

# Motivation to Read English Extensively

## 多読における動機付け

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本研究は、高校生が多読をする際の動機付けを、英語による読書量との関係において探ることを目的としている。多読授業受講者107名の被験者を対象としてアンケート調査を実施し、その因子分析とそれに続く重回帰分析を行った。その結果、当被験者の多読動機付けの因子は多次元にわたっており、英語での読書を促す予測因子として、「多読に基づいた内発的動機」が確認された。一方、1年間の英語と日本語での読書量を調査した結果、両者には負の相関がみられた。顕著に読書量に差異が認められた生徒を中心に個人面接を行ったところ、読書に対する欲求が、母語である日本語を手段としたそれとは異なっていることが、判明した。

## Introduction

### *The Learning Environment of High School Students*

As most Japanese high school students are aware of the importance of English, they begin studying it in the hope of acquiring a fine command of the language. They, however, gradually lose interest and self-confidence in learning English as their schooling proceeds, and some students even show open dislike toward English. Several factors can be proposed to account for this change in attitude.

The most influential factor affecting students' attitudes is the entrance examination. Achieving test-taking skills, such as translating difficult English passages into Japanese or solving puzzle-like grammar and pronunciation questions, is so important that the original goal of acquiring a command of English is often replaced.

The second factor that can decrease students' interest is the reading materials schools have adopted. School textbooks generally consist of several intensive reading lessons of different reading materials with grammar and comprehension activities at the end of each lesson. Therefore, by the end of each lesson, which comes every sixth or seventh session, many students lose the gist of the story. Thus, they complain that English is uninteresting and confusing.

For the purpose of encouraging students to regain their enthusiasm for and joy of learning English, and at the same time, with a hope that students would become good readers of English, I adopted an extensive reading program for second year high school students. As many

researchers have shown the effectiveness of extensive reading (e.g., Elley & Mangubhai, 1981; Mason & Krashen, 1997; Robb & Susser, 1989), I expected that all the students would jump at this new strategy of reading. However, as the program proceeded, the disparity in the amount of reading students did became enormous. This inspired me to investigate what motivated some students to read more than others.

### ***Motivation in Second Language Learning***

The role of motivation in learning a foreign or a second language was first examined by Gardner and Lambert in 1959. They claimed that second language achievement was related to motivation as well as language aptitude. According to Gardner and Lambert (1972) motivation can be separated into two primary types: integrative orientation and instrumental orientation. Integrative orientation is based on the personality of the learner and is oriented towards understanding and assimilating into the target culture and society. In contrast, instrumental orientation results from a utilitarian value of learning the target language, such as getting a good test score or a better job.

Gardner has focused his studies mainly on social psychological aspects of L2 motivation, and this approach largely dominated the field until the 1990s (e.g., Gardner, 1985; Schumann, 1978a). However, this line of research was mainly conducted in ESL contexts, where English is learned in the target culture.

Mentioning the differences between ESL and EFL situation, Dörnyei (1990) stressed the importance of the social context and environment in which learning takes place. Crookes and Schmidt (1991) also pointed out the limitations of the social psychological approach. As a result of these studies, the main focus of motivation research shifted from social attitudes to classroom applications (e.g., Brown, 1994; Clément, Dörnyei, & Noels, 1994). Taking into consideration the results of a study by Clément, Dörnyei, and Noels, Dörnyei (1994) extended the framework of L2 motivation to encompass three main dimensions, the *Language Level*, the *Learner Level*, and the *Learning Situation Level*.

Considering that most Japanese EFL learners study English in a context in which they have no substantial contact with members of the L2 community outside the classroom, I have adopted Dörnyei's framework of L2 motivation which emphasizes the importance of social context and learning environment. It is important to consider the social environment where the entrance examination to higher education is the main goal for most high school students. Several studies have investigated the influence of the entrance examination on high school students' motivation.

One of the earliest studies on motivation in Japan was conducted by Yoneyama (1979), who

investigated the attitudinal and motivational factors of 123 junior high school students. Yoneyama and his team found a high correlation between instrumental orientation and achievement, whereas integrative orientation showed only a slight, statistically non-significant correlation with achievement. This result was the reverse of Gardner and Lambert (1974), who stated that instrumental than integrative orientation orientation is less likely than integrative orientation to lead learners to success. Yoneyama maintained that English teaching and learning are inseparable from socioeconomic surroundings; that is, the society where the participants live demand utilitarian values from foreign language learning. In Japan, for instance, as English has been considered one of the most important subjects on entrance examinations to higher education, students are likely to be instrumentally motivated.

In contrast, a study conducted by Takanashi (1991) on the motivation of college and university students indicated that integratively motivated students showed much more improvement in their English proficiency than instrumentally motivated students did. This result suggests that unlike high school students, college and university students are more integratively motivated, after having been released from achieving such a strenuous goal as passing the entrance examination.

Miura and the Hiroshima University Project Team (Miura, Matsuura, Nishimoto, Ikeda, Kaneshige, & Ito, 1997) conducted a nationwide survey on motivation and the attitudes of high school students toward studying English. The survey has been administered every ten years since 1966. They examined 4,174 students from 46 high schools in 16 prefectures and compared the changes of interest, motivation and attitudes toward English studies of the students with those in 1966, 1976, and 1988. They found that although favorable attitudes toward English study had decreased for most of the items, the values for instrumentally orientated items, such as studying for entrance examinations, stayed the same, and the items, such as studying English for future use had increased.

In the present study, I will first investigate high school students' motivation to read English. Secondly, I will attempt to determine whether entrance examinations affect their reading motivation.

### ***L1 Reading Motivation***

There has been an argument in the field of psychology and educational psychology that motivational constructs vary across domains and therefore studies should be conducted at a domain-specific level. A number of studies on the L1 reading motivation of children have been conducted in the field of educational psychology. Wigfield (1997) found from his two studies that

children's motivation is multidimensional, and it relates to both the frequency of their reading and their reading performance.

Many researchers and practitioners have claimed that children have more positive views about reading when parents believe that reading is a source of entertainment compared to children whose parents emphasize the skills aspect of reading development (e.g., Alexander, 1997; Baker, Scher, & Mackler, 1997). Other researchers found that shared book reading at home and at kindergarten or school gives children a joy of reading, and consequently children show higher motivation for reading in their later years at school (e.g., Arnold & Whitehurst, 1994; Wigfield & Asher, 1984). Baker et al. concluded "it is clear that the affective dimension of shared storybook reading are particularly important contributors to the development of motivation for reading" (p.76).

### ***L2 Reading Motivation***

Unlike L1 reading, L2 reading is generally carried out in a formal classroom setting. However, extensive reading, which mainly takes place outside of the classroom, seems to have similar characteristics to L1 reading. As a result, L2 extensive reading may share motivational constructs with L1 reading. Elley and Mangbhai (1981) reported on the effectiveness of shared book reading in L2 learning in elementary schools. On the other hand, if students' perception of extensive reading is skills development or mastery of the language rather than enjoyment, different types of motivation may be found.

Researchers have claimed that extensive reading is a necessary component of foreign language curriculum (e.g., Carrell & Carson, 1997; Day & Bamford, 1998) and that it plays an important role in developing fluent second language readers (e.g., Krashen, 1982; Smith, 1985). In extensive reading, students are required to read a large number of books rapidly with a focus on reading for the sake of reading, not for the sake of mastery of the language (Williams & Morgan, 1989). As Smith (1985) stated, extensive reading will enable students to "learn to read by reading." Several studies, which were conducted on extensive reading in EFL and ESL contexts in the 1980s and 1990s, showed the effectiveness of extensive reading (e.g., Elley & Mangubhai, 1981; Hafiz & Tudor, 1989).

In Japan, some researchers investigated the effectiveness of extensive reading with university students. Robb and Susser (1989) found that the extensive reading procedure was as effective as a skills building approach, with the advantage that students found it more interesting and motivating.

Mason and Krashen (1997) found favorable changes in the attitudes of unmotivated and

reluctant students toward English via extensive reading. In addition, gains in reading proficiency were reflected on a cloze test administered to the participants. As a result, the students became more confident and their English proficiency level was gradually raised.

Several high school teachers in Japan have also introduced extensive reading to their students. Suzuki (1996) organized a “paperback club” where any student who was interested in reading a book could join. He looked at whether the number of pages which the club members read would have any effect on achievement test and English proficiency tests scores, which are strongly connected to students’ results on entrance examinations. The results suggested that those who participated in extensive reading improved more than those who did not.

Hashimoto, Takada, Isobe, Sakai, Ikemura, and Yokogawa (1998) formed the Kyoto Reading Research Project Team, which introduced extensive reading to 200 first-year high school students for an academic year. They concluded that the amount of reading and reading comprehension had a strong correlation independent of students’ English proficiency prior to the study. In addition, extensive reading contributed to students’ positive attitudes toward English.

The studies mentioned above all indicate the effectiveness of extensive reading such as gains in proficiency or positive attitudes toward English. However, the amount of English that participants read during the experiments varied from student to student. What factors motivated some students to read more than others and kept them motivated throughout the program? Although motivation plays a critical role in maintaining the students’ active participation in a reading program, few studies have been conducted in Japan on motivation toward L2 reading or the relationship between L1 and L2 reading. Mori (2001) conducted a study investigating university students’ reading motivation, and Takase (2001) investigated high school students’ reading motivation and the relationship between L1 and L2 reading.

I assumed that one of the most important factors motivating Japanese high school students to read would be related to the entrance examination, as was shown in previous studies on high school students’ motivation toward English study (Miura et al., 1997; Tachibana et al., 1996). At the same time, in light of the nature of reading, it would be possible that L1 reading habits and L2 reading might have some motives in common, such as parents’ and family influence in L1 reading as stated above, or a general fondness of reading (Takase, 2001).

As this extensive reading English program was something that participants had never experienced before and an approach contradictory to *yakudoku* reading (see Hino, 1988 for details of *yakudoku* reading) into which they had been immersed for at least four years, the program had the potential to affect students’ reading motivation. Therefore, reading motivation in this study was based on task specific motivation rather than motivation toward reading in

general. As Dörnyei (1995) emphasized, it is necessary to look at the task itself in a specific context when investigating motivation. Thus, this study is focused on L2 reading motivation with task specificity, and the relationship between L1 reading habits and L2 reading.

## Method

### Research Questions

Three specific research questions are investigated in this study:

1. What are the factors that motivated students to read English books?
2. Which factor best predicts students' motivation to read English?
3. What is the relationship between L1 reading and L2 reading in terms of the amount the participants read?

### Participants

A total of 107 female high school students aged 16 to 17 participated in this study. They had studied English for four years when this study was conducted, mainly through the highly controlled formal educational system of Japan. These students, who were from three intact English course classes, were enrolled in ten English classes a week: three intensive reading classes, two extensive reading classes, three grammar & composition classes, and two oral communication classes. They were placed in the English course upon entering high school based on placement test scores. The duration of the extensive reading treatment was one academic year.

The reading section of the Secondary Language English Proficiency (SLEP) test was administered at the beginning of the experiment in April 1999. The participants' raw scores ranged from 18 to 49 out of possible 75 on the SLEP test with a mean of 36.2 ( $SD = 5.9$ ). The amount of reading they reported varied from 6,119 words to 152,145 words with an average of 70,104 words, and from two to 34 books with an average of 17.0 books (see Table 1).

Table 1 Participants' Reading Data

Statistic	<i>N</i>	<i>mean</i>	<i>SD</i>	Low	High
Σ of words	107	70,123	27428.05	6,119	152,145
Σ of Eng Books	107	17.04	6.03	2	34
Σ of Jap Books	107	30.90	120.96	0	1,000

### ***Materials and Procedure***

About 500 books were used in the extensive reading program. The majority of the books were graded readers published by Oxford, Longman, Heinemann, and Penguin (300 head words to 1,800 headwords). In addition, easy-reading books for high school students from several Japanese publishing companies were available. A total of 100 books were kept in each classroom, and were exchanged after each semester. The remaining 200 books were placed in the school library. Several classroom sessions were used to orient the students to extensive reading. Students were taught how to choose books, read extensively, and write summaries. Students read books outside of the class. In class exercises on reading skills and speed reading were conducted.

A five-point Likert scale questionnaire was constructed after surveying studies conducted in the field of attitudinal and motivational factors in language learning (e.g., Gardner, 1985; Koizumi & Matsuo, 1993), and educational psychology (Wigfield, 1997). In addition, original questions were written by the researcher.

About a month after the course started the questionnaire was administered. It consisted of two sections: Section I contained questions related to motivation and attitudes toward reading in English (36 items) and Section II was made up of questions related to motivation/attitudes and parents and family influences toward reading in Japanese (26 items).

Throughout the treatment, students kept a record of their readings, filling in the book-reading list with the number of pages, the number of words, the level of difficulty and interest, and the criteria for choosing the book. In addition, they wrote a short summary and submitted it to the researcher each time they read a book. The number of books and the number of words they read were computed at the end of the treatment. In addition, I asked about their reading habits in Japanese. Toward the end of the course interviews with 22 students (20%) were conducted to further investigate their motivation toward reading English books.

### ***Data Analyses***

Prior to analyses, all the data were screened and the group means were inserted for three participants. Two participants who reported reading 500 and 1,000 Japanese books respectively during the treatment were identified as outliers through SPSS REGRESSION, and they were eliminated when computing the correlations between the amount of reading the participants did in English and in Japanese. The means and the standard deviations for the 62 items were examined for their skewness and found to be satisfactory.

The results of the questionnaire investigating students' motivation to read English books were

Table 2 Descriptive Statistics for the Questionnaire on Motivation toward Reading in English

#	Items	<i>M</i>	<i>SD</i>
<i>Intrinsic Motivation</i>			
1	I like reading best of all English studies.	2.97	.82
2	Reading English books is my hobby.	2.14	.86
3	I enjoy reading English books.	2.61	.95
4	Reading English books is an enjoyable challenge.	2.90	1.06
5	I like extensive reading class better than intensive reading class.	2.91	1.00
<i>Exam-related Extrinsic Motivation</i>			
6*	I am reading English books to get better grades.	2.92	.91
7	I am reading English books to succeed in the entrance examination.	3.54	.99
8	I am reading English books because I will need to read English in college or university.	3.81	1.00
9	I am reading English books because it is required.	3.38	.98
10	Parents suggest that I read English books.	4.11	1.10
11*	I am studying English to be admitted to university.	2.85	1.10
12	I am reading English books to become able to read long passages on the entrance exam easily.	3.79	.91
<i>Instrumental Motivation</i>			
13	Reading English books helps me to understand and appreciate English literature.	2.58	.96
14	I am learning reading because I want to read newspapers and magazines in English.	2.64	1.03
15	I am learning reading because I want to get a better job in the future.	3.64	1.18
16	I am reading English books because I want to read information in English on the internet.	2.43	1.01
17	I am reading English because I want to exchange e-mail.	2.87	1.14
18	I am reading English for use in traveling.	4.25	.95
<i>Sense of Attainment</i>			
19	I want to become more knowledgeable.	3.19	.92
20	I am reading English books to compete with my classmates.	2.32	1.00
21	I am reading English books to become more intelligent.	3.10	.89
22	Reading English books will broaden my view.	3.47	1.06
23	I am reading English books to become a faster reader.	3.44	.97
24	I want to know more about English speaking country.	3.93	1.10
<i>Attitudes toward Extensive Reading</i>			
25*	I want to be a better reader in English.	4.42	.89
26	I don't like to be disturbed while reading English books.	4.04	1.11
27	The more reading I do, the easier it gets.	3.04	1.05
28	Extensive reading is more useful than intensive reading.	3.23	.99
29	I am working hard in this class.	3.13	.83
<i>Preference in Intensive Reading and Other Learning Styles</i>			
30	I want to look up new words in the dictionary while I am reading.	3.16	1.24
31	I like intensive reading better than extensive reading.	3.43	1.03
32	I don't like to read English rapidly.	3.17	1.18
33*	I don't like to read an English book which has difficult words.	2.34	1.16
34*	The speaking skill is more important than the reading skill.	4.06	1.03
35*	I don't mind if I can't read English as long as I can speak it.	3.40	1.18
36	I like listening better than reading English.	3.19	1.03

Note. Items with \* were eliminated in the Factor Analysis.



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analyzed using SPSS 9.0 (1999) as follows: (a) the reliability for each section of the questionnaire was computed separately, (b) a factor analysis was performed in order to determine which orientations loaded together to form general motivation in this particular context, (c) a multiple regression analysis was computed based on factor scores with the amount of reading in order to investigate which factors were the strongest predictors of students' motivation to read, and (d) correlations between all of the variables concerning the amount of reading and the number of Japanese books they read during the treatment were computed.

Table 3 Descriptive Statistics for the Questionnaire on Motivation toward Reading in Japanese

#	Items	M	SD
<i>Intrinsic Motivation in Reading Japanese</i>			
1	I'm glad to get a book as a present.	2.84	1.27
2	I like reading Japanese books.	3.53	1.20
3	I prefer books to TV.	2.57	1.37
4	I carry a book everywhere I go.	2.13	1.30
5	I can't hear anybody speak to me while I'm reading.	2.59	1.35
6	I can't bear not reading for a week.	2.06	1.29
7	I don't mind being kept waiting if I have a book with me.	2.64	1.44
8	I often use school or public libraries.	2.45	1.28
9	I go to big bookstores when I go shopping.	3.12	1.34
10	Reading is important to broaden my views.	3.99	.98
<i>Parental and Family Attitudes</i>			
11	My family read a lot.	3.35	1.27
12	Parents encourage me to read.	3.69	1.28
13	Family talk about books.	2.52	1.33
14	Parents buy me a book whenever I ask.	3.36	1.31
<i>Parents' Involvement at an Early Age</i>			
15	Parents took me to the library when I was little.	2.88	1.49
16	Parents bought me books when I was little.	3.64	1.21
17	Parents read me books when I was little.	3.63	1.31
18	I liked to have books read by Parents.	3.74	1.18
19	I preferred having books read to me to reading them myself.	3.03	1.18
20	Parents stopped reading to me when I learned to read.	3.07	1.16
<i>Fondness for Written Materials</i>			
21*	I read a newspaper every day.	2.71	1.27
22	I prefer the original story to a movie based on the story.	2.64	1.18
23	I would read a dictionary if a book is not available.	1.75	1.20
24	I prefer newspapers to TV for information.	2.23	1.20
25	I read ads even if I'm not interested in them.	3.19	1.21
26	I read ads and information in the streets.	3.51	1.08

Note. Items with \* were eliminated in the Factor Analysis.

## Results

### *Reliability of the questionnaire*

The reliabilities of the questionnaire items in section I (Reading in English) and section II (Reading in Japanese) as estimated by Cronbach's alpha were .869 ( $N = 107, k = 36$ ) and .901 ( $N = 107, k = 26$ ) respectively. Table 2 and Table 3 show the descriptive statistics for sections I and II of the questionnaire respectively.

### **Factor Analysis**

Principal components analysis with varimax rotation was performed with SPSS 9.0 (1999) on 62 items (36 for section I and 26 for section II together) for a sample of 107 participants. Although 107 participants is not a large number for conducting Factor Analysis, some researchers (Gardner, 2001) have suggested that Factor Analysis can be run with sample sizes in the neighborhood of 100. Seven factors were extracted, which accounted for 51.38% of the total variance in the motivation subset of reading in English and Japanese together.

Each factor contains individual items with a minimum eigenvalue of 1.0 and minimum loading of .32 (Tabachnick & Fidell, 1996). To determine the best items for each factor, loadings of less than .40 were eliminated. Items 6, 11, 25, 34, and 35 were eliminated from section I of the questionnaire regarding Motivation toward reading in English and item 21 from section II regarding reading in Japanese. The reliability of each factor was estimated by Cronbach's alpha. Table 4 summarizes the results of the factor analysis.

Factor 1 received strong loadings from fifteen items ( $\alpha = .91$ ) from section II of the questionnaire asking about motivation toward reading in Japanese. Ten items (J3, J4, J6, J2, J7, J1, J9, J5, J8, & J10) were related to intrinsic motivation toward reading Japanese, and the remaining five items (J23, J24, J22, J26, & J25) concerned a more general fondness for written materials. These were considered to be the fondness for reading per se. Therefore, Factor 1 was labeled *Intrinsic Motivation for Reading Japanese*.

Fourteen items loaded on Factor 2 ( $\alpha = .82$ ). All were from section I of the questionnaire asking about motivation toward reading in English. Five items (E3, E4, E1, E2, & E5), which loaded most strongly, were related to intrinsic motivation toward reading English, four items (E28, E27, E29, & E26) were related to attitudes toward extensive reading, and three items (E19, E20, E23) concerned the sense of achievement that can be gained from reading (e.g., becoming more knowledgeable). Of the remaining items, E13 dealt with instrumental motivation and item E9 loaded negatively on Factor 2. Therefore, Factor 2 was called *Extensive Reading-related Intrinsic Motivation*.

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Table 4 Factor Analysis: Motivational Factors toward Reading

Item#	Items	Factor loadings							h <sup>2</sup>	
		F1	F2	F3	F4	F5	F6	F7		
<i>Factor 1: Intrinsic Motivation for Reading Japanese ( a = .91)</i>										
J3	I prefer books to TV.	.82								.71
J4	I carry a book everywhere I go.	.80								.68
J6	I can't bear not reading for a week.	.75								.61
J23	I would read a dictionary if a book is not available.	.74								.59
J2	I like reading Japanese books.	.72								.66
J7	I don't mind being kept waiting if I have a book with me.	.69								.65
J1	I'm glad to get a book as a present.	.67								.62
J24	I prefer newspapers to TV for information.	.67								.54
J22	I prefer the original story to a movie based on the story.	.65								.49
J9	I go to big bookstores when I go shopping.	.62						.41		.60
J5	I can't hear anybody speak to me while I'm reading.	.61								.50
J8	I often use school and public libraries.	.59								.43
J10	Reading is important to broaden my views.	.48								.41
J26	I read ads and information in the streets.	.48								.41
J25	I read ads even if I'm not interested in them.	.46								.45
<i>Factor 2: Extensive Reading-related Intrinsic Motivation for Reading English ( a = .82)</i>										
E3	I enjoy reading English books.	.79								.68
E4	Reading English books is an enjoyable challenge.	.73								.71
E1	I like reading best of all English studies.	.69								.57
E2	Reading English books is my hobby.	.69								.60
E5	I like extensive reading class better than intensive reading class.	.67								.65
E9	I am reading English books because it is required.	-.65								.51
E28	Extensive reading is more useful than intensive reading.	.65								.63
E19	I want to become more knowledgeable.	.60								.45
E20	I am reading English books to compete with my classmates.	.54								.35
E27	The more reading I do, the easier it gets.	.53								.59
E23	I am reading English books to become a faster reader.	.52								.39
E29	I am working hard in this class.	.49								.43
E26	I don't like to be disturbed while reading English books.	.49								.30
E13	Reading English books helps me to understand and appreciate English literature.	.42								.52
<i>Factor 3: Exam-related and Instrumental Motivation ( a = .86)</i>										
E15	I am learning reading because I want to get a better job in the future.			.74						.61
E17	I am reading English because I want to exchange e-mail.			.69						.63
E36	I like listening better than reading English.			.68						.58
E18	I am reading English for use in traveling.			.62						.43
E8	I need to read English in college or university.			.59						.43
E14	I am learning reading because I want to read newspapers and magazines in English.			.59						.49
E22	Reading English books will broaden my view.			.58						.52
E7	I am reading English books to succeed in the entrance examination.			.58				.45		.70
E12	I am reading English books to prepare for long passages on the English entrance exam easily.			.54						.49
E24	I want to know more about English speaking country.			.49						.39
E16	I am reading English books because I want to read information in English on the Internet.			.49						.32
E21	I am reading English books to become more intelligent.			.42						.53
<i>Factor 4: Parental and Family Attitudes toward Reading ( a = .85)</i>										
J12	Parents encourage me to read.				.73					.61
J11	My family read a lot.				.72					.58
J16	Parents bought me books when I was little.				.71					.57
J17	Parents read me books when I was little.				.70					.62
J18	I liked to have books read by Parents.				.70					.71
J15	Parents took me to the library when I was little.				.62					.55
E10	Parents suggest that I read English books.				.55					.55
J13	Family talk about books.	.46			.51					.51
J14	Parents buy me a book whenever I ask.				.49					.36
<i>Factor 5: Preference for Intensive Reading ( a = .63)</i>										
E32	I don't like to read English rapidly.					.72				.52
E31	I like intensive reading better than extensive reading.					.66				.55
E30	I want to look up new words in the dictionary while I am reading.					.60				.48
<i>Factor 6:</i>										
J18	I prefer having books read to me to reading them myself.							.55		.43
<i>Factor 7: ( a = .28)</i>										
E34	The speaking skill is more important than the reading skill.								-.54	.45
J20	Parents stopped reading to me when I learned to read.						.41		-.42	.45
SSLs		7.78	6.37	5.87	4.65	2.58	2.28	2.10		
	Proportion of Variance	.13	.10	.09	.07	.04	.04	.03		
	% of Variance	12.54	10.28	9.46	7.50	4.17	3.68	3.38		

Note: Items with loadings over .40 are included in this solution

"Es" in item# represent items in section I and "Js" represent items in section II.

Factor 3 ( $\alpha = .86$ ) received strong loadings all from items in section I. Five items (E15, E17, E18, E14, & E16) were related to instrumental motivation and three items (E8, E7, & E12) concerned the university entrance examination. Two of the remaining items (E22 & E24) showed a sense of achievement, whereas the other item (E36) was related to a learning style preference. Thus, Factor 3 was labeled *Exam-related and Instrumental Motivation*.

Nine items from section II strongly loaded on Factor 4 ( $\alpha = .85$ ). Four items (J12, J11, J13, & J14) concerned parental and family attitudes toward reading, and four other items (J16, J17, J18, & J15) were related to parents' involvement at an early age. The remaining item (E10) also concerned parents' involvement in reading. Therefore, Factor 4 was called *Parents and Family Attitudes toward Reading*.

Factor 5 received loadings from three items (E32, E31, & E30), all indicating a preference for intensive reading ( $\alpha = .63$ ). Therefore, Factor 5 was called *Preference for Intensive Reading*.

Factor 6 was eliminated because only one item loaded on it, thus, it was not considered a reliable factor. Factor 7 received loadings from two items. However, the reliability estimate was so small ( $\alpha = .28$ ) that it was eliminated.

### **Multiple Regression Analysis**

In order to investigate which of the first five factors best predicted students' motivation to read English books, a stepwise multiple regression analysis was performed between the amount of reading (total number of words) students did during the treatment as the dependent variable and factor scores from 5 factors extracted for motivation/attitudes toward reading as independent variables. The analysis was performed using SPSS REGRESSION.

The results of the stepwise multiple regression indicated that only one of the five independent variables contributed significantly to the prediction of variance in the amount of reading at the  $p < .01$  level. The strongest effect was the *Extensive Reading-related Intrinsic Motivation for Reading English*, which accounted for 9% of the variance ( $\beta = .31$ ).

### **Correlation**

After the outliers were eliminated, correlations were computed between the amount of reading participants did in English and in Japanese. The amount of reading in English correlated negatively (-.11) with the number of books participants read in Japanese at the  $p = .01$  level ( $N = 105$ ). This result is different from Study 1 that showed a significant positive correlation.

### **Interviews**

In order to investigate the reasons for the negative correlation coefficient between reading English and reading Japanese, interviews were conducted mainly with participants who had a great discrepancy in the amount they read in English and Japanese. Participants who read a large number of Japanese books but only a few English books mentioned their great enjoyment in reading Japanese books. One participant said, "I cannot resist reaching out for a Japanese book whenever I see one." On the other hand, participants who read a great deal of English, but little or no Japanese felt confident when they finished reading a book in English. One participant said, "I am not interested in reading a book in Japanese, but reading English books gives me sense of achievement and confidence." This suggests that their motives in reading English are different from those of L1 reading, which is often carried out for sheer enjoyment.

### **Discussion and Conclusion**

This study has attempted to investigate the reading motivation of high school students who were engaged in extensive reading and to determine the best predictor of the students' reading motivation. Another goal was to investigate the relationship between Japanese reading habits and extensive reading in English. Three major factors were extracted from section I of the questionnaire, *Extensive Reading-related Intrinsic Motivation*, *Exam-related and Instrumental Motivation and Preference for Intensive Reading*. As hypothesized, the results show that the motivation of the participants in this particular context is multi-dimensional. Although intrinsic motivation was highly related to extensive reading, instrumental motivation was strongly related to entrance examinations, as found in some previous studies (Miura et al, 1997; Tachibana et al, 1996; & Yoneyama, 1979). This is the feature specific to Japanese high school students, illustrating that their motivation is influenced by the social context and learning environment (Dörnyei, 1990).

The results of the regression analysis indicated that the most important factor motivating the participants to read English books was *Extensive Reading-related Intrinsic Motivation*. This suggests that participants read English books for the sake of reading as shown in L1 reading motivation (e.g., Alexander, 1997), but not for the sake of skills building or to pass the entrance examination. This explains that this specific task affected students' motivation to read and kept them motivated throughout the course, and it shows the importance of examining task specific motivation (Dörnyei, 1996).

The negative correlation coefficient between the amount of reading in English and in Japanese suggests that those who are motivated to read English books do not necessarily enjoy reading in

Japanese, and vice versa. Two major factors emerged concerning reading in Japanese : *Intrinsic Motivation in Reading Japanese and Parental and Family Attitudes toward Reading*. Interviews with some students revealed that most of the participants experienced bedtime stories or shared book reading at an early age. However, unlike the results of Study 1 (Takase, 2001), neither of the factors emerged as a predictor of students' motivation to read English books. Thus, L1 reading habits at an early age seem to have had little or no effect on participants' L2 reading motivation.

The students who most enjoyed reading Japanese were influenced by friends as well as their family members. The fact that the participants in this study included more than a few bookworms, which is quite different from many young people nowadays, may help to explain the negative correlation.

In conclusion, this research implies that students who show little or no interest in reading books in Japanese could be motivated to read in English. Based on this study, I suggest that, in addition to intensive reading, extensive reading be employed in junior and senior high school English programs so that students will feel a greater sense of joy in reading English. This will improve both their L2 reading proficiency and their motivation to read in the L2.

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