

Motivation and L2 Reading Behaviors of University Students *

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Abstract

Motivation has long been accepted to be a dominant factor to predict success in learning. These results in a greater number of research studies conducted on motivation and reading behaviors in L1. However, little research has been done on reading motivation and reading behaviors in L2 contexts. Many studies on motivation suggest that students in different L2 settings can employ different constructs of reading motivation. This study therefore aims to investigate and describe motivation in L2 reading of 65 university students in the researchers' classes using Wig field and Guthrie (1997)'s MRQ questionnaire. Interview questions related to their reading behaviors were given to 10 students in order to gain more insightful information.

The study found that the students were motivated to read more intrinsically than extrinsically with the score of reading curiosity, accounted for 3.02 and reading involvement, 2.79. Regarding the first category of motivational constructs (efficacy and competence), reading challenge plays the most important role in their reading motivation. Subject to the intrinsic and extrinsic motivation (achievement value and goals), reading curiosity receives the highest score. As for the last category (social aspects of reading), reading compliance is the most influential construct for these students. Based on the findings, teaching implications are also provided.

Keywords: Reading motivation, Motivational Constructs, Intrinsic Motivation, Extrinsic Motivation

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บทคัดย่อ

แรงจูงใจถือเป็นปัจจัยหนึ่งที่สำคัญต่อการชีวิตความสำเร็จของนักศึกษาในการเรียนรู้ จึงทำให้มีงานวิจัยมากมายศึกษาเกี่ยวกับเรื่องแรงจูงใจและพฤติกรรมการอ่านของนักศึกษา โดยเฉพาะอย่างยิ่งในการอ่านภาษาที่หนึ่ง อย่างไรก็ตามการศึกษารองแรงจูงใจและพฤติกรรมในการอ่านของนักศึกษาเกี่ยวกับภาษาที่สองยังมีไม่มากนัก ผลการวิจัยหลายชิ้นกล่าวว่า นักศึกษาที่อยู่ในบริบทที่ใช้ภาษาที่สองคนละภาษา ก็จะมีองค์ประกอบที่ทำให้เกิดแรงจูงใจในการอ่านที่ต่างกัน งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อต้องการศึกษาเกี่ยวกับองค์ประกอบที่ทำให้เกิดแรงจูงใจในการอ่านภาษาที่สองของนักศึกษาในห้องเรียนของผู้ทำวิจัยจำนวน 65 คน โดยใช้แบบสอบถามเรื่องแรงจูงใจในการอ่าน (MRQ) ของ Wigfield และ Guthrie (1997) ทั้งนี้ได้มีการสัมภาษณ์นักศึกษาเพิ่มเติมเกี่ยวกับการอ่านจำนวน 10 คน เพื่อให้ได้ข้อมูลที่ช่วยให้เข้าใจพฤติกรรมของนักศึกษามากขึ้น

จากผลการศึกษา พบว่า นักศึกษากลุ่มนี้มีแรงจูงใจในการอ่านที่เกิดจากปัจจัยภายใน (2.78) มากกว่าที่จะเกิดจากปัจจัยภายนอก (2.37) โดยมีคะแนนสูงสุด คือ ความอยากรู้ของนักศึกษา (3.02) และการมีส่วนร่วมในการอ่าน (2.79) หากพิจารณาถึงประเภทของแรงจูงใจ แบบที่ 1 (ด้านความเชื่อในความสามารถของตนเอง) พบว่า การชอบให้มีความท้าทายในการอ่านจะมีคะแนนสูงสุด ประเภทที่สอง (ด้านการให้คุณค่าความสำเร็จและการตั้งเป้าหมาย) พบว่า ความอยากรู้ของนักศึกษามีคะแนนสูงสุด ส่วนแรงจูงใจประเภทสุดท้าย(ด้านมุมมองต่อสังคม)นั้น การยินยอมของนักศึกษาถือเป็นองค์ประกอบที่สำคัญที่สุด ทั้งนี้ ผู้วิจัยยังได้เสนอแนะประเด็นที่เกี่ยวข้องกับการเรียนการสอนเพื่อนำไปใช้ประโยชน์ในห้องเรียนได้ต่อไป

คำสำคัญ: แรงจูงใจในการอ่าน องค์ประกอบที่ทำให้เกิดแรงจูงใจ แรงจูงใจที่เกิดจากปัจจัยภายใน แรงจูงใจที่เกิดจากปัจจัยภายนอก

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1. Introduction

At present, there are four main skills in English language learning including speaking, reading, writing, and listening that students are required to study in most universities. Reading can be said to be one of the problematic skills for second language learners. There are many factors that affect students' ability to read. Due to many studies, one factor appears to be students' lack of motivation. Paul Hardin said in the book "Exploring Second Language Reading" by Neil Anderson, 1999 that students cannot become effective readers if they lack motivation.

Generally speaking, students in many universities seem to have low motivation to read. Motivation in L2 reading has become a main issue in recent years. According to Grabe (2009), most students struggle to become good and fluent L2 readers. Developing reading skill is tough but students can be encouraged by effective motivational assistance from teachers and the curriculum itself. There has been more interest and effort to examine insights in second language learning. In L2 context, motivation is seen by many theorists as multifaceted concept in academic settings. (Dornyei, 2011). However, there were fewer studies conducted on reading motivation and reading behaviors in L2 context. Grabe (2009) stated that a lot more research on L2 reading motivation is still required. He also suggested that finding out the relationships between motivation traits and other reading measures such as reading amount, reading enjoyment, etc. is necessary.

This study aims to investigate motivation in L2 reading using a reading questionnaire based on motivation for reading questionnaire (MRQ) developed by Wigfield and Guthrie (1997) together with an interview on reading behaviors.

2. Literature Review

2.1 Motivation

It is accepted in many studies that motivation has been considered an important factor to enhance students' success in learning, especially, sustained

long-term activities like language learning. Distinctions have been made in the literature of this field, like, the constructs of motivation and the term "motivation" itself. In discussions of motivation, theorists have defined the term "motivation" in many different ways as follows:

"As its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something." (Harmer, 2001). It refers to the idea that people try to reach the goal because they think the goal or the outcome they want to achieve is worth doing.

Subject to L2 learning, Gardner (1985) defines motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". (1985). In this view, attitudes toward L2 and the L2 community are seen as influential factors on motivation and make language learning motivation different from other kinds of learning motivation because learners not only want to acquire the knowledge of a language but also want to be identified with members of the target language community.

2.2 Motivation for reading in L1 and L2

As for reading motivation, a fewer studies have been done to explore the nature and factors affecting motivation, especially in L2 contexts. Day and Bamford (1998) tried to construct a model for reading motivation in second language claiming that materials and attitudes are the major factors affecting motivation. However, their model still needs more empirical evidence to support.

The most renowned theory of L1 reading motivation was proposed by Wigfield and Guthrie (1997). In order to assess different aspects of reading motivation, Wigfield and Guthrie developed the MRQ (Motivation for Reading Questionnaire) based on a number of general motivation theories which are related to reading engagement. One of the most influential framework used as the basis of their work was "expectancy-value theory" (Eccles, Alder,

Futterman, Goff, Kaezala, Meece&Midgley, 1983) The principles of expectancy-value theory are the notion that motivation to perform various tasks comes from two key factors: the individual expectancy of success in a given task and the value the individual attaches to success on the task (Dornyei and Ushioda, 2011).

Other motivational theories worth mentioning in Wigfield and Guthrie's work include self-efficacy theory developed by Albert Bandura (1986), achievement goal theory by Battle (1966) and Crandall (1969) and intrinsic motivation by Deci and Ryan (1985). Self-efficacy refers to "people's judgment of their capacities to carry out certain specific task" (Dornyei and Ushioda, 2011). Bandura (1981) views environmental and social aspects as influential factors on people's behavior and achievement. In self-efficacy, individuals' efficacy believe is not only related to themselves but also to the group (e.g. families, communities, social institutions). Achievement goal theory focusses on "individual's perception of how important achievements of different tasks are to them" (Mori, 2002). Deci and Ryan's intrinsic motivation arising from individual's own interest and enjoyment, is found to be related to long-term engagement in achievement.

Based on motivational theories above, Wigfield and Guthrie's questionnaire can be divided into 3 categories: competence & reading efficacy, achievement values and goals (intrinsic and extrinsic motivations) and social aspects of reading. (Wigfield, 1997).

The first category, competence & efficacy, consists of 3 constructs - reading efficacy, reading challenge and reading work avoidance. Reading efficacy is the beliefs about our ability; reading challenge means the satisfaction of understanding complicated ideas; reading work avoidance refers to the aspects that we do not like about reading.

The second category, achievement values and goals, is based on the notion of intrinsic and extrinsic motivation, values and performance goals. In this case, achievement values and goals

can be subdivided into intrinsic and extrinsic motivation. Intrinsic motivation includes 3 constructs - reading curiosity, reading involvement and importance for reading. Reading curiosity refers to the desire to read about a topic of interest; reading involvement means an individual's enjoyment of reading experience; and importance for reading means an individual's sense that a reading activity is important. Extrinsic motivation comprises 3 constructs - competition in reading, reading recognition and reading for grades. Competition in reading refers to reading to outperform others in reading; reading recognition means the pleasure to be recognized as a good reader; and reading for grades is reading in order to get a desired grade.

The last category, social aspect of reading is based on the notion that reading is often a social activity. Social aspect of reading is composed of 2 constructs - social reasons for reading and reading compliance. Social reasons for reading are the process of sharing the meaning gained from the text with peers and family whereas reading compliance refers to reading because the teacher assigns it.

Wigfield and Guthrie (1997) stated that children's reading motivation is in fact multidimensional. As students are different, they may employ all facets of motivations but it can be done in different levels. Within individuals, some aspects of motivation are stronger than others. (Dhanapala, 2008:).

3. Research methodology

3.1 Participants

The samples were 65 university students taking an English 1 course in the second year. In this study, the samples were selected by using a convenient sampling technique. Every student from two classes was selected as they were the students studying in the researchers' classes in which they were always available for the researchers to ask for more details.

3.2 Instruments

The instruments used in this study were:1) a Motivation for Reading Questionnaire (MRQ) and 2) 11 interview questions about reading behavior and attitude towards reading.

The study used the Motivation for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1997). The questions in the questionnaire were translated into Thai. To check the accuracy of the translated Thai version, the questions were back translated into English again by the other peer. The students were then asked to complete 53 items in the questionnaire and rate how they feel about each 53 statements from 1 (very different from me) to 4 (A lot like me)

The Motivation for Reading Questionnaire (MRQ) consists of 53 items that reflect 11 constructs of reading motivation which are: 1. reading efficacy, 2. reading challenge, 3. reading work avoidance, 4. reading curiosity, 5. reading involvement, 6. importance of reading, 7. competition in reading, 8. reading recognition, 9. reading for grades, 10. social reasons for reading and 11. reading compliance.

Table 1: Descriptive statistics of 3 categories of motivation based on Motivation for Reading Questionnaire (MRQ)

Variables	Mean	SD
Category 1: Efficacy & Competence	2.45	
1.1 Reading efficacy	2.33	0.62
1.2 Reading Challenge	2.60	0.60
1.3 Reading work avoidance	2.43	0.69
Category 2: Achievement Values and Goals	2.57	
Intrinsic motivation	2.78	0.46
2.1 Reading curiosity	3.02	0.52
2.2 Reading involvement	2.79	0.55
2.3 Importance of reading	2.52	0.72
Extrinsic motivation	2.37	0.49
2.4 Competition in reading	2.27	0.55
2.5 Reading recognition	2.19	0.59
2.6 Reading for grades	2.64	0.54
Category 3: Social Aspects of reading	2.18	
3.1 Social reasons for reading	1.96	0.58
3.2 Reading compliance	2.39	0.43

According to the table, it is apparent that in the first category, reading challenge bears the

The 11 interview questions were also tested to avoid misunderstanding of the questions. They consist of 6 aspects:(1) Attitudes(2). Amount of L2 reading(3)Achievement Values and Goals (Extrinsic motivation)(4) Efficacy & Competence(5) Achievement Values and Goals (Intrinsic motivation) and (6) Social Aspects

3.3 Data analysis procedures

The results from the questionnaire were analyzed by using SPSS program. The mean and standard deviation of 11 constructs was calculated. After the students completed the MRQ, ten students were interviewed with 11 questions to gain more insightful information about their motivation.

4. Findings

To investigate motivation in L2 reading, descriptive statistics were employed. The table below provides the mean and standard deviation of 3 categories of reading motivation based on Motivation for Reading Questionnaire (MRQ) developed by Wigfield& Guthrie (1997) for 65 university students.

highest scores with mean 2.60 and standard deviation 0.60. This indicates that challenge in

reading tasks affected reading motivation in most students.

Reading work avoidance and reading efficacy is the second and third component affecting reading motivation with mean 2.43 and 2.33 and standard deviation 0.69 and 0.62 respectively. According to the second category, the majority of students had more intrinsic motivation than extrinsic motivation with mean scores 2.78 and 2.37 and standard deviation 0.46 and 0.49 respectively. As for intrinsic motivation, reading curiosity shows the highest scores with mean 3.02 and standard deviation 0.52, while importance of reading indicates the lowest scores with mean 2.52 and standard deviation 0.72. For extrinsic motivation, reading for grades reveals the highest scores with mean 2.64 and standard deviation 0.54; on the other hand, reading recognition shows the lowest scores with mean 2.19 and standard deviation 0.59. Finally, reading compliance shows the higher scores than social reasons for reading with mean 2.39 and 1.96 and standard deviation 0.43 and 0.58 respectively.

Apart from the questionnaire, an interview was conducted with ten students with convenient reasons in requirement of more insightful information.

The results showed that the majority of students realized the importance of English reading skill even though they are not competent readers. Despite students' limited ability to read in English, they have good attitudes towards English reading skills. However, fifty percent (5 students out of ten) reported they spent only a few hours reading English materials per week and only one student reported he or she read in English more than 3 hours a week.

5. Discussion and implications

This study was set out to determine motivation in L2 reading using motivation for reading questionnaire (MRQ) developed by Wigfield and Guthrie (1997). However, MRQ questionnaire was developed to examine reading motivation in L1 context. It was divided into three

main categories: competence and reading efficacy, achievement values and goals (intrinsic and extrinsic motivation), and social aspects of reading. The results of this study were therefore discussed in these three main categories. Since this study was conducted to investigate reading motivation in L2 context, the findings might be different from those conducted in L1 context. Stated by Grabe & Stoller (2002), learners' motivation for reading in L1 context is different from those in L2 context since they possess different sense of self-efficacy, interest involvement with feeling responses to reading.

As for the overall reading motivation, it can be said that the group of students are motivated to read as the scores in every category of motivational constructs are above two (out of four).

In the first category, students responded reading challenge most affected their reading motivation. This is supported by the comment from Rachel who shared her experience in the book *Exploring Second Language Reading Issues and Strategies* by Neil Anderson (1999) that in order to select reading materials, it is recommended it should be neither too difficult nor too easy. Students can get bored and give up easily if the reading material is too tough. However, if the reading material is challenging, students will find it motivating because they are encouraged to read by their feeling of accomplishment and satisfaction. This also supported reading work avoidance in the sense that reading materials which are too tough or unchallenging can lessen students' motivation to read in L2 context. Some students reported reading efficacy affected their motivation to read. According to the interview, six students out of ten said their reading ability was considered moderate, whereas another two said they had poor ability in reading English materials since they lacked basic grammar skills and they knew very few English words. Only two students said they were competent readers because they enjoyed reading

and looking for meaning of new words. This is not surprising because self-efficacy has played a crucial role in motivational theories especially in L2 context. It is said by Zoltan Dornyei (2001) that self-efficacy can determine the amount effort and increase students' persistence in doing the task. Students can increase their self-efficacy from past accomplishments. To develop a sense of self-efficacy, teachers, therefore, should assign them to do meaningful and challenging but achievable reading tasks. Students with high self-efficacy see difficult reading tasks as challenging and work towards mastering them, utilizing cognitive strategies productively in the process. (Wigfield, Gladstone and Turci, 2016: 192).

In the second category, the results revealed that majority of students were motivated to read more intrinsically than extrinsically with mean 2.78 and standard deviation 0.46. Interestingly, reading curiosity outweighed the other two constructs which are reading involvement and importance of reading. Dornyei (1994) stated that all learners are inherently curious to explore the world; hence, learning experience is undoubtedly a source of intrinsic pleasure for them. From the insight interview with 10 students regarding the type of reading materials they prefer to read, six students out of ten stated they like to read the messages from the internet because it is the easy access resources. Two students reported they like to read novels or short stories. The other two said they like to read news or some current issues. However, when they were asked about the importance of reading skills, every student responded reading is an essential skill since they need it for passing the exam, for better careers in the future, and so on. This shows that all students are aware of the importance of reading skill, yet they can't overcome their low motivation. It is therefore a part of teacher responsibility to motivate students to practice more reading by giving them opportunities to choose their own reading topics or materials that interest them. As the students have more intrinsic

motivation in reading, they will probably not want to read if teachers restrict their choices of reading topics. And this can lead them to less reading exposure.

As for extrinsic motivation, reading for grades with mean 2.63 presented the most impact on students' motivation. This can be supported by the insight interview from ten students. According to the interview, eight students out of ten said parents have strong impact to motivate them to read more. Furthermore, they stated that they became more motivated when they were provided marks and scores from the reading activities. Bandura and Schunk (1981) suggested that scores or marks increased can act like an immediate incentive for students to increase their motivation. Therefore, the results from this particular group of university students indicate that reading curiosity and reading for grades are two key factors to heighten students' motivation. Nevertheless, there were a lot of studies conducted to investigate the relationship between intrinsic and extrinsic motivation in L1 settings. These studies have proved that the relationship of intrinsic and extrinsic motivation was existent. Several studies have also shown that intrinsic motivation relates positively to reading achievement and is likely to influence positively to reading comprehension. Focusing solely on extrinsic motivation can undermine intrinsic motivation and leads to poorer reading skills but it would be too risky to ignore extrinsic motivation as well. According to this study, it is apparent that the students have more intrinsic motivation than extrinsic motivation. However, not all students can be motivated to read with the same topic or in the same way. In this case, extrinsic motivation can be useful when the students have to be exposed to reading topics they lack interest or when teachers want to encourage unenthusiastic readers to complete reading tasks.

The findings of the third category indicated reading compliance affected students' motivation more than social reasons for reading.

According to the findings, it can be said that the students probably don't prefer to read as their social activities. This is not surprising because the students are more intrinsically motivated so they want to read because they are interested in the topic or enjoy reading it, not because they want to spend time reading with peers and family nor to keep intergroup relations. Reading compliance, on the other hand, can be a more influential social factor which impacts the students' reading motivation. According to the interview, five of them stated that teachers' instructions on reading tasks affected their reading motivation as they want to meet the teachers' expectation and receive better grades. Social motivation can lead to increased amount of reading, more effort and higher levels of achievement in reading. (Wigfield, Gladstone and Turci, 2016: 192). For these students, to promote their social reasons for reading, teachers should expose them to cooperative group work which requires them to discuss and share what they read with peers.

Language-learning motivation in L2 settings has been interested by many researchers. Different settings bring about different motivational factors. More research is still essential to explore to what extent the relationship among motivational constructs related to reading behaviors will vary in different settings.

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