H

5



Detroit, Michigan

Lots of Empty Lots

An empty lot is a great place
for a pocket park.
It can take many workers
to build one.

6

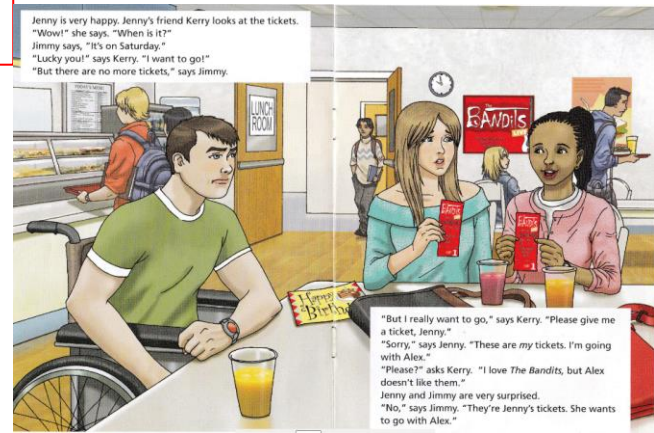
②-A Graded Readers for adults (starter level)

Cf. AtoZ level I	308 (182-678)	93-248
level J	344.6 (202-542)	
ORT level 6	517.8 (437-737)	135-204

Foundation Reading Library	Ave. tokens	Word types/book
Level 1	574 (501-688)	113-150
Level 7	2,644 (2276-2884)	2275-2880

Oxford Bookworms (OBW) Starter	1,565 (1305-1794)	285-435
MacMillan Readers (MMR) 1	1,404 (536-2983)	186-524
Penguin Readers (PGR) Easystart	919 (269-1333)	118-304
Cambridge English Readers (CER) S	2551(1983-4504)	324-550

→ Page Turners (PT) level 1-2



Bobby takes his shirt and gives Ash a bad look. But Ash doesn't stop. He takes another shirt, then some pants. Everything is brown or gray. "Ligh, Bobby," he says, "you have some really uncool things here. Why don't I help you look cool?" Ash is smiling all the time; it's hard for Bobby to get angry. Ash goes to his clothes and gets a white shirt. He puts it next to Bobby.
 "There!" he says. "It looks good on you!"
 Bobby looks in the mirror and sees that Ash is right. The shirt does look good on him. "I don't think about clothes much," says Bobby.
 Now Ash is right next to Bobby and looking at the photo of Bobby and his mom and dad.
 "That's my mom and dad," Bobby says.
 Ash doesn't reply. Bobby sees he's laughing.
 "What is it?" Bobby asks.
 "Nothing," Ash says.
 "What? What's so funny?"
 Is he laughing at my photo? Bobby thinks.
 "Here give me that," Bobby says. He takes the photo and looks at it.
 "I'm sorry, Bobby," says Ash. "It just looks funny."
 Ash hits Bobby on the back again, and says, "Hey, there's a party this evening over at the girls' dorm. Why don't we go?"



②-B Graded Readers (elementary level)

②-C Graded Readers (Intermediate level)

②-D Graded Readers (Advanced level)

Headword level -1000

CEF: A1-A2

Page Turners (PT) level 3-6

Oxford (OBW) level 1-2

MacMillan Readers (MMR) level 2

Penguin Readers (PGR) level 2

Cambridge English Readers (CER) level 1-2

Headword level 1,000-2000

CEF: A2-B2

PT level 7-10

OBW level 3-4

MMR level 3-5

PGR level 3-4

CER level 3-4

Headword level 1,000-2000

CEF: B2-C1

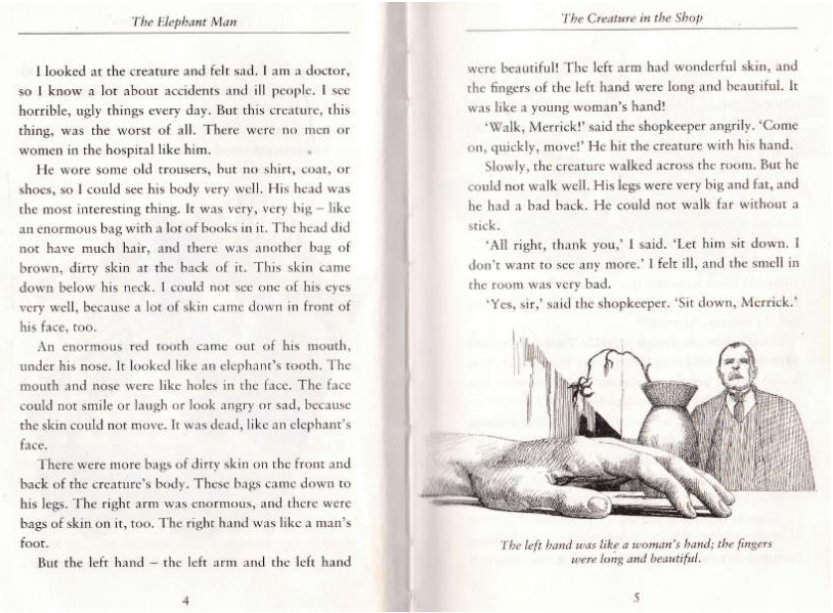
PT level 11-

OBW level 5-6

MMR level 5-6

PGR level 5-6

CER level 5-6

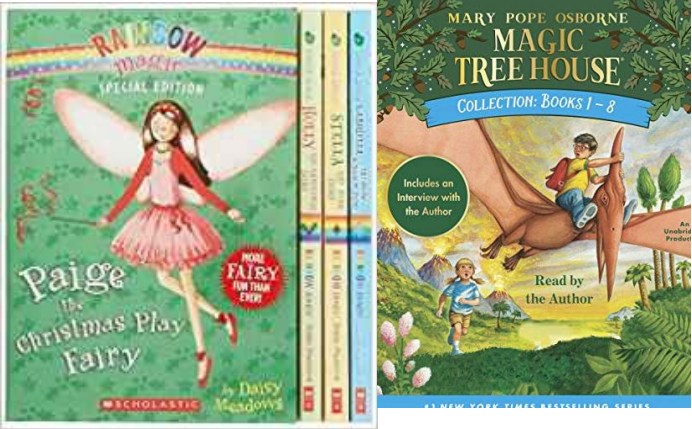


③-A Non-graded books for L1 children

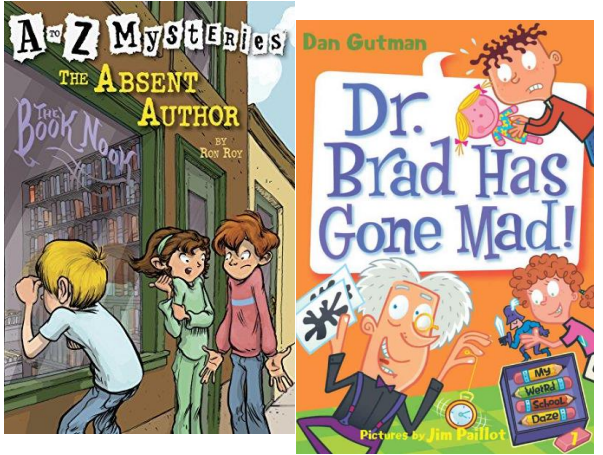
③-B Longer books for L1 older children

③-C Books for L1 teenagers - adults

Magic Tree House series (4-8)
Rainbow Magic series



A to Z Mysteries (Ages 6-9)
My Weird School series (6-10)

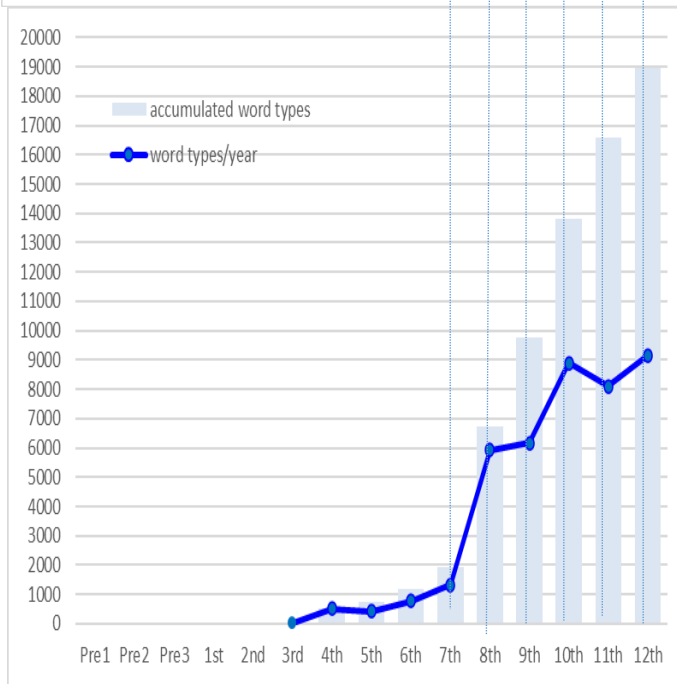
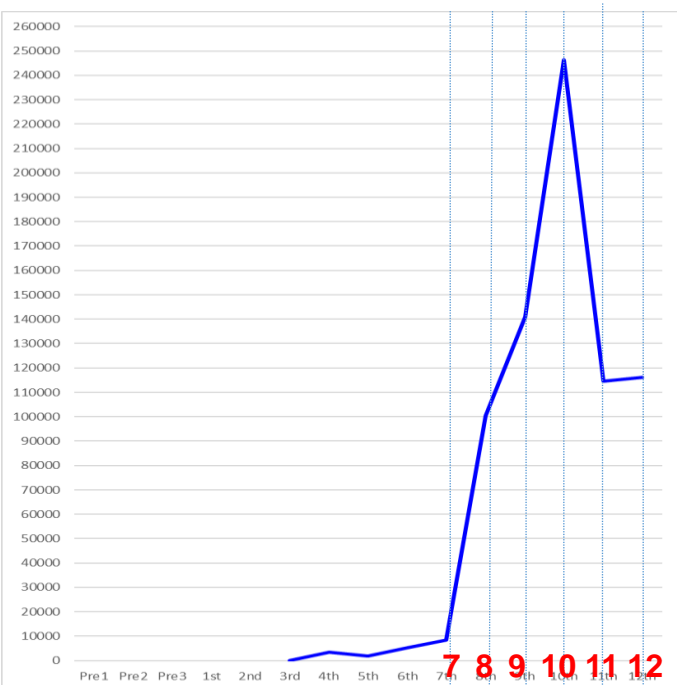


Who Was series
some Roald Dahl books (8-12)
Wonder (9-11)
Number the Stars (10-12)



Holes (10-13)
Giver (12-13)
One of Us Is Lying (12-17)
The Fault in Our Stars (14-16)
Kite Runner (adults)





Participant A (3rd - 12th)

-- 6th ① (ORT 1-4, AtoZ: aa-F)

7th ① (AtoZ: F, ORT: 4-5), ②-A (PGR: ES, CER: S)

8th ②-B (OBW: 1-2, CER: 1, MMR: 3)

③-A (Magic Tree House series (5), The adventure of Captain Underpants) ③-B (The Magic Finger)

9th ②-B (OBW: 2, PGR: 2, MMR: 2)

②-C (OBW: 3-4, CER: 3-4, MMR: 3) ②-D (OBW: 5, CER: 5)

③-A (A to Z Mysteries, Cupid Doesn't Flip Hamburgers)

③-B (Who was...?, The Goose's Gold,)

10th ②-B (PT: 6, OBW: 2, PGR: 2)

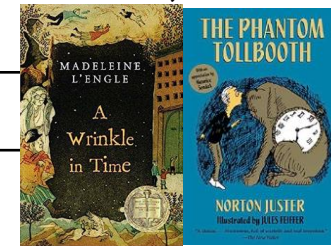
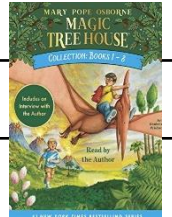
②-C (OBW: 4, PGR: 3-4) ②-D (OBW: 6)

③-A (Magic Rainbow series, Funny Frank)

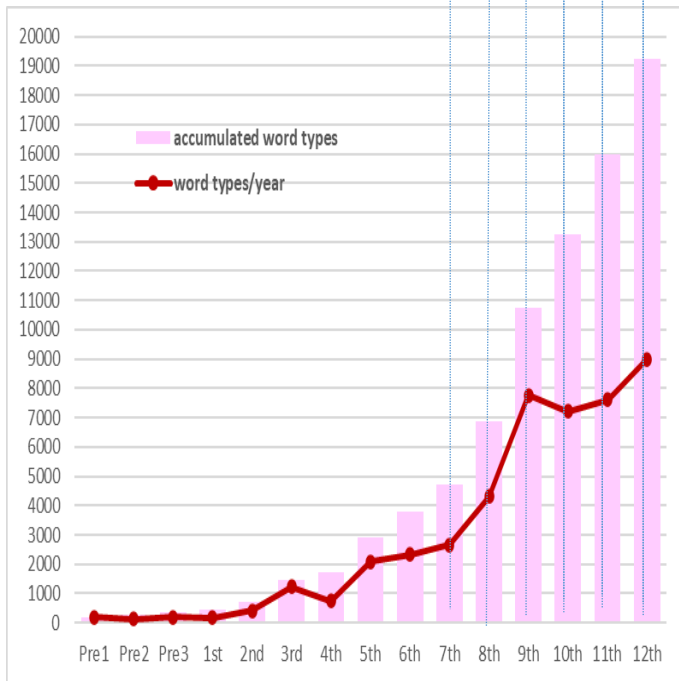
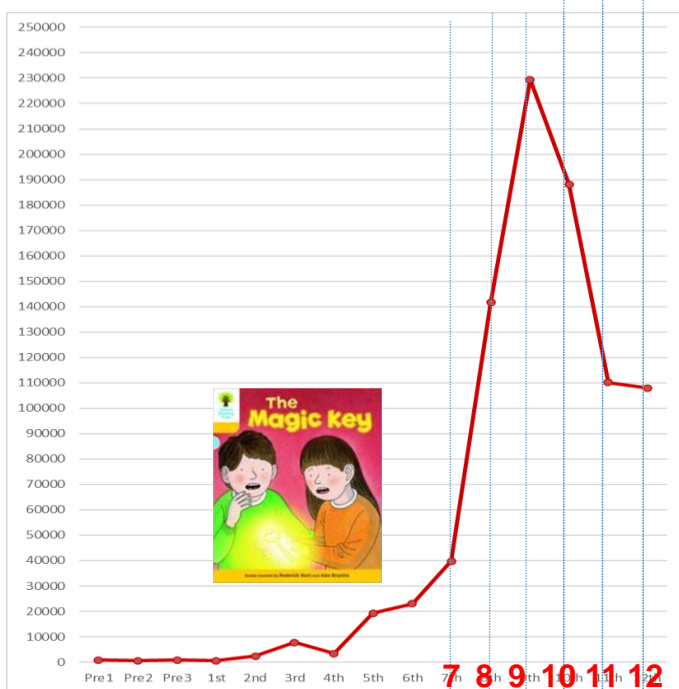
11th ③-B (Mary Poppins, Phantom Tollbooth, How to Eat Fried Worms)

③-C (A Wrinkle in Time)

12th ③-C (The Fault in Our Stars)



'Upper levels of graded readers don't look fun.' (teaching log, 11th grade)



Participant B (Pre1 - 12th)

-- 6th ① (ORT 1-7, AtoZ: aa-J) ②-A (PGR: ES)

7th ① (AtoZ: J, K, ORT: 8-9),
②-A (FRL: 2,3,7, PT: 1, PGR: 1, CER: S)

8th ① (AtoZ: K, L) ②-A (FRL: 7, PT: 1, PGR1)
②-B (PT: 4-5, OBW: 1-2, MMR: 3)

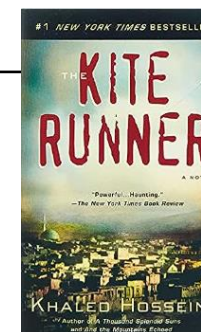
9th ②-B (PGR: 2, CER: 1-2)
②-C (OBW: 3-4, CER: 3) ②-D (OBW: 5, CER: 5)
③-A (A to Z Mysteries (8), Magic Tree House (6), Freckle Juice)



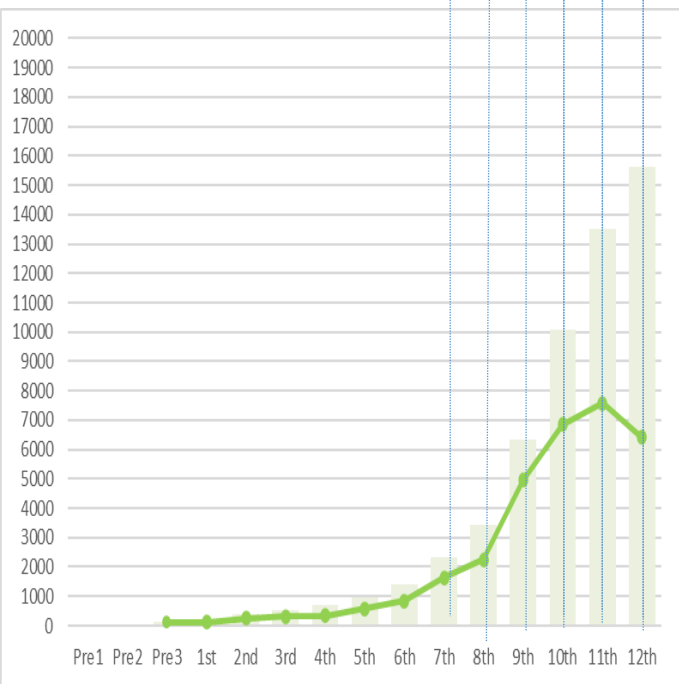
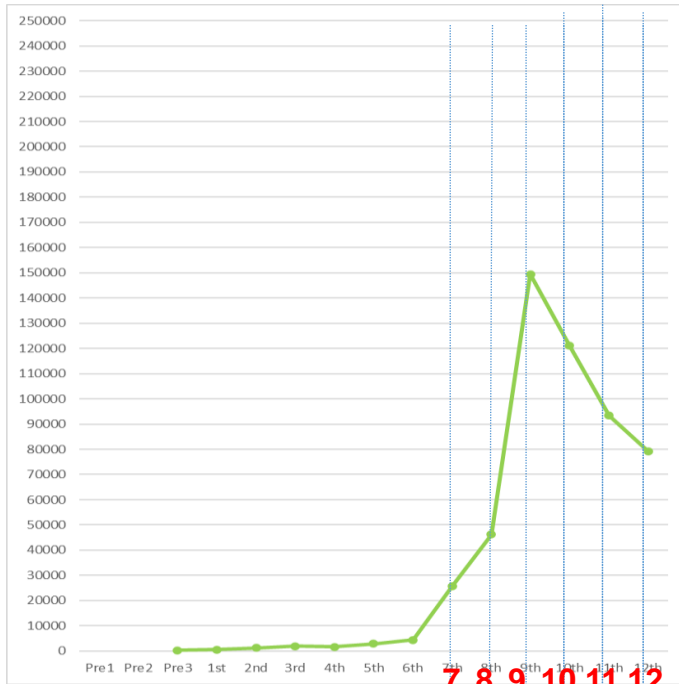
10th ②-C (PT: 9-10, OBW: 4, PGR: 3) ②-D (PT: 11-12, CER: 5)
③-A (A to Z Mysteries (2)) ③-B (Shoebag) ③-C (Two Old Women)

11th ③-A (Library Lion) ③-B (Boy, Wonder)

12th ③-C (The Kite Runner)



I enjoyed reading 'Magic Key' series the best.



Participant C (Pre3 - 12th)

- 6th ① (ORT 1-4, AtoZ: aa-E) ②-A (FRL: 1)

- 7th ① (AtoZ: G H I, ORT: 4),
②-A (FRL: 1-5, OBW: S) ②-B (OBW: 1, CER: 1)

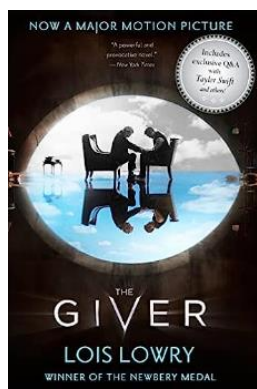
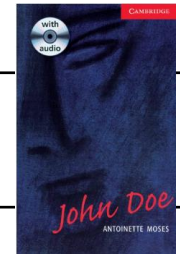
- 8th ① (AtoZ: I) ②-A (FRL: 5, PT: 2, PGR: 1, MMR: S)
②-B (OBW: 1-2, CER: 1)

- 9th ②-B (PT: 6, OBW: 1-2, PGR: 2, CER: 2)
②-C (PT: 7, PGR: 3) ③-A (Yokai Watch)

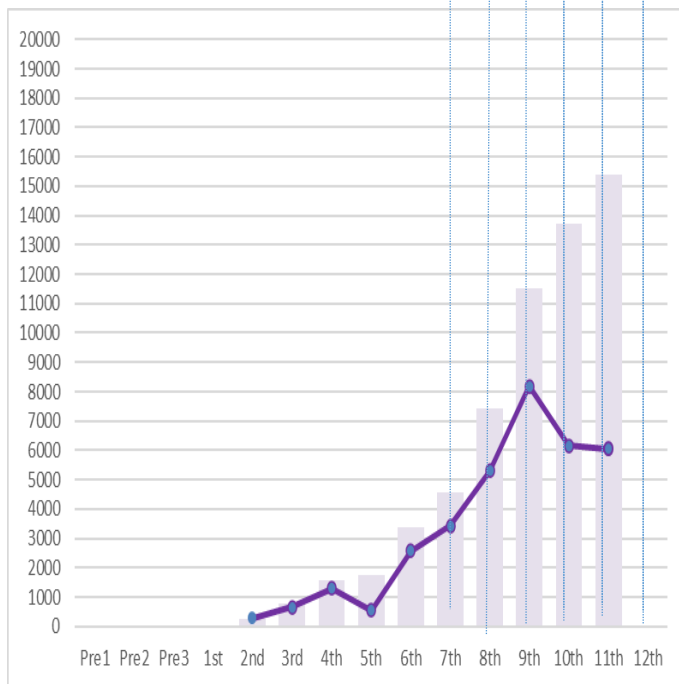
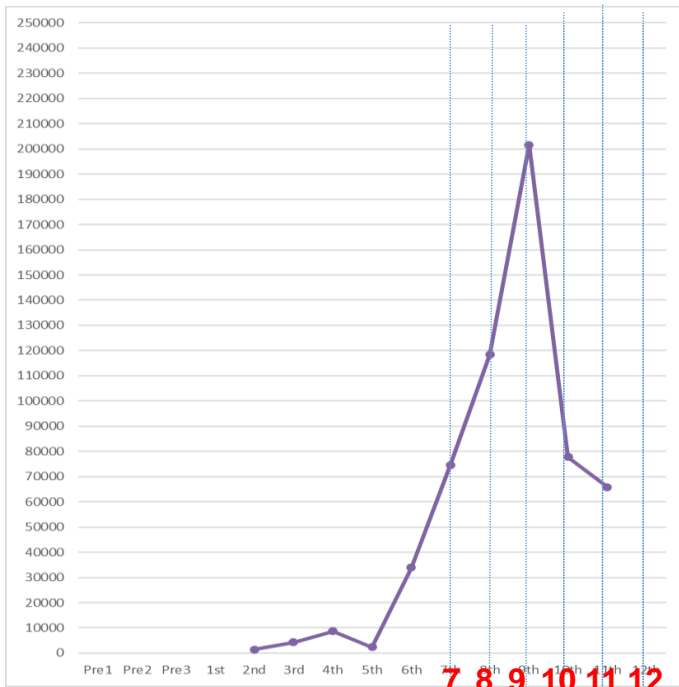
- 10th ②-B (PGR: 2) ②-C (PGR: 3-4) ②-D (MMR: 5)
③-C (Secret Diary Adrian Mole)

- 11th ③-B (Because of Winn-Dixie, Boy)
③-C (Tuesdays with Morrie)

- 12th ③-B (Three Cups of Tea)
③-C (The Giver)



I don't like love stories.
'John Doe' was a very interesting book.



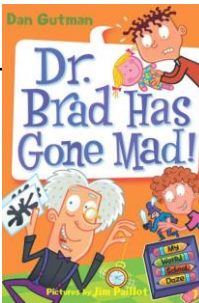
Participant D (2nd - 11th)

-- 6th ① (ORT 1-7, AtoZ: A-I)

7th ②-A (OBW: S, PGR: ES, MMR: 1)
 ②-B (OBW: 1, PGR: 2, CER: 1) ②-C (MMR: 3)
 ③-A (Rainbow Magic)

8th ②-B (OBW: 2, PGR: 2) ②-C (OBW: 3, PGR: 3)
 ③-A (Magic Finger, The Littles) ③-B (Tangled)

9th ②-C (OBW: 4, PGR: 3)
 ③-A (My Weird School (13), The Tale of Greyfriars Bobby, Rainbow Magic, The Adventure of Captain Underpants,)
 ③-B (Full House Sisters, Who was...?)



10th ③-A (Happy Mouseday, My Weird School (4))
 ③-C (Anne of Green Gables) *gave up halfway (difficult vocabulary)

11th ③-A (Charlie & the Chocolate Factory)
 ③-C (Tuesdays with Morrie)

12th N/A (Studied abroad)

Period of significant growth (G6-G9)

- Participated in 2 classes. (G6)
- Chose books that interested her without caring about book levels.

Participant E (Pre3 - 12th)

- 6th ① (ORT 1-5, AtoZ: aa-F, I)
②-A (OBW: S, PGR: ES, MMR: 1)

- 7th ① (AtoZ: J)
②-B (OBW: 1,2) ③-A (Rainbow Magic (7))

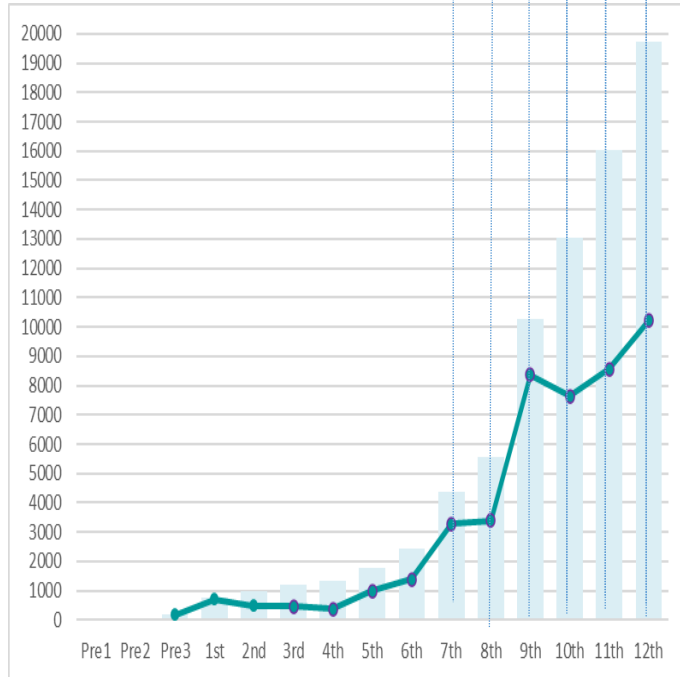
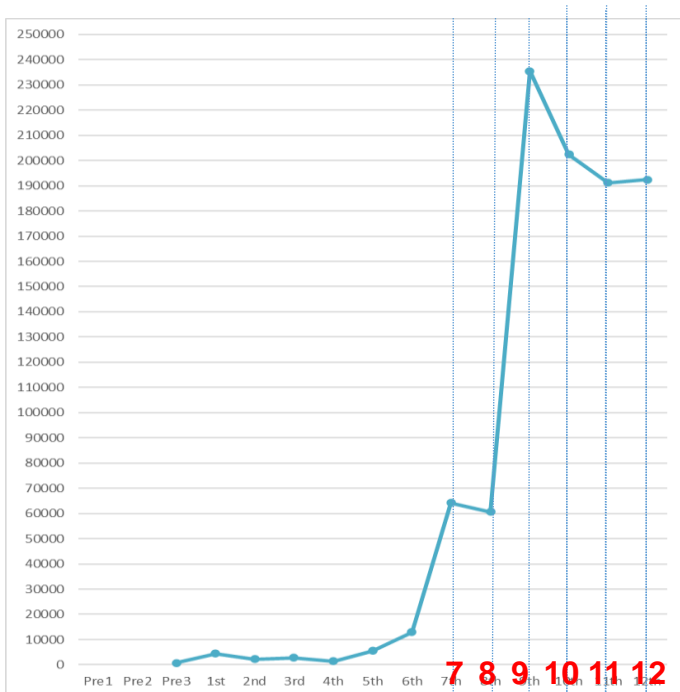
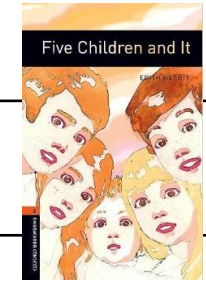
- 8th ① (AtoZ: J-M) ②-B (OBW: 2),
②-C (OBW: 3) ②-D (PGR: 5) ③-A (Rainbow Magic (2))

- 9th ① (AtoZ: M) ②-B (PGR: 2) ②-C (OBW: 3, PGR: 3, MMR: 3)
③-A (Rainbow Magic (3), Twits, The Littles, A Mouse Called Wolf, Franny K. Stein)

- 10th ②-C (OBW: 3, PGR: 3, MMR: 3-4)
③-A (Magic Tree House (2)) ③-B (Winnie the Pooh)
③-C (Mr. Magorium's Wonder Emporium)

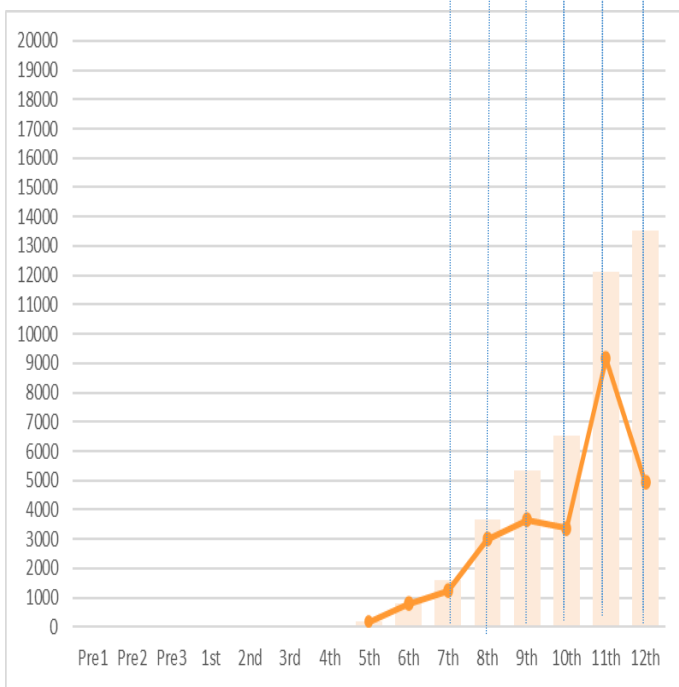
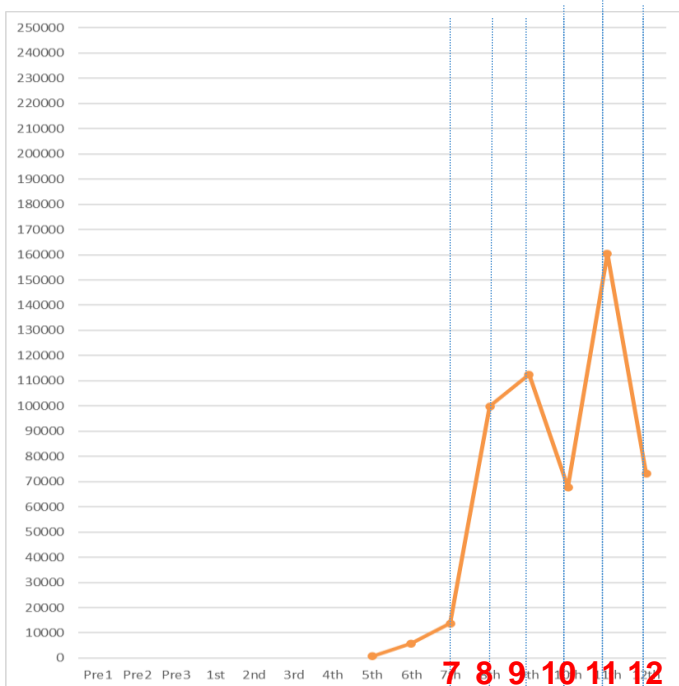
- 11th ②-A (PT: 2) ②-C (OBW: 4, PGR: 4, MMR: 4) ②-D (MMR: 5)
③-A (Clementine) ③-B (Comet in Moominland, Who Was...?(6))

- 12th ②-B (PGR: 2)
③-B (Roald Dahl's books (6), Boy, Mr. Popper's Penguins)
③-C (A Wrinkle in Time) *gave up halfway (difficult vocabulary)



I chose descriptive essay because it looked interesting, but it wasn't fun.

When a book was difficult, I chose other books. When a book was not interesting, I just kept reading it.



Participant F (5th - 12th)

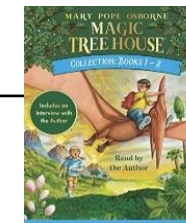
-- 6th ① (ORT 1-4, AtoZ: A-C, SWR, HFR)

7th ① (ORT: 4-5, AtoZ: E) ②-A (FRL: 1-2)

8th ②-A (FRL: 4, PT: 1-2) ②-B (PT: 3-4, OBW: 1)

9th ②-B (PT: 5-6, OBW: 2, PGR: 2)
②-C (OBW: 3, MMR: 3, SCR: 3)

10th ②-B (PGR: 2) ②-C (PGR: 3-4) ②-D (MMR: 5)
③-A (Magic Tree House (4))



*11th ③-B (Because of Winn-Dixie, Holes, The Find-Outers's)
③-C (One of Us Is Lying)

*12th ③-B (Wonder)

During the 6th-grade year, I was trying hard to catch up with other participants and it was tough .

Vocabulary of Magic Tree House is difficult. (G10)

*11th-12th grades: online program

I want to read books about high school students. (G11)

Participant G (4^h - 11th *ongoing)

-- 6th ① (ORT 1-6, AtoZ: A-F) ②-A (FRL: 1)

7th ① (other) ②-A (FRL: 1-7, PT: 1, OBW: S, PGR: ES, MMR: 1)
②-B (CER: 1)

*8th ②-B (PT: 5, OBW: 1-2, PGR: 2, CER: 1-2, SCR: 1)
②-C (OBW: 3)

*9th ②-C (OBW: 3-4, PGR: 3-4, CER: 3, MMR: 4)
③-B (Who was...? (4))

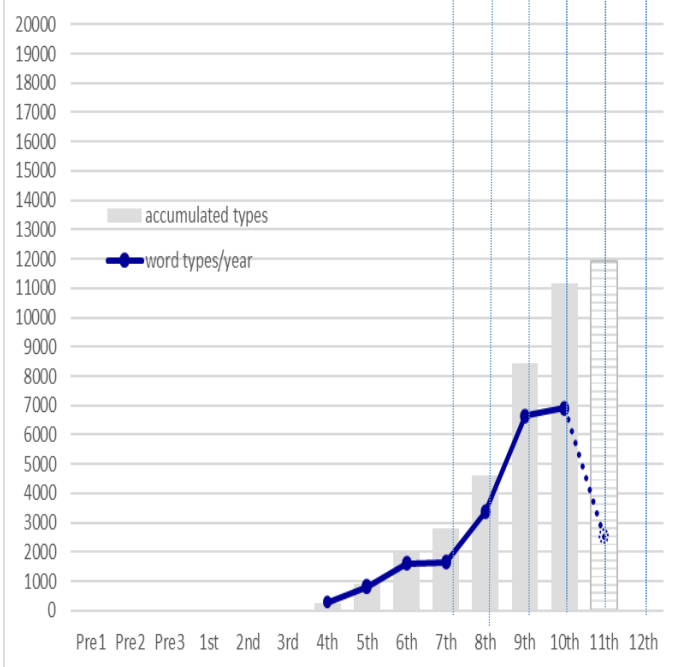
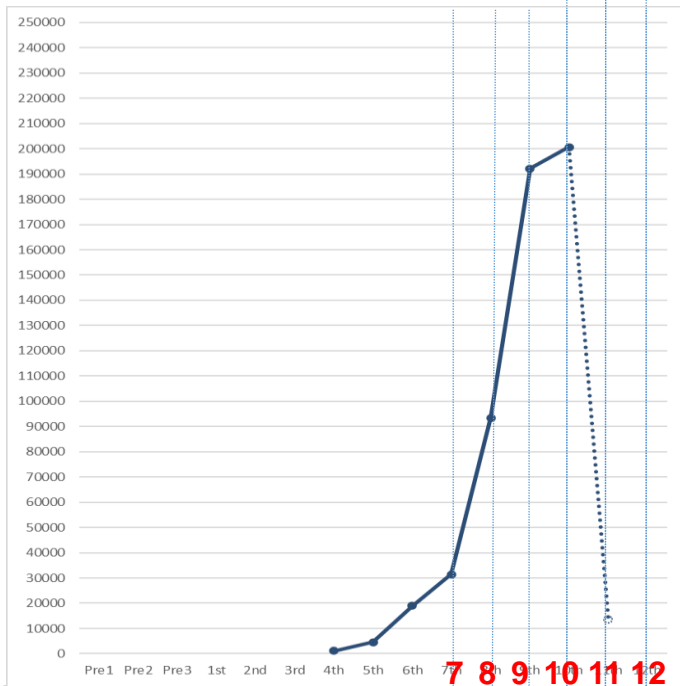
*10th ②-C (PT: 8, OBW: 3, PGR: 3-4, CER: 3) ②-D (PGR: 5, MMR: 5)
③-B (Shoebag)

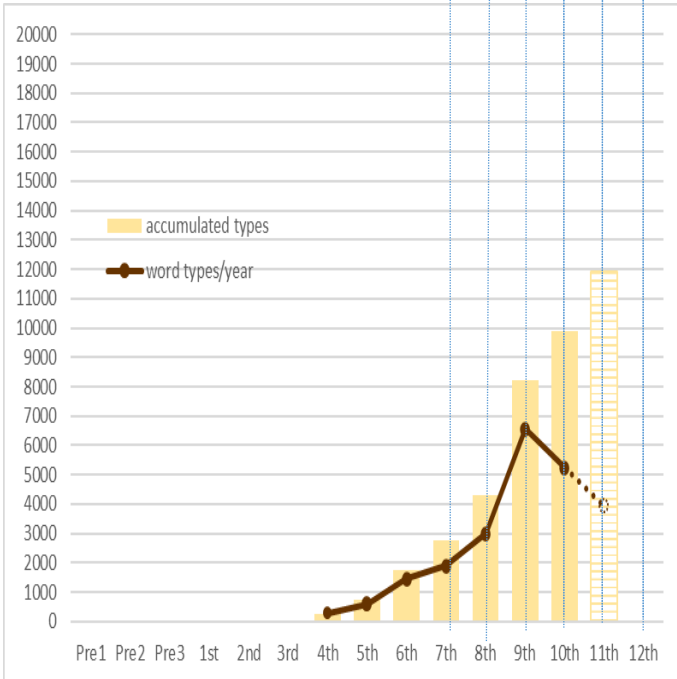
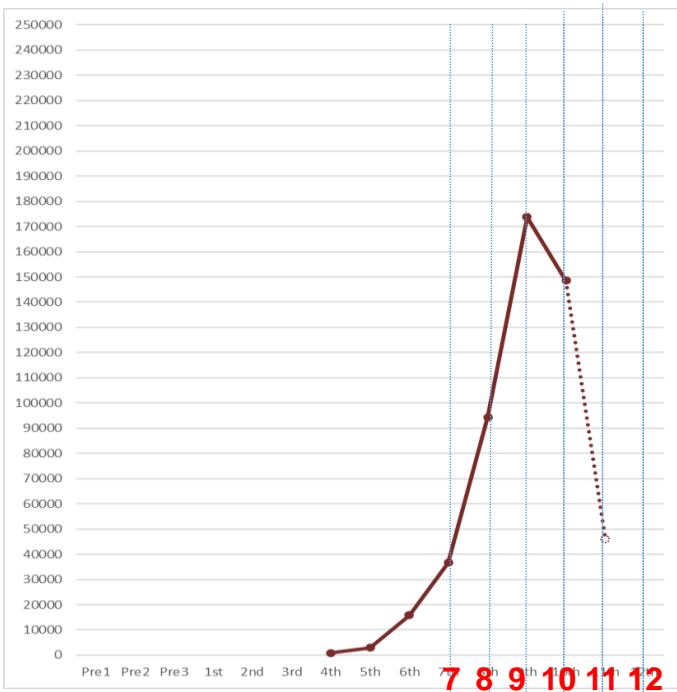
11th ③-B (Boy) *Gave up halfway (Hard to understand a chapter)

12th

*8th-10th grades: online program

Please choose a book that looks good to me.





Participant H (4th - 12th)

-- 6th ① (ORT 1-6, AtoZ: A-F)

7th ① (ORT: 6) ②-A (FRL: 1-7, PT: 2, MMR: 1, CER: S)
②-B (CER: 1)

*8th ②-B (OBW: 1-2, PGR: 2, CER: 1) ②-C (OBW: 3, PGR: 3)

*9th ②-B (SCR: 1)
②-C (OBW: 3-4, PGR: 3, CER: 3, MMR: 4, SCR: 4)
③-B (Who was...? (5))

*10th ②-C (PT: 8, OBW: 3, PGR: 3, CER: 3-4) ②-D (MMR: 5)

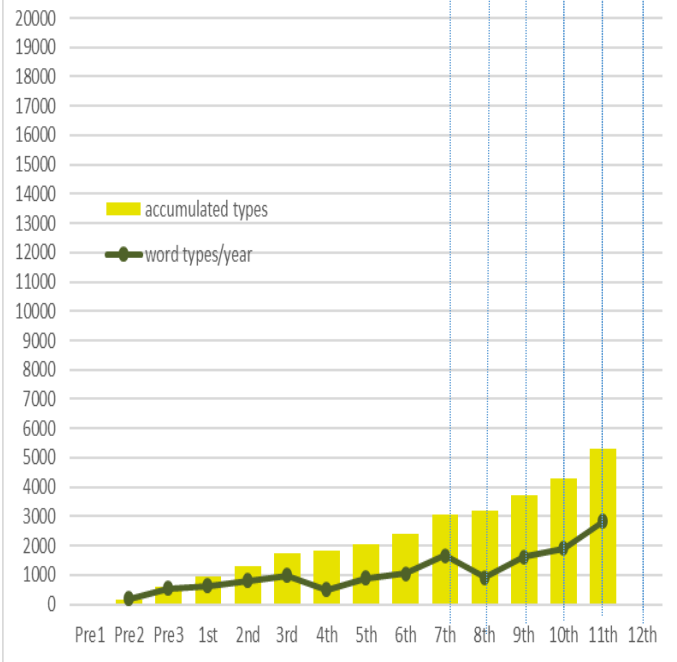
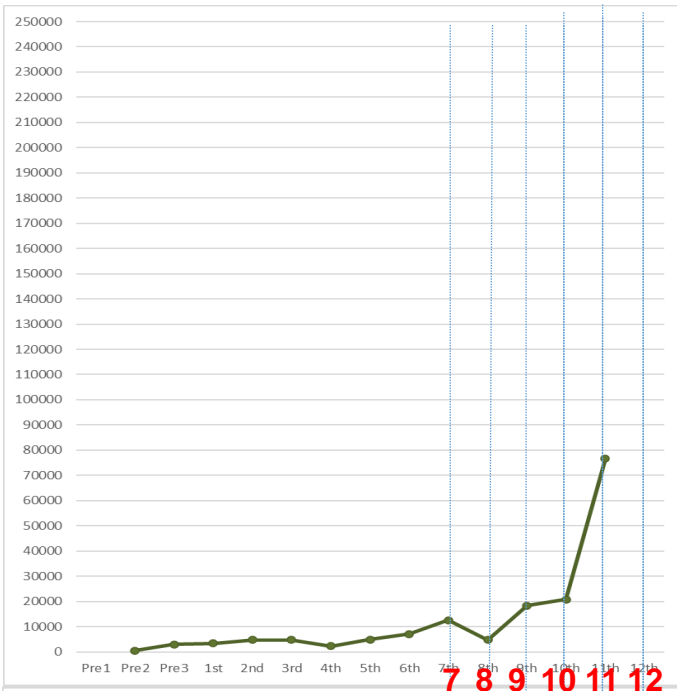
11th ②-D (OBW: 5) ③-B (Number the Stars)

12th

*8th-10th grades: online program

I want to read books related to baseball.

I like science fiction and history.



Participant I (Pre3 - 11th)

-- 6th ① (ORT 1-5, AtoZ: aa-H)

7th ① (ORT: 5-6, AtoZ: H, I)

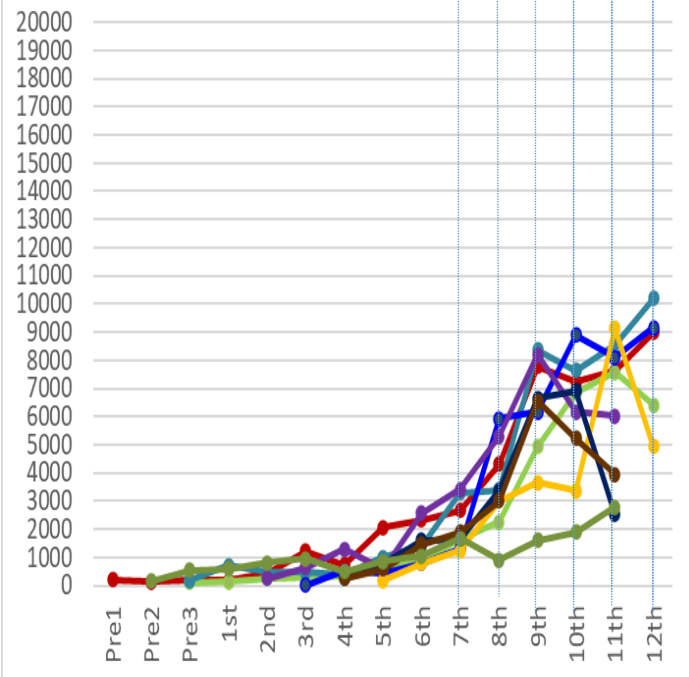
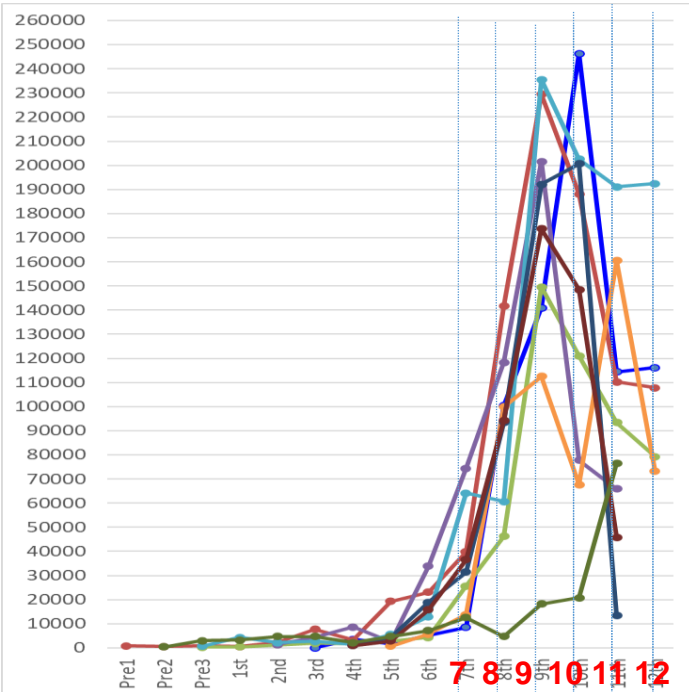
8th ① (ORT: 6, AtoZ: H, I) ②-A (FRL: 2)

9th ① (ORT: 7, AtoZ: J) ②-A (FRL: 3,4,5,7)

10th ① (AtoZ: I, J) ②-A (FRL: 1, 2, 5, PGR: ES, 1, MMR: 1)

11th ②-A (PT: 1, CER: S, MMR: 1) ②-B (PT: 3-4, OBW: 1-2)

12th



Summary (Participant A-I)

-- 6th ① All ORT: 1-4(A, C, F, I), 1-5(E), 1-6(G, H) 1-7(B, D)
 AtoZ: aa-C(F), -E, -F(A, G, H), aa-H(I), aa-I(D, F), aa-J(B)
 ②-A PGR: EG(B, E), FRL: 1(C, G), OBW: S(E)

7th ① A, B(ORT: 8-9), C, E, F, G, H, I
 ②-A A, B, C, D, F, G, H ②-B C, D, E, F, G, H ②-C D
 ③-A D, E

8th ① B, C, E,
 ②-A B, C, F, I ②-B A-H ②-C D, E, G, H
 ③-A A, D, E, ③-B D

9th ① E, I
 ②-A I ②-B A, B, E, F, G, H ②-C A, B, D, E, F, G
 ③-A A, B, D, E ③-B A, D, G, H

10th ① I
 ②-A I ②-B A-C, E-H ②-C A-H ②-D B, C
 ③-A A, B, D, E, F ③-B B, E, G ③-C B, C, D, E,

11th ②-A E, I ②-B I ②-C E ②-D E, G, H,
 ③-A B, D, E, F ③-B A, B, C, E, F, G, H ③-C A, C, D, F

12th ②-B E
 ③-A B, D, E, F ③-B C, E, F ③-C A, B, C, E

Results (3)

RQ3: What kind of factors would affect long-term L2 reading (in Japanese cultural context)?

Emotional factors that seem to affect long-term L2 reading:

Comments made in the classroom and the interview: **Participant B (Pre 1-)**

Intrinsic motivation	<p>-I enjoyed reading the Magic Key series (ORT 5-). (G5-7)</p> <p>-I enjoyed 'Millionaire' (the play performed).</p>
Integrated	<p>-It would be cool if I could speak English. (G8)</p> <p>-English would be useful in many ways.</p> <p>-I keep reading books to improve my vocabulary. (G8)</p>
Identified	<p>-As long as I keep reading books in the program, I don't have to study English as much at school. (G8)</p>
Introjected	<p>-When someone who started English later improved their English, I felt I had to do my best. (G8)</p> <p>-When I passed Eiken test, I felt I was better than others and proud of me. (G7)</p>
External	<p>-I don't remember about when I joined the program. Mother just brought me here. (Pre1)</p>
Amotivation	<p>-I want to stop reading and study to improve exam scores efficiently. (G11)</p>

Emotional factors that seem to affect long-term L2 reading: Comments made in the classroom and the interview: Participant C (Pre 3-)

Intrinsic motivation	I gained confidence feeling English was coming into my mind easily. (G6-)
Integrated	-I feel only English is something important related to my future. (G8-)
Identified	-I feel confident at school: for example, when I passed Eiken test. (G8)
Introjected	-I found my English was better than my mother and started to read books independently and really like reading English books. (G3) -I started to see the difference between myself and others, and lost confidence. (G5-6) - I wrote journals in English, because my classroom teacher doesn't understand English. (G8) -I used to hate to let my mother listen to my English, but now I'm asking her to listen. (G8)
External	-Mother brought me here. I didn't think why. I didn't mind learning English, but I was nervous about being with people I didn't know. (Pre3)
Amotivation	

Emotional factors that seem to affect long-term L2 reading: Comments made in the classroom and the interview: Participant E (Pre 3-)

Intrinsic motivation?	<p>I cried when I started reading AtoZ, because I couldn't read the word 'cub', but I felt excited when I found the level A books were easy the following year. (Pre3)</p> <p>(TL) E was excited when she read out HFR books and AtoZ level A books, saying, 'It's easy, easy!' (when she read books that she couldn't read in the year before.) (G1)</p> <p>I enjoy learning reading books because I can choose the books I read. (G8)</p>
Integrated	<p>I don't know why X(other participant in the program) wondered what we need to learn English for. Without English, we will be in trouble. (Pre3)</p>
Identified	
Introjected	<p>-I felt I needed to 'study' English for the first time after I entered the senior high school. (G10)</p>
External	<p>-I don't remember when I joined the program. I just followed my mother. (Pre3)</p> <p>-I don't think whether the book was interesting or not during elementary school years. I just thought, ' I have to read it,' 'I'm supposed to read it.' (-G6)</p>
Amotivation	

Emotional factors that seem to affect long-term L2 reading: Comments made in the classroom and the interview: Participant D (2nd -)

Intrinsic motivation	<ul style="list-style-type: none">-I started to enjoy English when I learned how sentences were made up of phonemes and words. Mother only helped me at the beginning. I was reading books with CDs myself. (G2)-I experienced excitement and pleasure of communicating in English in my family trip. (G4)-I enjoy learning English. I would quit it if it is not fun. (G9)-I can talk with ALTs, listen to my favorite foreign artists on YouTube. If I don't speak English, I can't enjoy my life. (G9)-The purpose of learning English is to use English, not for exams. (G9)
Integrated	
Identified	
Introjected	
External	My mother brought me here. I wasn't interested in English. I didn't even know English. I had been enjoying piano and ballet lessons, so I thought English would be one more fun thing. (G1)
Amotivation	

Emotional factors that seem to affect long-term L2 reading:

Comments made in the classroom and the interview: **Participant A (3rd -)**

Intrinsic	<p>‘I was watching Harry Potter and others since I was little, and felt English was cool, so I was interested in learning English.’ (3rd grade)</p> <p>‘I enjoy learning English when books are interesting, but when books I chose are not interesting or they are difficult.’ (7th grade-)</p>
Integrated	<p>‘I need to improve my English because I want to go to University X. I think it will help me get my dream job.’ (12th grade)</p>
Identified	
Introjected	<p>-Once I start learning something, I continue it for a long time. Otherwise, I would feel sorry for teachers. (-9th grade)</p> <p>‘My friend is still further ahead in English, so I want to catch up with her.’ (9th grade)</p>
External	
Amotivation	

Summary: When they started the program

Introjected

'I found I knew English better than my mother and started to read books independently and really like reading English books.' (C, G3)

'I started to see the difference between myself and others, and lost confidence.' (G, 5-6)

'I'm writing journals in English, because my classroom teacher doesn't understand English.'
(C, G8)

'I used to hate to let my mother listen to my English, but now I'm asking her to listen.' (C, G8)

'Once I start learning something, I continue it for a long time. Otherwise, I would feel sorry for teachers.' (A, G9)

'My friend is still further ahead in English, so I want to catch up with her.' (A, G9)

External

My mother brought me here. I wasn't interested in English. I didn't even know English. I had been enjoying piano and ballet lessons, so I thought English would be one more fun thing. (D, G1)

-I didn't think whether the book was interesting or not during elementary school years. I just thought, 'I have to read it,' 'I'm supposed to read it.' (-G6)

-I don't remember when I joined the program. I just followed my mother. (Pre3)

'I don't remember anything (except one special project)

Summary: Comments that fall into intrinsic motivation

Intrinsic
Motivation:

'I enjoy learning English when books I choose are interesting.' (All, G7-)

'I was watching Harry Potter and other movies since I was little, and felt English was cool, so I was interested in learning English.' (A, G3)

'I cried when I started reading AtoZ, because I couldn't read the word 'cub', but I felt excited when I found the level A books were easy the following year.' (E, G1)

(T. log) E was excited when she read out HFR books and AtoZ level A books, saying, 'It's easy, easy!' (E, G1)

'I started to enjoy English when I learned how English sentences were made up of phonemes and words, for example.' (D, G2)

'I experienced excitement and pleasure of communicating in English in my family trip.' (D, G4)

'I can talk with ALTs, listen to my favorite foreign artists on YouTube. If I don't speak English, I can't enjoy my life.' (D, G7-9)

'The purpose of learning English is to use English, not for exams.' (D, G9)

(T. log) H is looking at ORT level 7 every week, saying 'I want to read these books some day.' (H, G4-5)

Summary: externally motivating factors that helped them continue

Integrated

'I need to improve my English because I want to go to University X. I think it will help me get my dream job.' (A, G12)

'It would be cool if I could speak English, and English would be useful in many ways. (B, G8)

'I keep reading books to improve my vocabulary. (B, G8)

-I feel only English is something important related to my future. (C, G8-)

I don't know why X(other participant in the program) wondered what we need to learn English for. Without English, we will be in trouble. (E, Pre3)

Identified

-As long as I keep reading books in the program, I don't have to study English as much at school. (B, G8)

-When I passed Eiken test, I was proud of me. (B, G7)

Summary: personalities promote and hinder long-term reading

Introjected

'I found I knew English better than my mother and started to read books independently and really like reading English books.' (C, G3)

'I started to see the difference between myself and others, and lost confidence.' (G, 5-6)

'I'm writing journals in English, because my classroom teacher doesn't understand English.'
(C, G8)

'I used to hate to let my mother listen to my English, but now I'm asking her to listen.' (C, G8)

'Once I start learning something, I continue it for a long time. Otherwise, I would feel sorry for teachers.' (A, G9)

'My friend is still further ahead in English, so I want to catch up with her.' (A, G9)


External

My mother brought me here. I wasn't interested in English. I didn't even know English. I had been enjoying piano and ballet lessons, so I thought English would be one more fun thing.
(G1)

-I didn't think whether the book was interesting or not during elementary school years. I just thought, 'I have to read it,' 'I'm supposed to read it.' (-G6)

-I don't remember when I joined the program. I just followed my mother. (Pre3)

'I don't remember anything (except one special project)



Thank you very much for your attention.

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