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Motivation to Read in EFL College Classrooms

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This study explored factors that motivate Korean college students to read English. It furthermore examined the association between reading motivation and reading proficiency and the effects of gender and preferred reading styles on motivation. A total of 204 students from 7 EFL intact reading classes participated. Motivation was measured by the self-report questionnaire developed based on L1 reading motivation (Wigfield & Guthrie, 1995, 1997) and L2 reading motivation work done by Mori (2002) and Takase (2007). The study identified five factors in students' motivation: extrinsic motivation, importance of reading, intrinsic motivation, avoidance of reading, and self-efficacy of reading. Students' strongest motivational component was their perception of usefulness or importance of English reading. Intrinsic motivation was found to be most strongly related to self-assessed English reading proficiency, while avoidance of reading was significantly and negatively associated with reading ability. Some components of female students' reading motivation were stronger and more positive than males'. Furthermore, students' motivation to read differed in terms of their preferred reading style, with extensive readers showing higher scores on intrinsic and efficacy factors. These results are in consistent with the claim concerning learning benefits of extensive reading to L2 readers.

[English reading motivation/reading proficiency/background variables]

I. INTRODUCTION

The current trend in many colleges in Korea has been toward hiring more native English-speaking teachers to encourage students' better use of practical English. This may imply that the English reading skill seems to gradually pale into insignificance. However, in fact most college students have to take English courses in which the reading comprehension is a matter of interest. Furthermore, some college instructors use imported English textbooks developed for native English speakers combined with lectures and

discussions in students' mother tongue. Thus, English reading comprehension is an indispensable part of college students' academic life. When students' curricula in which they specialize are other than English, some students might be highly motivated and achieve advanced-level reading skills in English, while others could lose motivation and interest in reading English texts (Huang, 2006).

Most classroom studies on reading have focused on reading skill development (Baker & Wigfield, 1999; Brantmeier, 2005; Im, 2007; Rha, & Lee, 2005; Yoon, 2003). Besides, although the importance of motivation for language learning has been recognized (Clément, Dörnyei, & Noels, 1994; Gardner, 1985, 1988; Kim, 2004; Noels, Pelletier, Clément, & Vallerand, 2000), little attention has been given to domain-specific motivation in a second or foreign (L2) language. L2 learners, for example, may be motivated to speak or listen, but not to read or write in the L2. Nonetheless, Day and Bamford (1998) have first attempted to develop a theoretical model of motivation to read in an L2. Their model entails four major variables that are hypothesized to influence motivation to read: reading materials, reading ability, attitudes, and sociocultural environment including family and friends' influences. However, the paucity of research on L2 reading motivation alludes to the lack of empirical evidence on their model (Mori, 2002).

On the other hand, a few studies have been conducted to examine the L2 reading motivational constructs with Japanese (Mori, 2002; Nishino, 2005; Takase, 2007) and Taiwanese learners (Huang, 2006). Likewise, little research has been found to investigate what constitutes L2 reading motivation in a Korean EFL college context (Kim, 2004). Therefore, a major goal of the present study was to find out factors that motivate Korean college students to read in English. A second goal of the present study was to examine the relations of reading motivation to reading behavior by examining links with reading proficiency. Furthermore, the subgroup analyses were conducted to determine whether students showed different constructs of L2 reading motivation based on gender and preferred reading styles.

II. REVIEW OF THE LITERATURE

Wigfield and Guthrie (1995) conceptualized the nature of motivational constructs for L1 reading through drawing upon a number of general motivational theories such as expectancy-value theory, self-efficacy theory, achievement goal theory, and intrinsic motivation. According to expectancy-value theory, achievement behavior can be predicted by expectancy for success and the value in a given task. The value the individual learner relates to success in the given task includes attainment value, intrinsic value, extrinsic value, and cost (Eccles & Wigfield, 1995). When students expect they are successful at a

reading activity they are more likely to engage in challenge reading activities. Furthermore, the level of self-efficacy influences reading motivation since learners seem to read more when they feel competent and efficacious in reading (Baker & Wigfield, 1999; Wigfield & Guthrie, 1995, 1997). Achievement goal theory focuses on the learners' perception of how important achievement of different tasks is to them, whereas intrinsic motivation encompasses interest, enjoyment, and involvement in a reading task. Based on the theoretical hypotheses that motivation may be domain specific and L1 reading motivation would be a multi-faceted construct, Wigfield and Guthrie (1995) developed the Motivation for Reading Questionnaire (MRQ) to assess three categories referring to the theory of reading motivation: competence and reading efficacy beliefs, achievement values and goals for reading, and social purposes of reading. These three categories further contains 11 sub-components of reading motivation: reading efficacy, challenge, avoidance, curiosity, involvement, recognition, reading for grades, importance, competition, social reasons for reading, and reading compliance. Although the 11 aspects of reading motivation did not always cluster as hypothesized (Wigfield & Guthrie, 1997), the multidimensionality of L1 reading motivation was confirmed with a larger sample (Baker & Wigfield, 1999).

Concerning L2 reading motivation, Day and Bamford (1998) proposed the expectancy value model to explain motivational components to read. They claimed that extensive reading materials and attitudes toward reading are the more critical factors in identifying motivation than reading proficiency and the sociocultural environment. The lack of research on L2 reading motivation made some researchers inevitably rely on the L1 reading motivation as a theoretical basis. Mori (2002) administered to Japanese university students a modified version of the MRQ in addition to the items that tapped into Gardner's (1985, 1988) concept of integrative motivation to read in English. She extracted four factors determining the reading motivation: intrinsic value of reading, extrinsic utility value of reading, importance of reading, and reading efficacy. Nishino (2005) replicated Mori's (2002) study with respect to the items of the questionnaire, statistical analyses, and the theoretical base. The only difference was Nishino's participants who were co-educational high school students. Nishino identified six factors that were almost equivalent concepts to the four-factor found in Mori's study. Consequently, Mori (2002) and Nishino (2005) provided empirical evidence supporting Wigfield and Guthrie's claim for the multidimensionality of reading motivation and further extended to L2.

Takase (2007) also constructed a questionnaire based on studies on L1 reading (Wigfield & Guthrie, 1997) and L2 learning (Gardner, 1985; Schmidt, Boraie, & Kassabgy, 1996) to investigate motivational factors while observing Japanese high school students engaged in extensive English reading. She found that intrinsic motivation for L1 and L2 reading, parents' involvement in and family attitudes toward reading, exam-related extrinsic motivation, fondness for written materials, and Internet-related instrumental motivation

and negative attitudes toward extensive reading were key components of reading motivation, which in turn influence the decision to read in the L2. In the meantime, Huang (2006) examined situational factors that motivate Taiwanese university students to read their texts for English for academic purposes (EAP). The students were most willing to read EAP under three factors: when (1) EFL teachers were available to answer questions, (2) grammar and vocabulary used in textbooks were easy, and (3) English reading was required.

With respect to the relationship between motivation to read and reading achievement, intrinsic motivation was more strongly related to the amount and breadth of reading than was extrinsic motivation (Baker & Wigfield, 1999; Mori, 2002; Nishino, 2005, 2007; Takase, 2007; Wigfield & Guthrie, 1997). Furthermore, Im (2007) suggested that intrinsic motivation toward EFL reading contributes to improving reading comprehension. In contrast, Day and Bamford (1998), as mentioned earlier, reported that motivation to read in an L2 was strongly influenced by the reading materials than reading ability. Furthermore, aside from Yamashita (2004) in the area of L2 reading motivation almost no studies can be found that explored the relationships between motivation to read and L2 reading achievement. Instead, most existing studies have connected L1 and L2 reading motivation with learners' reading amount and breadth, so-called extensive reading. Accordingly, the paucity of research on L2 reading motivation is a striking contrast with the abundance of work conducted to explore the relationship between extensive reading and reading achievement (Bell, 2001; Day, 2003; Hafiz & Tudor, 1990; Hwang, 2003; Iwahori, 2008; Mason & Krashen, 1997). It is likely to be a gap in the research in the domain of reading in an EFL context. Therefore, it seems clear that more studies are needed to investigate what comprises L2 reading motivation in a Korean EFL context. The following three research questions were posed to guide the current study:

1. What are the components of English reading motivation for Korean EFL college students?
2. What are the relationships between the students' English reading motivation and their self-assessed reading proficiency?
3. How do the students' gender and preferred reading styles influence their motivation to read in English?

III. RESEARCH METHOD

1. Participants

A total of 204 participants at a university comprised 96 males (47.1%) and 108 females

(52.9%). The students' average age was 20, ranging from 18 to 24. All of the students were from 8 EFL intact groups with approximately 30 in each class. The majority of participants (N=166, 81.4%) were in their second year, with the remaining 38 being in the first year. The students were from various academic fields, such as tourism convention, hotel management, health and fitness management, and culinary arts. The majority (N=168, 82.4%) of the total sample reported that they do not read any English texts except assigned ones. Sixty-four percent of the students (N=124) had a liking for intensive reading, while the remainder of 36% (N=70) preferred extensive reading (ten students did not provide the requested information on the questionnaire cover sheet). Among the sample, most students (N=152, 74.5%) expected to take a more advanced reading class next semester, while the remaining 52 did not show willingness to enroll in an advanced English reading.

All the participants were enrolled in a compulsory English reading course "General English 1" for freshmen or "General English 3" for the 2nd year students at the time of the study. The goals of the General English 1 and 3 are to encourage basic ability in all areas of English use, with particular emphasis on the development of reading skills. Instruction is conducted by Korean teachers exclusively in Korean. Classes meet 3 hours a week and class contents comprise reading and discussion of short passages, grammar and vocabulary exercises, and occasional writing practices including oral small-group activities and presentations. The course grade is determined by two written exams (60%), assignments and participation in class activities including quizzes (20%), and attendance (20%).

2. Measures and Data Collection

A 30-item questionnaire was constructed based on the studies by Wigfield and Guthrie's (1995, 1997) MRQ, Takase (2007), and Mori (2002). Some items appearing in Wigfield and Guthrie's research were not considered relevant to the students in the present study. The irrelevance is due to the fact that the MRQ was developed for primary school children motivating to read in their L1. Furthermore, some motivational scales included in Takase's study would be applicable only to high school students learning to read in an extensive L2 reading program. Therefore, the items used in the present study, for the most part, were from Mori's work in which university students participated in examining L2 reading motivation. In other words, the questionnaire included items to explore Wigfield and Guthrie's (1995, 1997) three categories and the ones to examine integrative reasons for reading motivation in English.

The first category of reading motivation proposed by Wigfield and Guthrie, which associates with the competence and efficacy belief components, concerns *reading efficacy,* the belief that an individual can be successful at reading (ex., Items 9 & 14), and *challenge,* the willingness to read difficult reading materials (Items 18 & 29). *Reading avoidance,* the

desire to avoid difficult reading activities is also included in the first category (Items 19 & 26). The second category that relates to purposes learners have for reading, comprises *reading curiosity,* the willingness to read about a particular topic of interest to the learner (Items 1 & 6), *involvement,* the enjoyment from reading literary or informational texts (Items 2 & 25), and *importance of reading,* the individuals' subjective value of reading activities (Items 15 & 20). The third category addressing social aspects of reading motivation, includes items for *reading for grades,* anticipatory outcome from reading activities (Items 7 & 28), and *compliance,* the desire to fulfill requirements or satisfy expectations of others (Items 8 & 24). The rest three dimensions of the MRQ, *competition in reading,* the desire to outperform others, *reading recognition,* the pleasure in receiving a tangible form of recognition for success, *and social reasons for reading,* the process of sharing the meanings gained from reading, were not included because they did not seem applicable to the sample in the present study. On the other hand, some items (Items 5 & 10) were included to refer to integrative components of reading in English.

The students were given the questionnaire in Korean during their regularly scheduled class period at the beginning of the semester. They were asked to respond using a four-point scale, with answer choices ranging from 1(strongly disagree) to 4(strongly agree). They were also asked to indicate some background information about themselves such as gender, age, college major, grade, preferred reading style, and how they would rate their English reading proficiency.

3. Data Analysis

Descriptive statistics (frequencies, means, and standard deviations) were computed for the students' responses to the questionnaire and background information items. Cronbach alpha was calculated to estimate the reliability of the questionnaire in measuring reading motivation in English. A factor analysis with a principal components and Varimax rotation was performed to identify the items that determine underlying constructs in this research context. Correlation coefficients were computed to examine the degree of interrelatedness between motivation and students' self-assessed reading proficiency including among motivational sub-components themselves. Finally, MANOVA and *t*-tests were performed to examine the effects of students' gender and preferred reading styles on their motivation to read in English.

IV. RESULTS

Cronbach's Alpha for the internal consistency of reliability for the questionnaire was .85,

indicating that the items were consistently reliable in measuring student motivation to read in English. The results are reported in three sections. In the first section, the results of the exploratory factor analyses of the reading motivation in English are presented. The relationships between reading motivation and reading proficiency appear in the second section. In the third section, differences in levels of motivation as a function of gender and preferred reading styles are summarized.

1. Components of Reading Motivation in College English Classrooms

In order to determine the underlying constructs of reading motivation in English, a principal component analysis with Varimax rotation, which explains the maximum proportion of variance and yields orthogonal uncorrelated factors, was performed. The number of factors to be extracted was based on the following criteria: eigenvalues of 1.5 or higher, a factor loading of .30 or higher (Cattell, 1978), and consideration of the slope change in the scree plot. A five-factor solution was chosen that accounted for 58.11% of the total variance in Korean college students' reading motivation in English. The results of the five-factor solution, frequencies, means, and standard deviations for each item are summarized in Tables 1 to 5.

Factor 1 consisted of 8 items as detailed in Table 1. The items obtained high loadings in this factor seemed to represent that the students read English texts to satisfy certain goals such as finding a better job, getting good grades, or making themselves more knowledgeable persons. The components of this factor can be parallel with Gardner's (1985, 1988) concept of instrumental motivation. Thus, this factor was labeled extrinsic motivation for English reading. The students showed strong extrinsic motivation: the overwhelming majority of them agreed that they read English books to get a better job in the future (Item 28), to succeed in the exam (Item 27), and to learn about various views in the world (Item 16). Furthermore, most of them believed that English reading skills help their general learning (Item 15) and wanted to search information appropriately on the Internet by learning to read in English (Item 21). However, 64% of the students disagreed that they took an English reading class because it was required (Item 8).

Factor 2 obtained high loadings from 7 items as shown in Table 2, most of which were concerned with perceived important value or usefulness of English reading skills. Therefore, this factor was named importance of English reading. Most of students in the present study perceived the importance of reading in English. They endorsed that English reading skills are valued to study abroad (Item 4), to read English various texts (Items 1 & 11), to cope with globalization (Item 3), and to broaden their views (Item 20). Meanwhile, the majority of students believed that English speaking and listening skills are far more important than reading (Items 17 & 30).

TABLE 1

Extrinsic Motivation for English Reading

Item	1*	2	3	4	M	SD
27. I am reading English books to get a better job in the future. (.850)**	2***	10	53	35	3.12	.70
28. I am reading English books to succeed in the exam. (.824)	1	18	49	32	3.12	.73
7. I am learning to read in English merely because I like to get good grades. (.792)	9	37	37	17	2.63	.87
15. Learning to read in English is important because it will be conducive to my general education. (.778)	3	16	55	27	3.05	.73
22. Reading in English is important because it will make me a more knowledgeable person. (.762)	2	14	49	34	3.16	.73
21. By learning to read in English, I hope to search information on the Internet. (.575)	5	27	44	24	2.86	.83
16. By learning to read in English, I hope to learn about various opinions in the world. (.573)	3	24	47	26	2.95	.79
8. I am taking an English reading class merely because it is required. (-.565)	11	53	22	15	2.41	.87

* 1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree.
**Factor loadings of each item on the five-factor are presented in parentheses.
***Percentages are rounded to the nearest whole number.

TABLE 2

Importance of English Reading

Item	1	2	3	4	M	SD
17. The speaking skill is more important than the reading skill. (.856)	8	15	25	52	3.21	.98
30. The listening skill is more important than the reading skill. (.799)	10	13	45	32	3.00	.92
4. I am learning to read in English because I might study abroad in the future. (.710)	5	16	41	38	3.12	.85
1. By learning to read in English, I hope I will be able to read English texts. (.702)	6	18	49	27	2.98	.83
11. By learning to read in English, I hope to be able to read English newspapers and/or magazines. (.679)	8	14	52	26	2.97	.85
3. Learning to read in English is important in order to cope with globalization. (.463)	0	6	38	56	3.50	.62
20. Learning to read in English is important because it will broaden my view. (.452)	5	20	47	28	2.98	.82

Six items loaded onto the third factor as appeared in Table 3. A close examination of the items showed students' fondness for, engagement in, and enjoyment of reading English texts. Thus, this factor was labeled intrinsic motivation for English reading. Concerning students' intrinsic motivation to read in English, their responses varied according to items. Most students disagreed with their liking for reading materials in English (Items 10 & 13) and their concentration on English reading (Item 25). In contrast, the majority of students

(78%) wanted to understand L2 culture more deeply (Item 5) and 55% of them indicated their immersion in interesting story reading although they are written in English (Item 2).

TABLE 3

Intrinsic Motivation for English Reading

Item	1	2	3	4	M	SD
10. I like reading English texts. (.731)	24	58	15	3	1.97	.72
25. I tend to get deeply engaged when I read in English. (.695)	15	58	22	6	2.19	.75
5. By being able to read in English I hope to understand culture of English speaking countries more deeply. (.618)	5	17	56	22	2.96	.77
12. It is fun to read in English. (.543)	14	39	39	8	2.41	.82
13. I like reading English newspapers and/or magazines. (.526)	17	60	22	2	2.09	.67
2. I get immersed in interesting stories even if they are written in English. (.479)	9	36	40	15	2.61	.84

Factor 4 contained 6 items as displayed in Table 4. The items in this factor reflected the willingness to avoid English reading activities. Thus, this factor was best defined as avoidance of English reading. Sixty-two percent of the students did not like to read English texts that contain difficult expressions (Item 29). However, they showed their desire to read in English although it is not required (Item 24, 61%) and if the content is interesting (Item 19, 77%). Furthermore, 62% of them did not believe that reading in English is a pain (Item 26) and 87% revealed that English reading is not a waste of time (Item 23).

TABLE 4

Avoidance of English Reading

Item	1	2	3	4	M	SD
29. I don't like to read English books that have difficult expressions. (.775)	6	32	48	14	2.70	.78
24. I would not voluntarily read in English unless it is required as homework. (.720)	20	41	31	9	2.29	.88
26. It is a pain to read in English. (.579)	20	42	27	11	2.29	.90
6. Even if English reading was not a required subject, I would take an English reading class. (-.504)	10	24	53	13	2.69	.82
19. I do not have any desire to read in English even if the content is interesting. (.448)	28	49	16	7	2.01	.85
23. It is a waste of time to learn to read in English. (.401)	52	35	10	3	1.63	.78

Factor 5 included 3 items as shown in Table 5. The items addressed students' beliefs about a reading success and the enjoyment of reading challenging materials. Therefore, this factor was labeled self-efficacy of English reading. Regarding the efficacy of English

reading, almost the same percent of students responded that English reading is their weak area (Item 14, 72%) and they are not good at reading in English (Item 9, 73%). However, more than half the students (53%) showed their enjoyment of reading challenging English texts (Item 18).

TABLE 5

Self-Efficacy of English Reading

Item	1	2	3	4	M	SD
18. It's worth reading difficult English passages. (.827)	10	37	46	7	2.50	.77
14. English reading is my weak subject. (-.654)	5	23	39	33	3.01	.87
9. I am good at reading in English. (.549)	23	50	26	1	2.05	.73

2. Korean College Students' Motivation to Read English

In order to determine students' strongest motivation to read in English, composite scales for the five-factor were constructed. Each composite consisted of the calculation that the items loaded on each factor were added and then divided by the number of the items. Means and standard deviations including rand orders of the composites for the five-factor can be found in Table 6.

TABLE 6

Rank Order of Five Factors for Reading Motivation

Factor	Mean	SD	Rank Order
Extrinsic motivation	2.92	.37	2
Importance of English reading	3.11	.47	1
Intrinsic motivation	2.37	.51	4
Avoidance of English reading	2.27	.43	5
Self-efficacy of English reading	2.52	.31	3

The study indicated that students' prime motivation to read in English was their perception of the usefulness and importance of English reading skills. The next most strongly displayed motivation was extrinsic motivation toward reading English. In the meantime, the students did not tend to avoid reading in English because avoidance of English reading ranked the fifth with a mean of 2.27, although they did not seem to have internal enjoyment of reading in English (M=2.37, SD=.51).

3. Relationships between Reading Motivation and Proficiency

In order to examine the relationships between the students' English reading motivation and their reading proficiency, the students were asked to indicate their self-perceived

reading ability using a five-point scale, ranging from 1 (very poor) and 5 (very good). Slightly more than half of them (N=104, 51%) rated themselves as average, and 38% rated them as either not good (31%) or very poor (7%). Twenty-two (10.8%) rated themselves as good or very good. A mean and standard deviation for the 204 sample was 2.68 and .81, respectively.

The correlation coefficients among sub-components of English reading motivation and between the reading proficiency and motivation are presented in Table 7. Intercorrelations among reading motivation components varied from the lowest being .007 between avoidance and efficacy, to the strongest being .503 between extrinsic and importance of reading. Most of the relations were positive, but the work avoidance construct related negatively all of the sub-components of reading motivation except to efficacy (r=.007). Concerning the relationship between the reading motivation and self-assessed reading proficiency, reading ability was significantly and positively related to all motivational components except to avoidance (r=-.370, p<.01). The relation between intrinsic and proficiency appeared to be the strongest positive correlation (r=.498, p<.01), while the coefficient between extrinsic and proficiency was the lowest (r=.173, p<.05).

TABLE 7

Intercorrelations between Reading Motivation and Proficiency

Factor	Self-assessed Proficiency	Extrinsic	Importance	Intrinsic	Avoidance
Extrinsic	.173*				
Importance	.407**	.503**			
Intrinsic	.498**	.167*	.434**		
Avoidance	-.370**	-.204**	-.349**	-.419**	
Self-efficacy	.370**	.206**	.097	.404**	.007

*p<.05, **p<.01 in the correlations.

4. Effects of Gender on Reading Motivation in English

That data indicated some differences in English reading motivation between male and female students. A MANOVA for all the variables indicated significant gender differences with an F=3.016 at p=.012. As illustrated in the Table 8, however, the t-tests between two groups yielded somewhat different results. Females had higher mean scores on extrinsic, importance of reading, and intrinsic motivation factors than males, showing that the differences in extrinsic and importance components were statistically significant at p<.05 (t=-2.43 and t=-2.08, respectively). Furthermore, the female students' self-assessed reading proficiency also revealed a significantly higher mean score than males (t=-2.63, p=.009). In contrast, male students had slightly higher scores on avoidance (t=1.34) and self-efficacy (t=1.56) components than female counterparts, but these differences did not appear to be

significant (p=.18 and p=.12, respectively).

TABLE 8

Differences in English Reading Motivation by Gender

Factor	Male (N=96)		Female (N=108)		t
	Mean	SD	Mean	SD	
Extrinsic	2.86	.34	2.98	.38	-.2.43*
Importance	3.04	.50	3.17	.42	-2.08*
Intrinsic	2.32	.57	2.42	.44	-1.49
Avoidance	2.31	.49	2.23	.37	1.34
Self-efficacy	2.56	.30	2.49	.32	1.56
Self-assessed proficiency	2.52	.79	2.81	.80	-2.63**

*p<.05, **p <.01 in the t-tests.

5. Reading Motivation in Relation to the Preferred Reading Style

In order to allow comparison of students' motivation to read in English in terms of their preferred reading style, an item for the reading style was asked. Of 204 students, ten of them did not respond the item. Consequently, due to the missing data, only 194 students' responses were included in the analysis: 124 preferred intensive reading tasks and texts in college, while 70 liked extensive reading better.

TABLE 9

Differences in English Reading Motivation by Reading Style

Factor	Intensive (N=124)		Extensive (N=70)		t
	Mean	SD	Mean	SD	
Extrinsic	2.95	.37	2.88	.38	1.27
Importance	3.13	.45	3.07	.52	.93
Intrinsic	2.32	.49	2.48	.55	-1.98*
Avoidance	2.33	.45	2.15	.39	2.79**
Self-efficacy	2.51	.29	2.54	.34	-.65
Self-assessed proficiency	2.55	.77	2.94	.85	-.3.30**

*p<.05, **p <.01 in the t-tests.

As displayed in Table 9, the students who had a liking for intensive reading showed higher mean scores on extrinsic, importance, and avoidance components, while those who liked extensive reading marked higher scores on intrinsic and efficacy constructs in addition to higher self-perceived reading proficiency. The statistically significant reading style effect on motivation to read in English was found in the MANOVA with an F=3.267 at p=.007. On closer investigation, the intensive group revealed significantly higher avoidance (t=2.79, p=.006), while the extensive group had significantly higher intrinsic motivation (t=-1.98, p=.049) and reading ability (t=-3.30, p=.001). However, there were no significant effects of reading styles on students' extrinsic motivation, importance of reading,

and self-efficacy of English reading.

V. DISCUSSION

The study was designed to identify English reading motivational components for groups of Korean college students as well as the links between motivations and reading proficiency. It furthermore examined the effects of gender and preferred reading styles on motivation to read. The theoretical basis of this study rested on the theory of L1 reading motivation proposed by Wigfield and Guthrie (1995, 1997) and L2 reading motivation research done by Mori (2002) and Takase (2007). However, the questionnaire items used in this study were modified based primarily on Mori's (2002) work to adapt the differences in research goals, setting, and participants.

The five-factor solution indicated that the Korean college students had multidimensional motivation toward reading English. This multifaceted aspect of reading motivation confirmed Wigfield and Guthrie's' (1995, 1997) claim. However, among hypothesized eight sub-components of reading motivation proposed by Wigfield and Guthrie, *,reading challenge, curiosity, involvement, reading for grade,* and *compliance* did not cluster in factors, while *reading efficacy, avoidance,* and *importance of reading* were clearly identified. Meanwhile, items concerning *reading curiosity* (ex., Item 10. I like reading English texts) and *reading involvement* (Item 25. I tend to get deeply engaged when I read in English) loaded on intrinsic motivation, whereas items about *reading for grades* (Item 7. I am learning to read in English merely because I like to get good grades) and *reading compliance* (Item 8. I am taking an English reading class merely because it is required) were found to be associated with extrinsic motivation in the present study. It is understandable that intrinsic motivation, which is defined as willingness to engage in an activity for itself, and the fun, interest, and pleasure derived from the participation (Deci & Ryan, 1995), can be closely related to Wigfield and Guthrie's dimensions of *reading curiosity* and *involvement.*

Similarly, items for *reading for grades* and *reading compliance,* which are defined as the desire to be favorably evaluated by others, might be intermingled with other items concerning students' extrinsic reasons for English reading such as attaining a goal or avoiding a punishment. Another possible explanation is that the different sub-components of reading motivation may be so interrelated to one another, considering the fact that all correlations of the motivational dimensions except *avoidance* were statistically significant (Baker & Wigfield, 1999). Therefore, it can be said that the L2 reading motivational components are similar, in some aspects, to those of L1. On the other hand, the factor solution found in the present study showed striking similarities in structural components of

English reading motivation with Mori's (2002) study, although some items under the same factor label were clustered differently because of different cultural and educational backgrounds of the participants.

With regard to the strongest motivation pattern, the result indicated that students' perception of usefulness or importance of learning to read in English was the most significant indicator for their willingness to read in English. This finding often reflected a role of English in college classrooms. There is a widespread perception of English as a valuable asset in Korean society and this builds up expectations about the rewards to be gained from English study, consequently, students' perceptions and expectations act as a key motivation to study English. The second strongest motivation for English reading was extrinsic reasons, which primarily concern perceived utility value in meeting requirements or getting better jobs and grades. Furthermore, the result that the strongest positive correlation between importance of reading and extrinsic motivation was found (r=.503, p<.001) alludes to the confounding nature of the importance of reading construct in English reading motivation. From the theoretical perspective, importance is associated with the notion of intrinsic motivation (Wigfield & Guthrie, 1995). However, importance related to more extrinsic component in the present study. Thus, more research is needed to clarify the nature of the importance component in L2 reading motivation. Students' strong tendency to be extrinsically motivated toward reading was also found in the analysis of background information. Of 204 students, 168 (84.2%) responded that they do not read English books unless assigned.

All the facts with respect to the salience of perceived importance of reading and extrinsic motivation yielded the results that students had relatively low intrinsic motivation and avoidance of English reading. Korean students seemed to have motivation to read to a certain degree, although they did not enjoy reading in English. The findings concerning the significant construct of motivating students to read in English correspond to those of some other studies on L2 learning motivation in general (Crookes & Schmidt, 1991; Kim, 2004; Noels et al., 2000). In a foreign language learning context where students have very limited contact with the target language speakers, it can be presumed that their desire to integrate into the target community is not strong and consequently extrinsic reasons for English reading in terms of their perceived goals such as overseas studies, reading English texts, and coping with globalization, is more remarkable.

In accordance with previous research findings (Baker & Wigfield, 1999; Brantmeier, 2005; Takase, 2007; Wigfield & Guthrie, 1997; Yoon, 2003), students' intrinsic motivation was found to be most strongly related to their self-assessed reading proficiency. By contrast, avoidance of reading was significantly and negatively associated with students' reports of reading ability. Such relationships are also consistent with a claim that the most crucial motivational predictor of L2 achievement is intrinsic motivation (Deci & Ryan,

1995; Kim, 2004; Noels et al., 2000). However, the reading proficiency variable in the present study needs to be appropriately measured by students' reading behavior such as reading speed, amount, breadth, and comprehension, to permit an examination of the relationship between reading motivation and achievement.

Male and female students differed in their reading motivation in English, with females generally showing higher and more positive motivation for English reading. This result provides evidence of gender differences in reading motivation (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). Furthermore, the finding of females' more favorable motivation toward reading is also consistent with other studies indicating that females compared to males have higher proficiency beliefs in reading (Wigfield & Guthrie, 1997), and possess more positive attitudes toward reading (McKenna, Kear, & Ellsworth, 1995). It is not surprising that female students' self-assessed reading ability was found to be significantly higher than males, considering the fact that females' intrinsic and extrinsic motivation and perceived importance of reading, which were closely associated with reading proficiency, were higher than male counterparts.

Finally, in terms of the relationship between motivation and reading styles, nearly two-thirds of the students (N=124) preferred intensive reading to extensive reading. This result may reflect the EFL students' reluctance to read larger texts in the target language unless required in academic course work. Intensive readers scored higher than extensive readers in extrinsic, importance, and avoidance constructs, while extensive readers had higher scores on intrinsic and efficacy constructs. These results are in line with the claim concerning affective benefits of extensive reading to L2 readers and confirmed previous findings (Day, 2003; Day & Bamford, 1998; Nishino, 2007; Yamashita, 2004). Another notable point is that students who had a liking for extensive reading revealed significantly higher self-perception of English reading ability than intensive counterparts. These results also provide indirect evidence of learning benefits of extensive reading in relation to reading skill development (Bell, 2001; Hafiz & Tudor, 1990; Hwang, 2003; Iwahori, 2008; Mason & Krashen, 1997). On issue should be kept in mind at this point when interpreting the results of this study. Intensive groups showed, as noted above, higher extrinsic motivation, while intensive group demonstrated higher intrinsic motivation. The relation of self-assessed reading proficiency to extrinsic (r=.173) was smaller in magnitude than to intrinsic motivation (r=.498). The weak relationship accounts for the limited amount of variance, and it may indicate limited practical significance. However, the results should not be taken to mean intensive reading is not effective in development of reading proficiency. It is important to bear in mind that combining both intensive and extensive reading in an L2 curriculum is necessary to orchestrate intensively acquired skills over multiple reading texts (Carrell & Carson, 1997).

VI. CONCLUSIONS

The present study identified Korean college students' motivational components of the English reading domain: extrinsic motivation, perceived importance of reading, intrinsic motivation, avoidance of reading, and self-efficacy of reading. These findings indicated that sub-components of reading motivation in an L2 are similar to those of general motivation, suggesting that the reading motivation and general motivation in the field of educational psychology are interrelated to one another. The study also found that intrinsic motivation was more closely related to students' self-assessed reading proficiency than were any other components. It further demonstrated that students varied in their motivational profiles in terms of gender and the preferred reading style and that these profiles were also associated with reading proficiency.

The most important implication of the findings is that teachers should consider students' reading motivation as multidimensional (Baker & Wigfield, 1999; Mori, 2002). Thus, they should not be characterized simply as either motivated or not motivated to read in English because they are motivated toward English reading for different purposes. Teachers should help students facilitate intrinsic motivation, which seemed to be an important factor in shaping reading proficiency. A good way to promote intrinsic motivation is to provide students with interesting reading materials. One of the key components that make a book interesting is its appropriate level of difficulty in terms of vocabulary and word expressions. Furthermore, as some extensive reading researchers claimed, by giving students a freedom to choose what to read and where to read it, teachers can enhance students' L2 reading motivation and attitudes (Day, 2003; Day & Bamford, 1998; Nishino, 2007; Takase, 2007). In addition, teachers' wide variety of supports for their students, such as talking about background stories and responding to their questions, can make reading materials more accessible (Huang, 2006; Nishino, 2007). In sum, teachers should be encouraged to take on a role as mediator between students and reading texts.

The study has limitations that should be acknowledged. In order to identify English reading motivation for the sample, this study contained a particular set of items in the questionnaire in the light of motivation theory. However, as the five-factor solution indicated, the exploratory factor analysis is an inductive procedure, thus there may also be alternative factor solutions and interpretations. What is more, including other kinds of items could yield different constructs of reading motivation. Accordingly, further investigation to probe these motivational components with different samples is needed. Another limitation of the study concerns the nature of motivation. The myriad factors that can affect students' motivation to read in English, hence no attempt will be made to generalize the findings of this study beyond the local school context.

In relation to the limitations, replicated studies are clearly solicited to explore general trends of EFL reading motivation across samples involving a variety of settings and levels of study. The extent to which students' motivation to read is changeable over time by reading styles or contextual factors such as reading materials and types of instruction, should be considered in future studies. Finally, this study did not address what effects the motivational constructs may have on students' subsequent reading performance. Examining how students' motivation are or are not manifested in their reading behavior and in assessment situations should help to explain patterns found in existing research and further uncover other aspects of reading motivation. Awareness of the claim that students bring to the classroom different aspects of motivation can help teachers and students to become more realistic in setting goals, and it can allow teachers to provide more effective guidance to students in learning an L2.

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Examples in: English
Applicable Languages: English
Applicable Levels: College

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