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Korean EFL Learners' Reading Motivation and Their L2 Reading Behavior*

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This study aimed to explore how the Korean university students' reading motivation is related to their English (L2) reading behavior. The construct of the students' Korean (L1) and L2 reading motivation was investigated with the data obtained through the questionnaire from 120 sophomore students. A factor analysis was conducted to extract the major factors of motivation and determine the interrelationship among items in the questionnaire. As a result, 6 factors were extracted: Intrinsic Motivation for English Reading, Extrinsic Motivation 1 (Immediate Goal Orientedness), Extrinsic Motivation 2 (Integrative Orientation), Importance of L1 Reading, Intrinsic Motivation toward L1 reading, and Importance of L2 Reading Skill. The interrelatedness between the assessment results on the L2 reading behavior (reading amount, time and speed) and motivation factors was measured by correlation coefficients. It was found that Intrinsic Motivation toward English Reading was significantly related to the students' reading amount and Intrinsic Motivation toward Korean Reading had positive association with the students' reading time with statistical significance. Other factors did not show significant correlation with the students' reading behavior. In addition, the students' reading speed was significantly related to their reading amount as well, while reading time did not affect the speed gain.

[L2 reading motivation/L2 reading behavior/reading speed]

I. INTRODUCTION

A great deal of effort has been made to enhance the effectiveness of college general English classes in Korea. General improvement of college students' English proficiency

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was pursued by many educators through designing and experimenting innovative teaching methods. In any cases, the basic and common assumption for learners to improve their English proficiency might be providing a lot of linguistic input in a steady manner. However, it is not an easy matter to provide enough input to college students in a very limited class time in the English as a Foreign Language (EFL) context. Many researchers and educators are aware of the fact that any efficient method without enough linguistic input could not gain successful results.

My endeavor to provide such an input-rich class environment for the students started from the concern of how to make the students be exposed to enough input. For the students in an EFL situation, the most easily accessible input form might be the written form of input. L2 reading materials, the written form of input, themselves are important tools for the academic success of college students. The reading skill is also related to other language skills, such as speaking, listening, or writing. Even though it is not yet clearly discovered how much L2 reading skill can facilitate other skills, such as speaking, listening, or writing, developing reading skill certainly promotes knowledge gain on basic language elements, such as vocabulary and structure, which are also the basis for other skill areas. The problems which have been pointed out with regard to L2 reading education are those mainly caused from the traditional methods of reading education: too much focus on grammar, translation-oriented teaching methods, or rote memorization of words. These methods inhibited learners from enhancing fluency with a very limited amount of reading. Nevertheless, the traditional English reading education, which can be defined as L2 intensive reading, also has its advantages: learners can develop accuracy with grammar knowledge; it gives satisfaction to analytical learners.

In respect to this background on English education and in an input-poor EFL context, it is necessary to adopt an additive method for reading class which has not been practiced in the traditional English class mainly with intensive reading method only. So I have included pleasure reading[1] in my English classes for a couple of years, and found that some of the students were eager to read but some were not. In this context, I began to be curious about the relationship between the students' motivation to read and their actual amount of reading in my English classes.

Even though motivation to read has been a very popular research topic in the field of language education (Gardner, 1988; Kim, 2008; Noels, Pelletier, Clement, & Vallerand, 2000), motivation to read in an L2 and its relationship with reading achievement has not been explored that much. Most of the studies have been conducted to see the relationship between L1 and L2 reading motivation in terms of extensive reading. Some researchers

[1] Other terms used for pleasure reading are "extensive" reading or "supplementary" reading. These terms are used interchangeably in this paper.

reported that intrinsic motivation was the stronger index of the amount of reading than extrinsic motivation (e.g., Mori, 2002; Takase, 2007; Wigfield & Guthrie, 1997). However, there still seems to be a lot of room to study the relationship among L2 reading motivation, reading amount, and reading achievement in the EFL context of Korea. So the purpose of this study is to elucidate the relationship between the kinds of L2 reading motivation of the students and their L2 reading behavior: activeness in reading such as actual time and amount of reading. The results of the study could be of great help to identify and stimulate the kinds of students' motivation for effectively enhancing their voluntary pleasure reading. The following research questions were formulated and guided this study:

1. What are the components of the major motivational factors which are related to L2 reading motivation among Korean EFL college students?
2. Which factors can predict the students' L2 reading behavior, such as reading more of the English books and devoting more time to reading English books? How does the reading behavior affect the reading speed of the students?
3. Are there any association between the activeness of the L1 reading behavior and the L2 reading behavior?

II. REVIEW OF THE LITERATURE

1. Motivation to Read

In the area of motivational psychology the expectancy-value framework has been the most influential theory base, which has developed by a number of researchers during the last four decades. The basic assumption of the expectancy-value framework is that "humans are innately active learners with an inborn curiosity and an urge to get to know their environment and meet challenges, and therefore the main issue in these value theories is not what motivates learners but rather what directs and shapes their inherent motivation" (Dörnyei, 2001, p. 20). Bamford and Richards (1998) suggested that 'expectancy' is comprised of the variables of materials and reading ability while 'value' is comprised of attitudes and sociocultural environment in the context of second language reading.

Wigfield and Guthrie (1997) focused on reading motivation and they were the first who explored the children's reading motivation. They attempted to investigate how the children's motivation related to the amount and breadth of their L1 reading. The reading motives, such as self-efficacy beliefs, intrinsic-extrinsic motivation and goals for learning, and social aspects of motivation, were assessed by a reading motivation questionnaire. They reported that the intrinsic motivation predicted amount and breadth of reading more

strongly than did an extrinsic motivation composite. Even though their study was about L1 reading, it is significant to find out a certain motivational construct as the predictor of L1 reading behavior.

In the field of L2 reading motivation, Mori (1999) studied Japanese EFL learners' L2 reading motivation using Science Research Associates (SRA) reading materials. She examined 52 Japanese university students' motivation to read and study English by questionnaire administration. Twenty one factors were extracted from 74 questionnaire items placed in 3 parts (part I: motivation/attitudes toward English reading; part II: general motivation/attitudes toward learning English; part III: motivation/attitudes toward the assigned tasks). And 7 out of 21 factors had significant relationship with the students' amount of reading. The seven significant factors found in the study were: 1) S's perceived difficulty in reading; 2) grade related extrinsic utility value of reading; 3) positive intrinsic value of reading; 4) negative attainment value of learning English in relation with understanding novels/movies; 5) grade related extrinsic utility value of learning English; 6) S's positively perceived cost of going to the library, and 7) S's preference for tasks in which they can easily see their progress. This means that three types of students had a tendency to read more: the more they were grade-oriented and liked reading, the less they think it troublesome to go to the library to read, and the more they liked the way the task is structured.

Mori (2002) further carried out a study to find out if motivation to read in an L2 is independent of the general motivational constructs, but she found that it closely resembles general forms of motivation. Four components were extracted in the area of motivation to read in English: Intrinsic Value of Reading in English, Attainment Value of Reading in English, Extrinsic Utility Value of Reading in English, and Expectancy for Success in Reading in English. The results of Mori's study suggest that the four components extracted in her study on L2 reading motivation had a very similar form found in the study of general motivation as laid out in expectancy-value theory.

2. Pleasure (or Extensive) Reading

The importance of the inclusion of pleasure or extensive reading in a second language classroom has been discussed by many researchers (e.g., Bell, 2001; Crawford Camiciottoli, 2001; Im, 2007; Jeon, 2008; Mason & Krashen, 1997). The researchers generally reported that positive impact of extensive reading had been made on reading proficiency including comprehension and speed, positive affect, and general linguistic competence including vocabulary, writing, and oral skills. So the goal of extensive reading in the L2 classroom is to "develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards, Platt, & Platt,

1992, p.133).

Extensive reading is defined as "rapidly reading book after book" and "a reader focuses rather on the meaning or content not on the language of the text" (Palmer, 1964, p. 111; 1968, p. 137 recited from Day & Bamford, 1998, p. 5). So the purpose of extensive reading is usually to have pleasure or to get information. Palmer contrasts the concept of extensive reading with the intensive reading, which he meant to "take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains" (1964, p. 111 recited from Day & Bamford, 1998, p. 5). So the purpose of intensive reading is mainly to study language rather than to enjoy the contents.

While the advantages of extensive reading in the L2 classroom are generally accepted by researchers and teachers (e.g., Carrell & Carson, 1997; Camiciottoli, 2001; Im, 2007; Jeon, 2008), the extensive reading method is of no use when the L2 learners are not motivated to read extensively. So motivation in an L2 has been continuing interest for educators and psychologists in second language teaching and learning. Under these circumstances, this study attempted to explore how the L2 reading motivation is associated with the L2 extensive reading behavior and performance in English classes of a university in Korea.

III. METHOD

1. Subjects

The data for this study were collected in the second semester of 2008. The subjects in this study are 120 second year students at a university in Korea. Their majors are nursing science (N=40) and social welfare (N=80) and approximately 75% of the students are female. Most of them had received formal English education at least for eleven years when the research began. They were divided into four classes on a voluntary course registration basis. The participants took a 2-hour English class per week for 16 weeks. They studied reading, speaking, listening, and writing in the class, and the contents of the reading were mostly related to social welfare issues. The students' English proficiency levels ranged from low-intermediate to high intermediate based on their Suneung (SAT) scores (Their English scores ranged mostly between level 3 and 6 out of 9 levels, and their average level was about 4) which they provided when entering the university. Even though their English levels might have been improved during the one-year freshman period, it was not assessed again since it is not an important variable in this study.

2. Procedures

1) Setting up the Pleasure Reading Assignment

The pleasure reading assignment was designed and implemented considering its learning potential to the students who had used to intensively read the reading materials only from the textbook for the general English class. The students were required to read English story books for assignment. On the first day of the semester they were advised to choose books among the graded readers which interest them. It was emphasized that they would read books for having pleasure as well as learning English. I also gave them some tips to choose books which are appropriate for their English reading level and emphasized that it is important to choose a book which is not difficult for them to read for pleasure reading.

For the sake of having pleasure it must be desirable not to relate the assignment for the course grade, but formative evaluation of the reading assignment was also needed since it was given as a course assignment. So they were asked to read at least two hours a week, to write a reading log whenever they read, and to submit the reading record sheet at the end of each month. They promised to be honest when they proceed the reading log, and the basic score was given to everybody whoever read at least two hours a week. The items they had to record about their reading on the reading record sheet were: the book title, publisher, reading level of the book, date, reading time (hours), reading level they perceived, and page numbers they read. They also summed up and recorded the total reading time and total page numbers on their reading record sheet at the end of each month. The researcher recorded the students' data on an SPSS data sheet for analysis.

2) Constructing the Questionnaire

A forty-item 4-point Likert-scale questionnaire was constructed based on the previous studies in the field of L1 and L2 reading motivation (Mori, 2002; Takase, 2007; Wigfield & Guthrie, 1997) in order to find out the motivational components toward L2 reading of the Korean university students. The questionnaire consisted of 40 items. Out of the 40 items, 30 it9ems are related to motivation and attitude toward English (L2) reading and they mostly replicated the questionnaire items Mori (2002) developed based on the motivation theory of Wigfield and Guthrie (1997). The main reason why her questionnaire items were adopted for my study is to make it easy to compare the results of the studies since Mori's subjects, Japanese university students, were in an EFL situation similar to mine. The other 10 items included four items regarding motivation toward Korean (L1) reading, and 6 items about general English study.

The questionnaire written in Korean was administered to the subjects at the beginning of

the semester in each class. The students answered each item with 4 scale answer choices from 1 (*strongly disagree)* to 4 (*strongly agree).*

3) Testing Reading Speed

Reading speed was tested twice at the beginning and at the end of the semester respectively. Two pages of a book, selected for being appropriate for the students, was copied and distributed to each student and the students read the passage for two minutes. They marked on the spot of the passage when they finished reading for 2 minutes at the beginning of the semester. The same copy was distributed to each student again at the end of the semester, and they repeated the 2-minute-reading and marked the spot when they finished. The numbers of the words were recorded and compared to examine the existence of any change or improvement of their reading speed. To prevent meaningless letter-reading, the students were asked to keep in mind that they had to understand the contents of the reading passage while reading quietly during the speed test time.

4) Analyzing Data

Out of the 120 students participated in this study, 87 students fulfilled all the requirements: submitting reading record sheets, taking 2 tests, and completing the questionnaire. Consequently, the data from these 87 students were analyzed.

The questionnaire scores and the results of the investigation on the reading amount (total number of pages) and the reading time of the subjects were analyzed using SPSS 12.0. First, Cronbach's coefficient alpha was calculated to see the internal consistency estimate of reliability of the questionnaire for measuring students' motivation in L2 reading. The reliability estimate was .623. This estimate is not high but considered acceptable for this study when we set the standard acceptability of Cronbach's alpha as .6 or higher. Checking the dimensionality of the data, the multidimensional structure of the questionnaire items proved to have lowered the reliability. Second, a factor analysis was conducted to extract the major factors and determine the interrelationship among items in the questionnaire. The result of KMO (Kaiser-Mayer-Olkin) was .686 and Barlett's test was statistically significant (p=.000), which means the correlations among variables were significant, so the questionnaire items were found appropriate for performing factor analysis. Correlation coefficients were calculated to find out the interrelatedness between the results of the investigation on the students' reading behavior on pleasure reading (reading amount and time) and motivation factors.

IV. RESULTS AND DISCUSSION

The results of data analyses are presented in the following three sections according to the three research questions. The first section reports the results of the factor analysis to find out the components of motivation in the major factors related to the L2 reading motivation among Korean EFL college students. The correlations between the results of the students' behavior on pleasure reading and motivation factors are reported in the second section. The relationship between L1 reading motivation and the results of the students' behavior on pleasure reading project is presented in the third section.

1. Components of Motivation toward Reading

A factor analysis was performed to extract the factors based on the following criteria: each factor contained individual items with a minimum eigenvalue of 1.5; the cutoff for size of each loading was set at .45 or higher. After Varimax rotation, six factors were extracted with 40 items as seen in Table 1 to Table 6. A six-factor solution accounted for 53.09% of the total variance in the subjects' reading motivation in English. Items 15, 18, and 20 were eliminated from the analysis because they had loadings of less than .45. Item 21 was also eliminated because no relevance with the other items in Factor 4 was found where it was included. The two double loaded items (Items 8 and 22) were placed into the higher loaded factor respectively. As a result it was found that 4 factors (Factors 1, 2, 3, and 6) out of 6 factors are related to motivation toward L2 reading, while 2 factors (Factors 4 and 5) are concerning motivation toward L1 reading.

Factor 1 consisted of 11 items which are about self-efficacy (Items 9, 14 and 29) and likes or dislikes (Items 13, 26, 25, 2, 10, 12, 35 and 24) on English reading as described in Table 1. The items mostly concerned the students' interest in reading in English or their perception of enjoyment involved in reading in English. So these items are likely to be related to the students' intrinsic value, and this factor was labeled as Intrinsic Motivation for English reading.

TABLE 1

Factor 1: Intrinsic Motivation for English Reading (n=87)

	Item (Factor Loading)	Frequency (%)**				M	SD
		1*	2	3	4		
9	I am good at reading in English. (.699)	24	53	23	0	1.99	.690
13	I like reading English newspapers and/or magazines. (.695)	7	61	31	1	2.26	.600
14	English reading is my weak subject. (.675)	1	14	40	45	3.29	.746
26	It is a pain to read in English. (.666)	6	42	45	7	2.53	.713

25	I tend to get deeply engaged when I read in English. (.647)	9	67	24	0	2.15	.561
2	I get immersed in interesting stories even if they are written in English. (.632)	3	28	61	18	2.84	.761
10	I like reading English novels. (.618)	10	58	30	2	2.24	.664
12	It is fun to read in English. (.577)	2	39	51	8	2.64	.664
35	I like English classes. (.573)	2	24	59	15	2.86	.685
29	Difficult English passages put me off. (.536)	1	16	66	17	2.99	.619
24	I would not voluntarily read in English unless it is required as homework or assignment. (.518)	14	32	51	3	2.44	.773

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

Ten items clustered into the second factor as presented in Table 2, and this factor was labeled as Extrinsic Motivation 1 – Immediate Goal Orientedness. These items are concerning the purpose or goal of learning to read in English (Items 6, 11, 7, 8, 16, & 38), negative attitude (Items 37, 19 & 23) and positive attitude (Item 36) toward English learning. The items regarding goals of learning to read in factor 2 concerned immediate goals of learning English (reading), such as getting good grades (Item 7), completing a required subject (Item 6, 8), reading news (Item 11, 16), using in the future (Item 38). The positive and negative attitude toward English learning is also regarded as having relations with goal-orientedness since the subjects here expressed their attitude in that English or English reading skill is either something to do with their goal achievement or nothing to do with it.

TABLE 2

Factor 2: Extrinsic Motivation 1- Immediate Goal Orientedness (n=87)

	Item (Factor Loading)	Frequency (%)**				M	SD
		1*	2	3	4		
6	Even though reading were not a required subject, I would take a reading class anyway. (.620)	0	11	52	37	3.25	.651
11	By learning to read in English, I hope to be able to read English newspapers and/or magazines. (.618)	1	1	25	73	3.69	.556
7	I am learning to read in English merely because I would like to get good grades. (.589)	17	68	15	0	1.98	.570
37	I think negatively about English learning. (.563)	39	55	6	0	1.67	.584
19	I do not have any desire to read in English	20	59	21	1	2.03	.673

	even if the content is interesting. (.554)						
8	I am taking a reading class merely because it is a required subject. (.549)	21	43	30	9	2.21	.842
16	By learning to read in English, I hope to learn about various opinions in the world. (.520)	1	10	42	47	3.34	.712
38	Having good English skills will be advantageous for me in the future. (.514)	0	0	13	87	3.87	.334
23	It is a waste of time to learn to read in English. (.462)	53	46	0	1	1.49	.568
36	It is important to learn English. (.449)	0	1	21	78	3.77	.450

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

Factor 3 obtained high loadings from 8 items and it was labeled Extrinsic Motivation 2-Integrativeness Orientation. The difference between the items in factor 2 and factor 3 is the remoteness of the goals of learning to read in English. The items in factor 2 are more likely to be related to the immediate goals, while those in factor 3 are more likely to be related to the interests in remote or ultimate goals of the learners. Integrativeness was defined as "individual's willingness and interest in social interaction with members of other groups" (Gardner & MacIntyre, 1993, p.159). In other words, the items mostly concern the students' attitude toward the culture or values of the L2 group (Items 39, 40, 3, 5 & 4). The other 3 items (Items 27, 28 & 22) concern the success in the future by acquiring necessary skills and successful test results, and becoming knowledgeable person through the medium of English reading.

TABLE 3

Factor 3: Extrinsic Motivation 2 - Integrativeness Orientation (n=87)

	Item (Factor Loading)	Frequency (%)**				M	SD
		1*	2	3	4		
27	I am learning to read in English because I might need English skills in my future job. (.743)	1	19	31	49	3.28	.807
28	I am learning to read in English because I would like to succeed in English tests (for TOEIC, TOEFL, or job). (.687)	3	29	46	22	2.86	.795
39	I am interested in the culture of English speaking countries. (.666)	1	10	50	39	3.26	.690
40	I would like to go abroad. (.659)	2	9	28	61	3.47	.760
22	Learning to read in English is important	1	8	38	53	3.43	.693

	because it will make me a more knowledgeable person. (.591)						
3	Learning to read in English is important in that we need to cope with internationalization. (.505)	0	0	25	75	3.75	.437
5	By being able to read in English, I hope to understand more deeply about cultures of English speaking countries. (.480)	1	11	36	52	3.38	.735
4	I am learning to read English because I might study abroad in the future. (.456)	5	33	43	19	2.77	.817

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

The 2nd and the 3rd factors concern the students' extrinsic motivation for L2 reading; the 2nd one is Immediate Goal Orientedness while the 3rd one is Integrative Orientation. These two factors were presented as intermingled in one category, named Extrinsic Utility Value, in Mori's (2002) study and the expectancy-value theory. Mori asserted that she did not find the significance of integrative motivation as suggested by Gardner (1985) because her study was carried out in an EFL setting. However, in the present study, questionnaire items for integrative orientation were discriminated from other extrinsic motivation items categorized in Immediate Goal Orientedness. This result is speculated to have been brought about because in Korea these days students have a lot of contact with the target language and culture, so their desire to integrate themselves into the target community is rather getting stronger. It appears that the different results among the countries possibly exist according to the specific situation of the individual country even though all of them are in the similar EFL settings. The examples of the Integrative Orientedness items are "I am interested in the culture of English speaking countries," "I would like to go abroad," or "By being able to read in English, I hope to understand more deeply about cultures of English speaking countries."

Factor 4 and 5 are regarding motivation toward L1 (Korean) reading. Two items (Items 33, & 32) clustered into Factor 4 are concerning the students' perception or attitude toward the importance of L1 reading, so this factor was labeled as Importance of L1 Reading as seen in Table 4.

TABLE 4

Factor 4: Importance of L1 (Korean) Reading (n=87)

	Item (Factor Loading)	Frequency (%)**				M	SD
		1*	2	3	4		
33	It is necessary to read a lot of Korean books. (.747)	0	1	17	82	3.80	.427
32	It is important to read Korean books. (.739)	0	0	30	70	3.70	.462

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

The 4th factor is related to the students' perception toward the importance of L1 reading, whereas the 6th factor is about the importance of the L2 reading skill. These factors are associated with the students' perceived importance level of L1 or L2 reading, which were also extracted and labeled as Importance of Reading by Mori (2002). These factors were also labeled as Attainment Value in the expectancy-value theory.

Factor 5 obtained high loading from 2 items: they are questioning if the students read a lot of Korean books (Item 34) and if they like reading Korean books (Item 31). So it was labeled as Intrinsic Motivation toward L1 Reading.

TABLE 5

Factor 5: Intrinsic Motivation toward L1 (Korean) Reading (n=87)

	Item (Factor Loading)	Frequency (%)**				M	SD
		1*	2	3	4		
34	I read a lot of Korean books. (.892)	2	33	44	21	2.83	.781
31	I like reading Korean books. (.785)	0	14	44	42	3.29	.697

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

The remaining 3 items (Item 17, 30, & 1) concern the students' attitude toward English reading skill compared to other skills such as speaking or listening as shown in Table 6. Most of the students (89% and 71%) responded that speaking or listening ability is more important than reading ability (M=3.36 and 2.90 respectively). Nevertheless, they responded that they wanted to be a good reader in English (M=3.75).

TABLE 6

Factor 6: Importance of L2 (English) Reading Skill (n=87)

	Item (Factor Loading)	Frequency (%)**				M	SD
		1*	2	3	4		
17	English speaking ability is more important than reading ability. (.809)	1	10	40	49	3.36	.715

30	English listening ability is more important than reading ability. (.581)	1	28	52	19	2.90	.716
1	I want to be a good reader in English. (.492)	0	0	25	75	3.75	.437

*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

**Percentages are rounded to the nearest whole number.

The first research question concerns the identification of the motivational factors for reading in English. Six factors were extracted from the questionnaire through factor analyses: Intrinsic Motivation for English Reading, Extrinsic Motivation 1 – Immediate Goal Orientedness, Extrinsic Motivation 2 – Integrative Orientation, Importance of L1 Reading, Intrinsic Motivation toward L1 reading, and Importance of L2 Reading Skill. Similarities were apparent among the components of L2 reading motivation in the present study and previous studies, Mori (2002), as well as in the expectancy-value theory (Day & Bamford, 1998), while subtle differences were also found.

Out of the six factors, the 1st and 5th factors, Intrinsic Motivation for L2 Reading and Intrinsic Motivation for L1 Reading, correspond to what Kim (2008) and Takase (2007) labeled the same in this study and what Mori (2002) labeled Intrinsic Value of Reading. In Wigfield and Guthrie's (1997) study, the Intrinsic Motivation was presented as divided into two different constructs, Reading Efficacy and Intrinsic Value of Reading, unlike in the present study. In any cases, these two factors regarding intrinsic motivation are considered to be the same factors with the two constructs (Attainment Value and Intrinsic Value) out of the five constructs of the expectancy-value theory: Expectancy for Success, Attainment Value, Intrinsic Value, Extrinsic Utility Value, and Cost.

In short, the results of the present study indicated that factors of L2 reading motivation extracted from the questionnaire resemble the general motivation factors toward language learning as laid out in the expectancy-value theory. Furthermore, even though most of the factors presented in the present study resemble the results of Mori's (2002) study as well, one of the two extrinsic motivational factors, Integrative Orientation, newly emerged as distinctive in the present study unlike in Mori's study, which seems to reflect the specific EFL situation of Korea.

2. L2 Reading Motivation, Reading Behavior, and Reading Speed

The examination of the relationship between reading motivation and reading behavior was carried out based on the results of the students' reading record sheet and the reading motivation questionnaire. The total time the students devoted to reading and the total pages the students read during the semester were summed up at the end of the semester. During the semester the students (N=110: the number of the reading record sheets received) on the

average read 239.4 pages (SD=155.6) and spent 25.24 hours (SD=12.34) for pleasure reading .

Regarding the reading speed, it was found that the numbers of the words the students read per 2 minutes on the average were 192 (ranging from 51 to 422, SD=72.9) at the beginning of the semester, and they became 257 (ranging from 73 to 511, SD=94.7) at the end of the semester. As a result of the semester-long effort, the students achieved 39.6% speed gain at the end of the semester (SD=39.16).

In order to confirm if the pleasure reading actually affected the speed gain, the correlation coefficients among the components of English reading motivation, speed enhancement, reading time, and reading amount were calculated as shown in Table 7. Factors 4 and 5 which are regarding Korean reading motivation are excluded in the table, which is presented separately in the next section.

TABLE 7
Intercorrelations among L2 Reading Motivation, Time, Amount, and Speed

	Speed Gain	Reading Time	Reading Amount	Factor 1	Factor 2	Factor 3	Factor 6
Speed Gain		.006	.292*	.162	.022	.048	.196
Reading Time			.263*	.200	.188	.013	.162
Reading Amount				.332*	.040	.143	.062

*p<.01 in the correlations

As seen in Table 7, among the four factors (Factor 1, 2, 3, and 6) Factor 1 (Intrinsic motivation toward English reading) was the only component which had positive association with the students' pleasure reading activity. That is, when the students had higher intrinsic motivation, they tended to read more amount of English books (r=.332, p=.005). The students' reading speed gain was significantly related to their reading amount (r=.263, p=.005) as well, while reading time did not affect the speed gain (r=.006).

3. Relationship between Motivation toward L1 Reading and L2 Reading

The 4th and 5th factors are about the students' perception toward the importance of L1 (Korean) reading and the intrinsic motivation toward L1 reading respectively. The relationships between these factors and L2 pleasure reading were measured, and Factor 5 was found to be correlated with L2 reading time, but Factor 4 was not. That is, the more the students like to read books in L1, the more time the students spent for L2 pleasure reading (r=.293, p<.01).

TABLE 8
Intercorrelations between L1 Reading Motivation (Factors 4 & 5) and L2 Reading Time, Amount, and Speed Gain

	Factor 4 ("L1 reading is important/necessary.")	Factor 5 ("I read a lot in L1." "I like L1 reading.")
L2 Speed Gain	.199	.037
L2 Reading Time	.164	.293*
L2 Reading Amount	.076	-.074

*p<.01 in the correlations

From this result, it is speculated that the students' fondness of reading in an L1 seemed to have transferred to their behavior of reading in an L2 and thus affected their L2 reading behavior. So the students' actual L1 reading behavior rather than the students' value judgment on the importance of L1 reading is found to be correlated with the L2 reading time with the statistical significance.

The second and third research questions concern the relationship between the students' reading motivation and their reading behavior. The students' intrinsic motivation toward L2 reading positively predicted the amount of reading and the intrinsic motivation toward L1 reading predicted the reading time spent by the students. Other factors were found not to be associated with the students' L2 reading behavior. That is, extrinsic motivation, whether it is immediate goal oriented or integrativeness oriented, hardly affected the students' L2 reading amount or time. This result mostly corresponds to the result of Wigfield & Guthrie's (1997) study on L1 reading behavior and L1 reading motivation of children and Takase's (2007) L1 and L2 reading motivation of high school students, where intrinsic motivation was the strongest predictors of the readers' reading performance.

In the present study, intrinsic motivation toward L1 reading included the items like "I read a lot of Korean books" and "I like reading Korean books." Wigfield and Guthrie (1997) suggested that children's previous reading amount and breadth themselves were important predictors of reading in their study on L1 reading motivation. They asserted that those who read more were likely to continue to do so. According to Day and Bamford (1998), positive L1 reading attitude is one of the four important factors which form positive L2 reading attitudes. Interestingly, the students' L1 reading behavior and motivation seems to be transferred to their L2 extensive reading behavior according to the result of the present study. In other words, the students with higher intrinsic motivation toward L1 (Korean) reading spent more time in reading English books.

The speed gain through the extensive reading activity during one semester was not directly correlated with any motivation type, but it appears to be indirectly correlated with the intrinsic motivation, because the intrinsic motivation was correlated with reading

amount, and the reading amount was correlated with the speed gain. The speed gain was found to have a significant correlation with the reading amount. That is, the more the students read, the greater the speed gain was. In Bell's study (2001), the extensive reading group achieved significantly faster reading speeds (68% increase) than the intensive reading group (18% increase) for two semesters. Even though the students' performance was not compared to any control group in the present study, the students achieved the average speed gain of 65 words (from 192 to 257 words, 39.6% increase) per two minutes through a semester-long extensive reading activity, which seems corresponding results of Bell's study.

VI. CONCLUSION AND PEDAGOGICAL IMPLICATION

The present study was designed firstly to investigate the components of the major motivation factors in relation to English reading motivation of Korean college students. Six factors extracted from the questionnaire analyses indicate that they resemble the general motivational constructs of the expectancy-value theory (Day & Bamford, 1999) and the results of the previous studies on L2 reading motivation (Kim, 2008; Mori, 2002; Takase, 2007) with subtle differences. However, the Integrative Orientation of Extrinsic Motivation was a distinct construct in the present study unlike other studies including Mori's conducted in other EFL settings, which seems to be a reflection of the unique recent Korean EFL situation where fast globalization is proceeding in the society and people's mind.

The secondly and thirdly asked questions were about the predictors of L2 reading behavior and the relationship between reading behavior and the reading speed gain. Intrinsic motivation was found to be the most powerful predictor of L2 reading behavior, such as reading amount and reading time. It also indirectly affected the L2 reading speed gain. It is important that this study evidenced that L2 reading speed gain could be achieved through a lot of reading, since speed gain was significantly correlated with the reading amount. It is interesting that those who responded that they read a lot of Korean books tended to have spent more time on reading English books. It can be speculated that reading habit of L1 reading was transferred to that of L2 reading.

Following pedagogical implications can be drawn from the findings of this study: First, language educators and researchers should keep in mind that intrinsic motivation is the most crucial in relation to L2 learners' reading behavior. If they are not motivated intrinsically, the do not tend to read a lot or spend time a lot. It is one of the most important roles of the language educators to develop various methods to facilitate intrinsic motivation of language learners.

Second, language educators need to design and develop a variety of methods to have students read a large amount of L2 reading materials. They should be aware of the fact that the students' reading speed can become faster only through reading a lot. The additive reading method, such as extensive reading, can make students read more English books. In this way, they can be exposed to a lot of English linguistic input and develop fluency which has not been available in the traditional intensive reading class.

Finally, the findings indicate that there are some common aspects of reading motivation whether it is for L1 or L2, while some distinctive aspect exists according to the different social context as well. Language educators should know that to form desirable L2 reading behavior, strong L1 reading motivation and good L1 reading habit is essential.

Continuous effort is needed to shed light on the L2 learners' reading motivation on the basis of social dispositions, along with its effect on their reading performance. Better understanding of L2 reading motivation will contribute to developing more effective classroom management skills and instructional strategies with providing more enjoyable learning environment. One limitation of this study should be pointed out with regard to the research design. That is, in investigating the association among reading motivation, pleasure reading behavior and speed gain, the present study was carried out without any control group. So the future research should include this point to attain more explanatory power regarding different types of reading motivation and effectiveness of pleasure reading.

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

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