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English Reading Motivation of Korean Middle School Students

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In the Korean EFL context, however, students have not had many opportunities to use English except for the English classroom at public schools or language institutions. English reading becomes more important in order to provide students with the environment where they can be more exposed to English. Seven Korean middle school students participated in this study to find out 1) how they perceived English reading, 2) which motivation was required for better English reading, and 3) how English reading motivation could be effectively stimulated. The findings of this study are as follows. Most of the participants had a difficulty in English reading. Concentrating more on vocabulary and grammar, they spent time more in translating the given texts into Korean than understanding the general meaning. Also, they were forced to read English books for their homework or English exams. In order to concentrate on more reading and to motivate them to read more books, therefore, it is necessary to guide them to select an appropriate book for their own interests. Teachers and parents can play an important role in internally motivating students.

[reading in English/perceptions about English reading/reading motivation]

I. INTRODUCTION

In the age of internationalization, English has become the tool for communication. As we can see from the condition that more than 80% of the Internet materials are dominated by English, English is becoming more important for international communication in our

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life. To satisfy this international trend, the English subject was introduced into elementary schools to improve children's basic communicative competence since 1997. However, it wouldn't be easy to carry out the communicative language teaching mostly concentrated on speaking in a Korean EFL(English as a Foreign Language) context where students do not have many opportunities to be exposed to English except in schools or language institutions. Therefore, English reading becomes more effective in that reading activity, as an efficient English learning strategy, and it can provide more opportunities for students to be continuously exposed to English. Krashen (1993) emphasizes the importance of English reading in an EFL context. He asserts that English reading can make it possible for students to keep their English learning outside of the classroom and to attract their attention and interests in English language learning. For this, motivation is necessary in English language learning.

Many researchers have conducted studies on the importance of learning motivation since Gardner and Lambert (1959) shed light on the role of motivation in second language acquisition. In the case of reading, similarly, Wigfield and Guthrie (1997) discovered the relationship between reading motivation and reading skill. In other words, students are required to have a reading motivation to promote reading skills and therefore to achieve positive effects from reading activities.

There are many studies exploring the role of motivation in L1 reading (Guthrie & Wigfield, 2000; Wigfield, 1997; Wigfield & Guthrie, 1997). Investigating a variety of aspects of children's motivation in language learning, Guthrie and Wigfield (2000) and Wigfield (1997) found that intrinsic motivation greatly facilitates reader's engagement in reading. Wigfield and Guthrie, (1997) have found out the relations between children's reading motivation and the amount and breadth of their reading. Besides, Gardner and Lambert (1959) referred to the role of attitudes and motivation in second language acquisition.

Most research including Gardner's, however, focus on students' motivation to interact or communicate with native speakers. Therefore, many of the findings may not be directly applicable to students in EFL environments. Furthermore, EFL students have limited opportunities to use the target language in various ways such as speaking, listening and writing. EFL students might need to rely on reading English books as a major source of input. Therefore, the purpose of this study is to explore EFL middle school students'perceptions of English reading, identify their motivation to read English, and find out the possible relationship between reading motivation and students' English reading. The following three research questions were posed to guide the study:

1. Why do EFL students read in English?
2. How are EFL students motivated to read English books?

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3. How can reading motivation effectively help EFL students to read in English?

II. REVIEW OF THE LITERATURE

What can be the most effective factor when learning a new language? Motivation plays a valuable role in teaching and learning English. Gardner (1985) asserts that motivation is a decisive factor to successfully develop a second or foreign language (L2). Keller (1983) defines the motivation as "the choice people make as to what experience or goals that will approach or avoid, and the degree of effect they will exert that respect" (p. 399). In other words, motivation can be expressed as a desire or an emotion that would accelerate a certain action to be implemented (Brown, 1994). Highly motivated learners would naturally spend much more time learning a language in order to acquire the target language. Consequently, because of this extra time, it is more likely that they will succeed in acquiring the target language (Scarcella & Oxford, 1992). On the other hand, learners lacking motivation would not actively participate in classroom activities and therefore they can't develop their potential for language acquisition (Gardner, 1985; Oxford & Shearin, 1996). Brown (2000) also emphasizes the gravity of motivation in second language learning, arguing that learning can be successful only when learners are adequately motivated.

Reading motivation is the motivational drive to read or the positive attitude toward reading (Morrow, 1988). He asserts that this is the aim of reading education and it will become the driving force for learners to constantly read books. Also, Irwin (1991) defines reading motivation as the aspiration to read. Irwin (1991) and Kim (2002) regard it as a powerful driving force to constantly read books together with increasing the interest in reading books. It is through this reading motivation that learners will invest more time and energy in reading and they will focus on the reading process. Compared with more motivated learners, the less motivated learners would spend less time reading books, making less effort and paying less attention to the general comprehension of the book. Therefore, it is said that the learners equipped with reading motivation can read much more extensively and are apt to keep up their reading activities while the learners lacking in the motivation would have difficulties in extending the quantity of their reading.

Wigfield and Guthrie (1997) emphasize intrinsic motivation in reading for example, curiosity, absorption, reading efficacy and challenge. Curiosity would make learners more ready to participate in the activities to learn about the society surrounding them. Absorption can be defined as the pleasure learners encounter when they devote themselves to reading a book. Turner (1995) also explains that pleasure and interest in reading are related to intrinsic motivation. Reading efficacy and challenge are a part of self-efficacy,

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which is the ability for self-judgment on her/his own skill to organize and implement a series of activities that are necessary to achieve a specific outcome. Therefore, for learners with high self-efficacy, reading a difficult book can be a challenge. Using cognitive strategies, the learners would endeavor to comprehend the text (Schunk & Zimmerman, 1997). Baker and Wigfield (1999) researched into the engagement perspectives in reading, which integrated cognitive, motivational and social aspects of reading. In other words, in order to achieve various aims during reading, learners should be motivated to read, and apply their knowledge earned from the previous experiences, and finally participate in strategic and social interactions.

Wigfield (1997) divides reading motivation into three categories; a) the first category includes reading efficacy, challenge, and reading avoidance; b) the second category includes extrinsic motivation, intrinsic motivation and achieving aim-oriented values, which are related to the learners' aim for the reading. Contrary to the extrinsic motivation such as reward or achievement, the intrinsic motivation would motivate learners to actively read and therefore they can participate in the reading activities with curiosity and interests. Therefore, curiosity, absorption, and importance are included in intrinsic motivation while extrinsic motivation includes recognition, record, and competition and c) the third category is related to participation in reading. To participate in reading, the students are essentially required to have social interactions with others. The social dimension of learning has an important effect on student's achievement. To meet the social aim of reading, this category includes social interaction and adjustment.

Gambrell (1996) suggests six factors to accelerate reading motivation; a teacher as a role model, a classroom with lots of books, an opportunity to select books, the familiarity of books, a social interaction through books, and a reward related to reading. The first factor to have an effect on students'reading motivation is a passionate teacher who regards reading as a valuable activity and reads books with students. Lundberg and Linnakyla (1993) note that the teacher's praise as well as her/his positive attitude toward students would motivate them to read. The second factor to facilitate reading motivation is a classroom setting equipped with many books. Reading motivation can be generated in an environment which has quite a few books. Third, students' independence can be promoted through giving them the opportunity to select their own books (Turner, 1995). According to Gambrell (1996), it is said that 80% of students would enjoy reading books when they alone selected books which interested them. Fourth, in order to accelerate reading motivation it is necessary for students to be familiar with the books available. Elley (1992) finds that the students have much higher reading achievement when their home holds many books. Morrow (1988) also finds that students are much more interested in books when their parents read books to them or when their home holds enough books. Therefore, it can be said that students can become more curious and motivated when they are familiar with

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books. Fifth, social cooperation plays a main role in promoting reading achievement and intrinsic motivation on reading and in developing the reading ability. The social interaction would enable readers to share their ideas on books with others and therefore it will have an important effect on reading motivation. Finally, the reward related to reading can further reading motivation and make students to read more often than not.

Sulzby and Barnhart (1992) assert that the reading environment in the classroom enables the readers to easily access to the reading materials, provides enough time to interact with the reading materials and allows the reading activities to interconnect with other classroom activities. In this sense, the reading environment of the school can be divided into physical, human, and educational environments. In other words, the physical reading environment includes the school library or the classroom library. The classroom setting with a library would enable students to easily access to the books and therefore increase students'reading motivation (Clary, 1991; Cole, 2002; Edmunds & Bauserman, 2006; Gambrell, 1996; Ivey & Broaddus, 2001). In human and educational reading environments, the teacher is the role model to motivate students to read books, and the library is used to directly instruct the way to utilize the physical educational environment. Therefore, teachers are required to allow students to have more time to read at school, provide students with interesting topics to attract them to read, and encourage their students to express their opinions on the books (Arthur & Burch, 1993; Clary, 1991; Cole, 2002; Strommen & Mates, 2004).

In English language teaching, multimedia would provide students with letters, pictures, photos, animations, audio, and video in order for learners to study more lively (Han, 2005). Through the interaction with the computer students can play the role of a teacher to give feedback to other students, the role of textbooks to provide a variety of information, and the role of classmates to interact with each other (Hanson-Smith, 2001). Furthermore, the Internet can also be an important tool to motivate students and improve their language proficiency, especially that of reading. Due to the expansion of websites, according to LeLoup and Ponterio (2000), motivated learners can easily gain access to the reading resources of the target language through Internet.

III. RESEARCH METHOD

1. Participants

Seven subjects who participated in this research were studying at a middle school in Korea. All of them are native Koreans and only one of them had had a chance to study English abroad. Two of them started to learn English at the age of three and they had had experience studying English at the kindergarten level taught by a native English teacher,

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and three of them started studying English in kindergarten. Two participants began to learn English in elementary school. Also, two participants had been exposed to English language also outside the classroom from an early age. The others also had studied English through extracurricular programs. However, the low exposure to English language would be expected in their daily life because they were living in the EFL contexts. Below are the more specific explanations of each participant:

Rin

Rin was a first grader of the middle school. She had been exposed to English language since she was about 3 years of age. From an early age, she listened to English audio books, watched English videos or TV and read English books. From about six years ago until today, she had studied English grammar, reading and writing through her extracurricular classes. She used to read the reading materials which she obtained from her English language institution.

Hwan

Hwan was a first grader in middle school. Due to his mother's influence, he had grown up listening to English audio books and reading English books. He had studied English grammar, speaking and reading for seven years through his extracurricular classes. He used to read one English book per one week and he liked to watch English video for study.

Hyeon

Hyeon was a first grader in a middle school. For two years, she attended an English kindergarten taught by native English teachers. Since the first grade of elementary school she had also studied English at a language institution with children who had come back to Korea from abroad. She used to read one English book per week and liked to read World Famous Stories written in English.

Sue

Sue was a first grader in a middle school. She attended an English kindergarten taught by native English teachers when she was 7 years old. Since the first grade of elementary school, she has been learning English grammar and communication. Now she is studying English reading and writing through the newspaper. She used to read about one English book per one week and now likes to read science books in English.

Sohee

Sohee is a second grader in a middle school. She had the experience of studying English in the Philippines when she was in the fourth grade of elementary school. After that, she

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studied English in a extracurricular setting. She used to read one English book per one week and now likes to watch English videos.

Sune

Sune is a first grader in a middle school. She had the least exposure to English language among participants. She used to study English for several minutes while she was in kindergarten. Nevertheless, she used to study an English Bible for two years. Currently, she is studying English grammar, listening, reading, and writing. She used to read two English books per one week and now likes to read novels in English in her spare time.

Jin

Jin was a first grader in a middle school. She was exposed to the English language from an early age through a variety of media. She used to study an English Bible for two years. She has studied English grammar, listening, reading and writing since the fifth grader of elementary school. She likes to read children's books in English and uses English audiotapes for study. And she used to read two English books.

2. Measures and Data Collection

1) Questionnaire

For this research the questionnaire was distributed to thirty middle school students on January 10, 2010. This questionnaire was used to collect the basic information on English reading and English language learning. The questionnaires included four multiple choice questions and four open-ended questions. Sixteen questionnaires were returned from thirty students a week later. Seven subjects were chosen by their consent for the interview from these sixteen students.

2) Interviews

The seven subjects selected from the previous questionnaire participated in interviews from January 10, 2010 through January 25, 2010. The interviews were conducted person-to person after school. Each interview would take 20 to 30 minutes. All the data from the interviews were recorded and transcribed for the data analysis. Based on the questionnaires that were collected, for the first interview, five open-ended questions were provided for the students to relate how they had studied English reading. One week after completing and analyzing the first interview, a second interview set of questions was given. Based on the questionnaires and the first interviews, these questions were created for more detailed data

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on their reading and reading motivation. After that, supplementary interviews were intermittently conducted when necessary.

3) Data Analysis

To analyze the data collected, all the questionnaires and interviews were transcribed and all the recorded data was repeatedly listened to verify the information. Based on Creswell's (2002) coding, the transcribed data was analyzed and an understanding of what the subjects intended was recorded. Following the research questions, the interpreted data were analyzed and subsequently categorized into several groups.

4) Data Verification

While analyzing the collected data, member checking was also used to get more accurate and valid result (Creswell, 2002). For this research, all the interviews were conducted in Korean and the data used for the results were required to be translated into English. To minimize the distortion of the original intention, all the translated data were shown to each subject. All participants read through their transcribed scripts both in Korean and English. Through member checking, the translated data could be revised to be more consistent with their intentions.

IV. FINDINGS AND DISCUSSION

1. Reasons for Reading in English

1) English Learning in the EFL Context

Most of all, it is important to find the purpose of learning the English language by English learners in that this will lead the researcher to obtain a fundamental understanding of the subjects. As Baker and Wigfield (1999) mention, goal setting in English language learning has a strong relationship with the motivation to read more books. To reach the students'own goals, students toned to reconstruct their previous knowledge in order to understand the given texts. The following interview data clearly tells how the students regarded the reading activities, and how they set their goals of studying English based on their concept on reading.

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> I can learn more knowledge and information from English reading. I cannot only have a chance to see a variety of new words, but also I can practice applying the words that I used to know (Hwan, January 10, 2010).

> Through English reading, I can check the grammar and the vocabulary that I have learned and I can practice translating English into Korean. Also, I sometimes feel confidence and achievement after reading in English (Sune, January 20, 2010).

For the above students, English reading would be regarded as the tool to enhance their fragmental linguistic skills such as grammar, vocabulary or sentence structure. Therefore, they used English books as the means to practice the new grammar or to get used to new words and sentence structures.

Sohee also believes that reading an English book is beneficial in that it can provide her with opportunities to use grammar or words that she just learned.

> I used to read English books to make use of the grammar and the words that I learned at the language institution … Actually I don't want to study English because it seems to be strange. But I think that I have to study English for my dreams to come true. My parents used to tell me that English is necessary and there is no exception because it is an international language (Sohee, January 17, 2010).

However, Sohee tells of the broader aim that success in life is dependent on English. For her, therefore, reading English is not optional but indispensable. Here, regardless of the student's preference, her goal is to learn English, in spite of herself, and has been fixed by their parents for years.

2) English Reading for Exams

In the research of the motivation in foreign language learning, Crookes and Schmidt (1991) mention that the instrumental motivation is strongly related to the functionality and the practicality of the foreign language learning. For example, this features of the instrumental motivation includes getting a good job, being promoted in the job, or getting a good grade at school. Below data also shows that the students study English with diligence in order to set their clear aims of studying and to achieve their own goals, which is mainly getting a good grade, even though they would have difficulty in learning English.

> I really want to be good at English. And I want to go to a good university for my future. For that, I need to get a good grade on all the exams. Therefore, English and

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> Math are the most important subjects that I must study. That is the reason that I'm studying English. Not that I like English (Rin, January 11, 2010).

> I would like to enter a special-purpose high school. For this, I need a good score on English exams. Also, all the companies would ask job-seekers to have TOEIC score. As well, people need to prepare for the English interview. …I used to take a practice TOEFL at the language institution. I have no choice but to study English (Hwan, January 10, 2010).

According to the above excerpts, the students regard English as the invaluable factor to determine their success in their future. For them, therefore, it is obligatory to study English whether they like it or not. And their general aim of studying English is to get good grades for the purpose of entering a good university or finding a good job.

2. Difficulties in English Reading

The linguistic difficulty would hinder the students from reading and understanding the books in English. For the students below, in other words, vocabulary, sentences and grammar seem to play an important role in reading English books. Therefore, they would try to translate the books in English into Korean rather than to understand the author's intention or implication.

> I like to read books. But I easily gave up reading novels or essays in English, soon after reading several paragraphs. The reason is that it is hard to translate the given texts and it is difficult to understand what that means even though I know many words in the texts (Sohee, January 20, 2010).

> I used to get tired or reading English books because at one moment I couldn't understand the books and sometimes I couldn't recall the part that I just read. I also am irritated by the words that I have never seen before. That is why I used to close the English book shortly (Sue, January 12, 2010).

> While reading English books, there are too many difficult words and strange sentences. I also cannot understand some jokes and proverbs written in their own language. Especially I get fed up reading English books because there are too many English words that I have to memorize (Rin, January 11, 2010).

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As clearly indicated above, the students would be exhausted by the unfamiliar vocabularies or grammar. Due to the linguistic barriers, the students seem to be easily discouraged from continuing reading.

Reading is known to be a series of processes to decode and understand the text, which will be facilitated by the motivation and the background knowledge. While reading, therefore, students cannot only comprehend the texts but also get information related to the given text (Park, 2001). However, while reading books in English the students seemed to focus more on words or grammar rather than on the information that the author would like to transmit.

> With patience, I would like to read English books. But I become embarrassed when the unknown words appear in the book. Even though I know the words, some difficult grammar or sentences would disturb me read the book from cover to cover (Sue, January 15, 2010).

Due to the linguistic difficulties such as vocabularies or grammar, as shown above data, the student would easily be frustrated and therefore easily interrupted to keep reading.

> Through reading English books appropriate for my English level, I can acquire a variety of culture and knowledge. I also think English reading is beneficial in that it is helpful to master English grammar and vocabularies that I learned at school. Also, English reading helps me a lot to easily find the main idea of the given texts so that I can raise my English score (Jin, January 19, 2010).

> English reading is a good way of studying in that it provides an opportunity to learn and understand the knowledge, such as grammar and vocabularies that I learned, memorized and tested. By reading English books that I can understand, I can get accustomed to a variety of sentences, grammar, or words. That is why it is beneficial (Hyeon, January 10, 2010).

Instead of understanding the books that they read or the implications that the author intended to say through the books, the above interview data indicates that the students aimed to enhance their linguistic skills by reading English books.

3. Motivation to Read in English

1) Intrinsic and Extrinsic Motivation

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Reading and language learning are interdependent. Reading is necessary for effective L2 learning. Motivation would stimulate students to keep reading and language learning (Kang, 2000; Kim, 2009; Scarcella & Oxford, 1992). The data below show that the students were motivated to read more by a variety of ways. Through this reading motivation, they would recognize the importance of reading.

> My parents used to buy some gifts that I would like to have if I read English books that they wanted me to read or I have got a good score on English exams. That would make me read more books in English (Sohee, January 17, 2010).

> I have been influenced by the competitiveness and the achievement. These things also apply to my reading habits. Especially in school, I tend to read much more books than my classmates to win a prize or gift from my English teacher (Hyeon, January 18, 2010).

> I strongly believe that English reading would help to increase my score on English tests. That is the reason why I am interested in reading in English. Of course, I'm doing my best to read English books (Jin, January 19, 2010).

As shown above data, the students' motivations are affected mostly by external factors. In other words, the extrinsic motivation, such as a reward, competition, prize or grade, would have greater influence on the students' reading habits, compared to the intrinsic motivation.

2) The Interests in Reading

Reading can be time-consuming. And a certain level of language proficiency is necessary for a better understanding. For the learners to keep reading books, therefore, an efficient and effective way is to provide them with books they want to read. By reading books they like or they are interested in, the reading motivation cannot only be increased, but also their curiosity can be stimulated, and therefore they can be absorbed in reading (Wigfield & Guthrie, 1997). From the data below, we can see which fields of book would interest the students.

> I want to be a scientist. So I'm very interested in science. Especially I like to read books on the cosmos. I would get some knowledge and information on the universe through reading monthly magazine. And I sometimes go to the library to borrow some books (Hwan, January 13, 2010).

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> I like to read novels. Mostly I used to read books written by famous foreign writers. I think that the Korean novels are so simple that they would bore me while reading. Even after reading, it's difficult to recall what I read. But I think that foreign novels, especially novels written in English, are much more complicated and interest me while reading. That is why I used to read English novels even if it's a bit difficult to read, compared to the Korean novels (Rin, January 15, 2010).

> I love to read autobiography or essays on a living person. Through those books, I can think about the environment or the conditions of the person. Especially I used to buy the books that are written by the person whom I respect all the time. While reading, I used to be motivated and stimulated to do something (Jin, January 19, 2010).

The topics that the students are interested in would vary with the students. As clearly revealed in interview data above, however, the opportunities that the students can read what they are interested in are strongly related to the reading motivation.

3) The Role of Teachers and Parents

To expedite the reading motivation it is necessary to create an environment where learners can be familiar with books. The students exposed to this kind of environment have much higher reading achievement. The roles of teachers or parents, who are closely connected with their children, are very important (Lundberg & Linnakyla, 1993). The more time teachers or parents interact with their children, the higher their reading achievement would become.

> My homeroom teacher likes to tell us about the books that he read. While listening to him, I felt like that I had to buy the book in spite of myself. Or I used to go to the library to borrow the book. Thanks to him, I became interested in reading books (Jin, January 23, 2010).

> I used to read books alone. We have to study the textbook in the English class. That is why we don't have any time to talk about the books that my English teacher sometimes recommended (Hwan, January 13, 2010).

As shown above, the student can get attracted to read books through the interaction with her teacher. In other words, the teacher would play an important role in stimulating their curiosity to keep the students close to their books. However, the students would not have

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any time to discuss these books with the teacher or with other students. Here, the teacher can become a good accelerator. Still, except for the textbooks, English books are regarded as the extra reading materials. The teacher also would not guide the student to read.

> There is a big bookcase next to my bed. My mother, who is a school teacher, used to borrow or buy books and put them on the bed or the bookcase where the books can be easily found. That's why I have lots of chances to read more books. But I don't read much (Sohee, January 17, 2010).

> My father used to take us to the library and read books together if he was free. Therefore, I became interested in books and habituated to read books. After reading, I used to share our ideas with my father and tried to find other books that we would read next time (Hyeon, January 10, 2010).

The above data shows how the students can be habituated to the English reading through the interaction with their parents. The parent's attempt would be successful so as to motivate their children to read English books. Like the teacher's case above, however, it was successful for the parents to expose their children to the reading materials. As a guide who can observe or assist the children to read, their role is still very limited.

4) Reading through the Internet

Nowadays, the Internet becomes one of the easiest ways to get reading materials of the target language. For a better understanding of the given texts to read, the Internet can provide additional reading materials, which might enhance the reading motivation as well as their reading skills (LeLoup & Ponterio, 2000).

> I would use the Internet in order to find something that I was curious of or something that I missed or misunderstood during class … Also, I used to read some parts of the books that I want to read or I used to read some comments on the books written by other readers (Jin, January 15, 2010).

> When the English teacher gives me the homework writing about a book that I read, I use the Internet to find some information. Or I also find some information on the book if I don't understand the teacher's explanation or if it's too difficult to understand. The Internet would help me to understand it easily (Rin, January 14, 2010).

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As shown above, however, reading through the Internet would be less effective among the students. In other words, the Internet would be used in order to find more information mainly for their homework. Therefore, the Internet application in reading wouldn't be actually motivational and instructional in order to improve their reading skills.

> I use the Internet to find a wide variety of information related to the topics that I can't understand while studying alone. But I easily gave up reading English information that I found on the Internet. It's too difficult to understand (Sohee, January 17. 2010).

Without a teacher's proper help or guide, as well, the Internet application wouldn't be useful. Due to a feature of the Internet, a rich repository of information, the student can easily be at a loss to what to do to pick out the appropriate reading materials from the unlimited repository. As implicated in the last interview data, it is apparent that the instruction of resources utilization has not been conducted properly, which develops the skills to make use of Internet resources.

V. CONCLUSION

This research was conducted to investigate the role of reading motivation in English reading. It also aimed to discover how the reading motivation can influence the students'English language acquisition. To satisfy the purpose of this study, the researchers conducted interviews of seven middle school students in Korean EFL contexts. The major findings of this study are as follows:

First, the students in this study would regard English reading as an activity to review their vocabulary, grammar or sentence structures that they already learned. While reading English books, they would translate English texts into Korean. This might result from the lack of an appropriate understanding of the reading. Under the circumstance, it was somewhat difficult to expect the students to understand the author's intention or the book's implication. Therefore, to reduce the analysis of grammatical analysis and concentrate more on text itself, students need to spend more time discussing contents of the book.

Second, reading motivation was an integral part in English reading. The students would depend much more on instrumental motivation than integrative motivation. In other words, they were stimulated and motivated to read books by the factors such as better employment, better education, or better score. To stimulate their curiosity and maintain their reading, integrative motivation is required. To make up for their lack of

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intrinsic motivation, most of all, they need to see which field they are interested in. According to their interests, they can select books by themselves and therefore keep themselves reading.

Third, parents and teachers would play an important role in increasing the students' reading motivation. Therefore, parents and teachers are required to apply their teaching methodologies in order for their students to promote their reading motivation. It becomes more practical when parents and teachers can interact with their students. In other words, they need to play a role of fellow reader as well as guide before, while and after reading books. This role will help students enhance their extrinsic and intrinsic motivation and therefore become an independent reader.

As mentioned earlier, the data collected and analyzed for this study were from the 7 students' interviews. Therefore, it is able to cause problems in generalizing a whole EFL context. Nevertheless, it is hoped that this research can provide parents and teachers with an opportunity to see how reading motivation can affect reading skills and further language acquisition.

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