L2 Reading Motivation among Students of UiTM Jengka

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ABSTRACT

This paper examines the affective factors that influence L2 reading motivation among UiTM Jengka students. A study was conducted using a set of questionnaires which had been developed by Nishino (2005) and adapted from Mori's (2002). The results of the study show that L2 reading motivation among UiTM Jengka students are influenced by a number of factors. It is not influenced by gender or socio-economic status but by their task-specific self-concept which is positively related with expectancies for success, how they interpret past events, and how they perceive attitudes and expectations of others. The students are found to be motivated to read in English because they want to succeed in life.

Keywords: *L2 reading motivation, L1 reading motivation, extensive reading, reading motivation theories*

Introduction

Motivation drives a person to do things. It is also determines the rate and success of L2 attainment (Dörnyei, 2001). A lot of research has been carried out on motivation to communicate or interact in second language (L2). However, little work can be found on reading motivation in the second language (Mori, 2002). Yet, motivation is often regarded as an important factor in students to become proficient readers. Therefore, this study investigates the major affective factors that influent the motivation to read in English for a sample of learners in UiTM Jengka.

Literature Review

This study is based on several theories. First, the study is based on the theory of first language (L1) reading motivation proposed by Wigfield and Guthrie (1995). The L1 reading motivational theory is used because no other theories or models can be found in the area of L2. Wigfield and Guthrie (1995) had divided L1 reading motivation into three components and 11 sub-components. The three components are Competence and Reading Efficacy, Achievement Values and Goals, and Social Aspects of Reading. Gardner's concept of integrative orientation (Gardner, 1985) was also looked into. It refers to integrative reasons for language learning, whereby learners learn a second language or foreign language because they want to interact with target language speakers.

Second, the study was also based on the expectancy-value theory (e.g., Eccles, Lord and Midgley, 1991; Wigfield, 1994; Eccles and Wigfield, 1995), which links achievements behavior directly to individuals' expectancy-related beliefs and task-value beliefs. In relation to that, other theories such as self-efficacy theory, achievement goal theory, and intrinsic motivation theory are also used.

Third, the study was also based on L2 reading motivation model proposed by Day and Bamford (1998), which is also based on expectancy-value theory. This model comprises four major variables: materials, reading ability, attitudes, and socio-cultural environment. Out of these, materials and attitudes are considered to be the primary variables. Thus, lack of access to appropriate materials or a negative attitude would result in lowered degrees of motivation to read in the L2.

Mori (2002) conducted a study in EFL situation and had developed a reading motivation questionnaire based on Wigfield and Guthrie's L1 reading motivation theory. From the study, Mori concluded that FL reading motivation closely resembles the more general forms of motivation described in expectancy-value theory. Nishimo (2005) then replicated the earlier study by Mori and had identified six elements that were particularly associated with L2 reading motivation. Nishino's study suggests that L2 reading motivation is a multidimensional construct. The extent her data correlates with Day and Bamford's (1998) motivation model for L2 reading is also considered. Nishino suggested that L2 reading motivation closely resembles the general motivational structure proposed by expectancy-value theory.

Methodology

The data for this study was obtained from a conducted survey involving 104 respondents from the Faculty of Business Management as well as Sports and Recreational Studies. It is a five-point Likert scale questionnaire consisting of 25 items, which was adapted from the questionnaire that Nishino (2005) had developed. It was initially adapted by Mori (2002). The data from the questionnaire were processed using the *Statistical Package for Social Sciences (SPSS) Version 20.0 For Windows*. Principal Component Analysis (PCA) was used to determine the major affective factors that could influent the motivation to read in English among the sample of the UiTM Jengka learners. The data was analyzed using both the descriptive and inferential methods.

Findings

The results of the descriptive statistics showed that the means of the questionnaire items are between 1.39 and 2.83 (refer to Table 1 below), which is relatively and positively high since the Likert scale is set from 1(Strongly Agree) to 5(Strongly Disagree), with 3 for Uncertain. The most positive response goes to Q3 (Learning to read in English is important in that we need to cope with internationalization) and the least positive response goes to item Q29 (I tend to get deeply engaged when I read in English). Most respondents responded negatively to Q28 (I would not voluntarily read in English unless it is required as homework or assignment), Q23 (I do not have the desire to read in English even if the content is interesting) and Q27 (It is a waste of time to learn to read in English).

Table 1 : Descriptive statistics

Item	Mean	Std. Deviation
Q15 It is fun to read in English	2.11	.72
Q16 I like reading English newspaper and/or magazines	2.62	.68
Q22 I enjoy the challenge of difficult reading passages	2.72	.80
Q29 I tend to get deeply engaged when I read in English	2.83	.77
Q28 I would not voluntarily read in English unless it is required as homework or assignment	3.40	1.07
Q12 I like reading English novels	2.91	.93
Q14 By learning to read in English I hope to be able to read English newspapers and magazines	1.72	.64
Q1 By learning to read in English I hope I will be able to read English novels	1.79	.75
Q25 By learning to read in English I hope to search for information on the internet	1.68	.58
Q4 I am learning to read in English because I might study abroad in the future	2.11	.92
Q8 Long and difficult English passages put me off	2.71	1.03
Q24 Learning to read in English is important because it will broaden my view	1.60	.63
Q18 Learning to read in English is important because it will be conducive to my general education	1.58	.55
Q26 Reading in English is important because it will make me a more knowledgeable person	1.53	.56
Q19 By learning to read in English I hope to learn about various opinions in the world	1.63	.58
Q3 Learning to read in English is important in that we need to cope with internationalization	1.39	.53
Q10 I would like to get a job that uses what I studied in English reading class	1.68	.69
Q5 By being able to read in English I hope to understand more deeply about the lifestyles and cultures in English speaking countries	1.75	.71
Q11 I am good at reading in English	2.49	.64

Q23 I do not have the desire to read in English even if the content is interesting	3.98	.77
Q27 It is a waste of time to learn to read in English	4.44	.62
Q2 I get immersed in interesting stories even if they are written in English	2.38	.70
Q9 I am taking a reading class merely because it is a required subject	2.51	1.02
Q7 I am learning to read in English merely because I would like to get good grades	2.03	.71
Q6 Even if reading was not a required subject I would take a reading class anyway	2.11	.73

Before running the Principal Component Analysis (PCA), the sampling adequacy of the data was measured using Kaiser-Meyer-Olkin (KMO) statistics to predict if the data was likely to factor well, based on correlation and partial correlation. The statistics showed that the KMO was .832 (refer to Table 5 below), which was high enough to proceed with factor analysis.

Table 2 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.832
	Approx. Chi-Square	1071.799
Bartlett's Test of Sphericity	df	300
	Sig.	.000

After varimax rotation with Kaiser normalization, a six-factor solution was shown. The six factors were extracted with eigenvalues greater than 1.0 and loadings of more than .45 on a factor.

Table 3 : Rotated Component Matrix

	Component					
	1	2	3	4	5	6
Q15	.058	**.630**	.270	.162	.091	.156
Q16	-.001	.427	.117	.186	**.479**	-.203
Q22	.163	**.792**	-.037	-.048	.056	-.007
Q29	.221	**.766**	-.116	.085	.039	-.001
Q28	.095	-.453	-.369	-.081	-.326	.385
Q12	.078	**.582**	.300	.181	.124	.213
Q14	.332	.010	.124	**.639**	.446	-.210
Q1	.405	.060	.105	**.769**	.080	.107
Q25	.305	.179	.085	**.730**	-.025	.119
Q4	.086	.371	.298	.305	.153	**.475**
Q8	.019	-.531	-.448	.218	-.137	.147
Q24	**.661**	.286	.041	.168	.161	.100
Q18	**.758**	.094	.016	.072	.250	.267
Q26	**.729**	.032	.274	.175	.094	-.002
Q19	**.720**	.176	.056	.291	.106	.182
Q3	**.752**	.130	.226	.208	-.058	-.072
Q10	**.623**	.070	.277	.368	-.133	-.108
Q5	**.559**	-.048	.244	.013	.484	-.025
Q11	.106	.196	-.010	-.004	**.793**	.103
Q23	-.264	-.189	-.691	-.161	-.274	.085
Q27	-.280	.003	-.600	-.127	-.402	.039
Q2	.222	.455	.081	.135	**.466**	.103

Q9	.034	.014	-.179	.012	.042	**.741**
Q7	.258	.109	**.510**	.046	-.156	**.520**
Q6	.300	.100	**.541**	.112	-.197	-.045

The six extracted factors were then categorized into six sub-components. Therefore, based on the findings, it can be concluded that there are six affective factors which influent the motivation to read in English for a sample of learners in UiTM Jengka. The affective factors are as follow:

Factor 1: Importance of Reading
Factor 2: Intrinsic Value of Reading (Enjoyment)
Factor 3: Extrinsic Utility Value of Reading
Factor 4: Reading Efficacy
Factor 5: Intrinsic Value of Reading (Interest)
Factor 6: Reading Compliance

Factor 1 was labeled Importance of Reading because it concerns two different components of motivation: integrative orientation and importance of reading. Items Q3 and Q5 are concerned with internationalization, understanding the lifestyles and cultures of English speaking countries and learning about various opinions in the world. Items Q18, Q24 and Q26 are concerned with the importance of learning to read in English in order to broaden view and impart general knowledge. Item Q10 is concerned with the application of knowledge in future career.

Four items of reading involvement were loaded on Factor 2. Items Q12, Q15 and Q29 reflect that students enjoy reading in English while Q22 indicates that students enjoy the challenge of reading difficult passages. Reading involvement is a sub-component of intrinsic motivation and therefore Factor 2 is labeled Intrinsic Value of Reading (Enjoyment).

Factor 3 obtained loadings from two items that are concerned with reading for grades and reading compliance. Item Q7 relates to learning to read in English merely because students would like to get good grades, while item Q6 relates to students taking the reading class because it is a required subject. Since reading for grades and reading compliance relate to extrinsic motivation and social aspects, therefore, Factor 3 was labeled Extrinsic Utility Value of Reading.

Two items of competence and reading efficacy were loaded on Factor 4. Items Q14 and Q1 relate to students learning to read in English so that they are able to read English newspaper and magazines and surf the internet for specific information. Therefore, Factor 4 was labeled Reading Efficacy.

Factor 5 obtained loadings from 3 items that relate to learning involvement, which is a sub-component of intrinsic motivation. Items Q16 and Q2 indicate students' interest to read English newspapers and magazines. Item Q11 relates to students' achievement values. Therefore, Factor 5 was labeled Intrinsic Value of Reading (Interest).

Factor 6 involves social aspects. Items Q9 and Q7 relate to students' compliance with reading and therefore, labeled Reading Compliance.

The results of the present study show that L2 reading motivation supports the expectancy-value theory proposed by Wigfield and Guthrie (1994). Four out of these five constructs were identified in this study: Attainment Value (labeled Importance of Reading), Intrinsic Value (labeled Intrinsic Value of Reading), Expectancy for Success (labeled Reading Efficacy), and Extrinsic Utility Value (labeled Extrinsic Utility Value of Reading). In addition, the results of the study also relate to Gardner's integrative motivation (Gardner, 2001) in terms of attitudes and interests in the foreign language and integrative orientation shown by the target group.

The most critical and affective factor for L2 reading motivation was Importance of Reading in English, which is a sub-component of intrinsic motivation (categorized under Achievement Values and Goals). Importance of Reading or subjective task value is grounded in expectancy-value theory (Eccles's and Wigfield, 1992).

The results also indicate some relationships to Day and Bamford's (1998) motivation model for L2 reading. The model consists of four major variables: materials, reading ability in the L2, attitudes toward reading in the L2 and sociocultural environment. Importance of Reading relates to the third variable, Attitudes toward Reading. The model is also based on the expectancy-value theory.

Implication and Conclusions

The implication of the study is that students are motivated to read in English because their task-specific self-concept is positively related with expectancies for success, how they interpret past events, and how they perceive attitudes and expectations of others. The students perceived reading in English as conducive to their general education, and that reading in English can broaden their mind, and makes them a more knowledgeable person. In other words, the results of study shows that the students are motivated to read in English because they want to succeed in life, as grounded in the expectancy-value theory.

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