

Effects of Extensive Reading on Motivation for Reading in English

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This study explored the effects of extensive reading on motivation for second language (L2) reading. Twenty-one advanced English-as-a-second-language students in three intact classes participated in this study. Extensive reading was incorporated into the existing reading and vocabulary classes as part of the course curriculum for eight weeks. To investigate the students' motivational changes through extensive reading, pre- and post-survey questionnaires were administered. The questionnaire used in this study was largely drawn from five factors (intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing) in Komiyama's (2009) Motivation for Reading in English Questionnaire (MREQ). Additionally, the students' perceived improvement through extensive reading was also measured through responses to the post-survey questionnaire. Lastly, to explore the students' difficulties in reading extensively over eight weeks, an open-ended question was added to the post-survey questionnaire. Results showed that the effect of extensive reading was statistically significant in one factor (i.e., extrinsic academic compliance) among the five motivational factors. In general, the students perceived improvements in different areas of L2 learning through extensive reading. Results from the students' perceived difficulties shed light on L2 students' motivation for extensive reading.

[reading motivation/extensive reading/second language reading/
/ / 2]

I. INTRODUCTION

Reading ability is an important second language (L2) skill in academic settings because L2 learners are required to read in order to be able to learn in and out of class. Thus, a good

reading ability can make a significant difference in L2 learners' academic performance and contribute to their success in academic settings. L2 learners can develop their reading abilities gradually when they are continually exposed to abundant meaningful input in appropriate settings and have the desire to read more (Grabe, 2009; Krashen, 2004; Nation, 2009). Extensive reading is one effective approach to meeting such needs because it exposes L2 learners to rich input and develops their motivation for reading in L2 (Day & Bamford, 1998). Studies of extensive reading have shown gains in various areas of L2 learning, such as reading comprehension, reading rate, and vocabulary acquisition (Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012; Elley, 1991; Horst, 2005; Mason & Krashen, 1997; Webb & A. Chang, 2015). In addition to gains in different areas of L2 learning, studies have reported that extensive reading also develops positive attitudes towards L2, as well as motivating students to read (Al-Homoud & Schmitt, 2009; Nishino, 2007; Takase, 2007).

Researchers have argued that extensive reading offers answers to the problems that regular L2 classrooms face. One of the problems in L2 settings can be limited exposure to comprehensible input, which means that L2 learners do not have enough time to be exposed to a large amount of reading materials due to limited class time. In addition, students in L2 classroom settings read the required reading passages in their textbook regardless of their interest, which might contribute to a decrease in their motivation for reading. What L2 students need in a real classroom setting is the opportunity for pleasure reading (Krashen, 2004). However, extensive reading can provide students with an ideal setting to read self-selected easy reading materials in large quantities, which can result in increased motivation to read. Moreover, extensive reading can lead students to opportunities for flow experiences in which students are fully involved during reading (Csikszentmihalyi, 1990).

It has been argued that extensive reading has positive effects on motivation for L2 reading (Judge, 2011; Nishino, 2007; Takase, 2007). However, there have been limited studies that examined the motivational changes through extensive reading, focusing on the factors that motivated L2 students to read extensively over time. Thus, this study aims to investigate which motivational factors in motivation for L2 reading change over time because of extensive reading. This study further explores L2 students' perceptions of both the benefits of extensive reading and its associated difficulties.

II. LITERATURE REVIEW

1. Extensive Reading and Motivation for Reading

According to Grabe and Stoller (2011), extensive reading is “an approach in which learners read large quantities of materials that are within their linguistic competence” (p. 286). In a similar vein, Bamford and Day (2004) define extensive reading as “an approach to language learning in which learners read a lot of easy materials in the new language” (p.1). These definitions indicate that extensive reading provides students with the settings for meaning-focused input and fluency development (Nation, 2009). L2 learners not only develop reading abilities through extensive reading, but they also increase their enjoyment in L2 reading accordingly (Day & Bamford, 1998; Grabe, 2009; Krashen, 2004; Nation, 2009). However, the benefits of extensive reading do not occur quickly because extensive reading facilitates implicit L2 learning over time. Therefore, motivating L2 learners to read consistently over a period of time is crucial for an extensive reading program to be successful (Grabe, 2009).

While there are numerous studies on motivation for L2 learning, motivation specific to L2 reading has been an under-researched area (Grabe, 2009). Because most of L2 reading motivation research has been constructed based on first language (L1) reading motivation research, it is necessary to briefly review the literature on L1 reading motivation. According to Guthrie and Wigfield (2000), motivation for reading has three main concepts: intrinsic motivation, self-efficacy, and goal mastery. Intrinsic motivation is the motivation that drives students to perform activities simply to enjoy the tasks themselves; therefore, intrinsic motivation results in learners becoming completely involved in reading. Another concept, self-efficacy, is explained as learners’ belief in their own ability to perform according to their own learning. Self-efficacy is essential because it predicts learning and motivation. The last concept, goal mastery, focuses on the desire to learn to achieve goals. Learners with mastery goals are more willing to involve themselves in tasks and their self-efficacy is usually high. Guthrie and Wigfield (2000) argue that learners with strong intrinsic motivation, high self-efficacy, and a strong goal mastery orientation are willing to read more and achieve learning goals.

In L2 settings, Day and Bamford (1998) provide a model of L2 reading motivation. Their model includes two components (expectancy and value) with four variables (materials, reading ability, attitudes, and sociocultural environment). Expectancy comprises materials and reading ability, whereas value consists of attitudes and sociocultural environment. Materials and attitudes in the model are two primarily important variables because motivation to read in L2 may not accrue without interesting and appropriate materials and positive attitudes toward L2 reading.

Studies of extensive reading in both L1 and L2 settings have reported that the amount of reading has a positive influence on affect. Several L1 studies have shown that the amount of reading has strong relationships with reading comprehension and motivation (Guthrie & Cox, 2001; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). Wigfield and Guthrie (1997) operationalized and examined intrinsic and extrinsic motivation for reading. They designed a motivation for a reading questionnaire (MRQ) with eleven constructs (i.e., self-efficacy, challenge, curiosity, involvement, importance, work avoidance, competition, recognition, grades, social reasons, and compliance) to investigate elementary school students' L1 reading motivation. Their questionnaire, MRQ, was able to measure the participants' intrinsic and extrinsic motivation for reading. They explored different aspects of reading motivation with 105 4th and 5th graders and the relationship between motivation and the reading amount. Their findings revealed that motivation strongly predicted the participants' engagement in reading and reading amount; intrinsic motivation was more positively related to depth and breadth of reading than extrinsic motivation. Wang and Guthrie (2004) revised the eleven constructs in the MRQ into eight constructs (curiosity, involvement, preference for challenge, competition, recognition, grades, social reasons, and compliance) focusing on intrinsic and extrinsic motivation. They conducted a study with 384 4th graders in the U.S. and in Taiwan to investigate the relationships between intrinsic and extrinsic motivation, the amount of reading, past reading achievement, and text comprehension. Their findings revealed that intrinsic motivation strongly predicted the students' reading amount.

Based on L1 reading motivation models, L2 researchers have investigated L2 reading motivation (Komiyama, 2009; Mori, 2002; Takase, 2007). In an English as a foreign language (EFL) context, Mori (2002) developed a reading motivation questionnaire based on the MRQ used by Wigfield and Guthrie (1997). She investigated 447 Japanese female university students' motivation for reading in English. Based on the results from factor analysis, Mori classified the Japanese students' motivation for reading in English by four factors: intrinsic value of reading, extrinsic utility value of reading, importance of reading, and reading efficacy. She found that the four factors were similar to the components of motivation in expectancy-value theory that asserts students' expectations for success and the value that students place on a task (Eccles et al., 1983; Eccles & Wigfield, 1995). Mori suggests that L2 reading motivation is multi-dimensional and that expectancy-value theory may be more appropriate in EFL contexts.

In an ESL context, Komiyama (2009) conducted a study of second language reading motivation on 2,018 adult English-for-Academic-Purposes (EAP) students enrolled in 53 ESL programs at U.S. colleges and universities. She developed a motivation for reading English questionnaire (MREQ) based on Wang and Guthrie's (2004) MRQ and identified five factors of motivation for reading that accounted for approximately 44% of the total

variance. The five factors included intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing. Results showed that intrinsic motivation was positively correlated with L2 reading comprehension test scores. Komiyama's study provides evidence that both intrinsic and extrinsic motivations are important factors for EAP readers in that they support the multi-dimensional nature of L2 reading motivation.

2. Studies on L2 Motivation for Extensive Reading

It has been generally agreed that extensive reading increases students' motivation to read (Day & Bamford, 1998; Krashen, 2004), and this claim has been supported by several studies. For example, Takase (2007) conducted a study on 219 Japanese high school students' motivation for extensive L2 reading for one academic year. Results of the study identified four major dimensions of L2 reading motivation: intrinsic L2 reading motivation, intrinsic L1 reading motivation, parental and family attitudes toward reading, and test-related extrinsic motivation. The findings showed that the participants had strong intrinsic motivation for L1 and L2 reading, confirming that intrinsic motivation is the most influential factor for L1 and L2 learners' motivation to read.

In another EFL study, Al-Homoud and Schmitt (2009) investigated 70 Saudi Arabian university students' attitudes toward reading in English after a 10-week extensive reading course. The researchers developed a 50-item 6-point Likert scale questionnaire and administered the questionnaire at the end of the course. The findings revealed that extensive reading participants developed more positive attitudes towards reading and learning experiences than intensive reading participants.

Findings from qualitative research on motivation for L2 reading through extensive reading also support the positive effects of extensive reading on affect (e.g., Judge, 2011; Nishino, 2007; E. Ro, 2013). Judge (2011) carried out a longitudinal multi-case study with nine EFL Japanese high school students to investigate the students' extensive reading motivation over two and a half years. The findings showed that the students shared strong similarities in the love of reading in L1 and desire for autonomy. In another case study, E. Ro (2013) measured an unmotivated Korean ESL student's motivation and anxiety towards L2 reading over an 8-week extensive reading period. Results suggested that pleasure reading not only decreased the student's L2 reading anxiety, but it also increased the student's motivation for L2 reading.

Aside from the increased motivation for L2 reading, studies on extensive reading have revealed the effects of extensive reading on different L2 areas, such as reading (e.g., Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012), vocabulary (e.g., K.-S. Cho & Krashen, 1994; Horst, 2005; Webb & A. Chang, 2015), and writing (e.g., Hafiz & Tudor,

1990; Mason & Krashen, 1997). In addition to the actual gains in different areas of L2 learning through extensive reading, L2 students perceived extensive reading as useful to their L2 learning (J. Park, 2015).

To sum up, the literature reviewed argues that extensive reading increases L2 learners' motivation for reading, develops positive attitude towards L2 reading, and facilitates L2 learning in general. However, to my knowledge, few studies have investigated changes in L2 learners' motivation through extensive reading experience. Therefore, the purpose of the present study is to rectify the aforementioned paucity of studies by examining changes in motivational factors that influence L2 learners' reading motivation. This study further explores L2 learners' perceived improvements in L2 learning through extensive reading and the difficulties L2 learners encounter while reading extensively. Therefore, the following research questions are addressed:

- 1) To what extent does extensive reading affect L2 learners' motivation to read in English?
- 2) Do L2 learners perceive improvements in different areas of L2 learning through extensive reading?
- 3) What difficulties do L2 learners perceive while reading extensively?

III. METHOD

1. Participants

Participants of the study were twenty-one advanced-level (equivalent to a TOEFL iBT score 56-70) ESL students enrolled in an intensive English program at a university in the US. The participants were taking a 100-minute Reading and Vocabulary course in three different classes three times a week. The participants were also taking other English classes such as Listening and Speaking, and English Composition. The participants' ages ranged from 19 to 35 years. The participants consisted of 10 male and 11 female students from Saudi Arabia (6), China (12), Kuwait (2), and Japan (1). The participants' main purpose for enrolling in ESL courses was to prepare themselves for academic success in university settings in their desired field of study. Although the students were in three different classes, the three teachers shared the same course objectives, goals, and lesson plans. Therefore, the content of the instruction the participants received was fairly similar. Aside from the researcher, one teacher was a full-time ESL instructor and the other teacher was a teaching assistant in an MA TESL (Teaching English in Second Language) program. The three teachers, together with the researcher, had at least one year of ESL/EFL teaching

experience.

2. Instruments

In order to investigate changes in the participants' motivation for reading in English through extensive reading, pre- and post-survey questionnaires were conducted using a 6-point Likert scale (see Appendix). The pre-survey questionnaire consisted of two sections: Part One (background information) and Part Two (motivation for reading in English). Two more sections, Part Three and Part Four, were added to the pre-survey questionnaire for the post-survey questionnaire. Part Three included statements relating to the participants' perceived improvements in L2 learning through extensive reading. Part Four employed an open-ended question to ask the participants about the difficulties that they faced while reading.

To measure students' motivation for L2 reading, the MREQ designed by Komiyama (2009) was used. As previously mentioned, the MREQ consisted of five factors¹: intrinsic motivation (students' desire to read for enjoyment), extrinsic drive to excel (students' desire to read to show excellence in L2), extrinsic academic compliance (students' willingness to read for good grades), extrinsic test compliance (students' motivation to read to increase their scores on tests), and extrinsic social sharing (students' desire to share L2 reading with others). The MREQ was deemed suitable and valid for the current study because the current study also investigated ESL students' motivation for L2 reading, and the participants' academic goals were similar in that they were studying EAP. The format of the MREQ was slightly modified without changing any contents. For instance, while a four-point Likert scale was used in Komiyama's study, a six-point Likert scale (ranging from "Less True" on one end to "More True" on the other) was used in the present study. A larger number of Likert scale was used in order to yield results that are more valid and discriminating (Preston & Colman, 2000).

Although the MREQ was developed based on a theoretical foundation regarding motivation for reading that was well validated with a large number of participants (2,018 ESL students), it was necessary to measure how valid the questionnaire would be for the specific group of participants in the present study. To ensure the statements in the questionnaire were clear enough for the participants, the questionnaire was pilot-tested with two advanced ESL students and one non-native graduate student. All of the statements

¹ The factors are Intrinsic Motivation (Item No. 6, 11, 12, 13, 15, 16, 20, 24, 26, 27, 35, 36, 38, 38, 51, 53), Extrinsic Drive to Excel (Item No. 1, 5, 8, 14, 18, 23, 33, 34, 40, 44, 45, 46, 49, 50, 52), Extrinsic Academic Compliance (Item No. 1, 2, 9, 30, 37, 39, 41, 43, 47), Extrinsic Test Compliance (Item No. 21, 22, 31, 42), and Extrinsic Social Sharing (Item No. 4, 17, 28, 32).

in the questionnaire were kept for the present study because they seemed to be fairly clear to the participants.

3. Procedures

Pre- and post-survey questionnaires were administered to explore the changes in motivation for L2 reading through extensive reading over eight weeks. Forty-one participants in three different classes completed a pre-survey questionnaire in week 5 during their class time. Thirty participants completed a post-survey questionnaire in week 13 during their class time. Among the thirty participants who completed both the pre- and post-survey questionnaires, twenty-one participants were chosen for the present study because several participants did not complete more than half of the statements in the post-survey questionnaire.

Extensive reading was incorporated in the three intact classes as part of the course assignments. In order for the teachers to implement extensive reading in their classes successfully, the researcher provided the teachers with guidelines for extensive reading (Day & Bamford, 1998; Grabe, 2009) before extensive reading was implemented. The guidelines included Day and Bamford's ten principles (1998, see pp. 7-8) and Grabe's recommendations for incorporating extensive reading into reading curriculum (2009, see p. 327). Due to the limited class time, extensive reading was performed mostly outside the classroom as part of the course assignments. However, as part of the extensive reading activities, fifteen minutes of class time (100 minutes) per week were allotted for sustained silent reading (SSR) in order to provide a quiet and uninterrupted environment for pleasure reading time. The goal of implementing SSR in class was for free reading to become the students' reading habit.

Moreover, given that studies have also shown that SSR promotes students' reading comprehension and engagement (Krashen, 2004), the participants were accordingly held accountable for their out-of-class extensive reading, and were required to turn in their extensive reading record-keeping form every week to receive a grade for the extensive reading assignment. The record-keeping form asked for the information about titles of reading materials read and a brief summary of what students had read. The students were encouraged to read at least twenty minutes a day. The teachers constantly encouraged the students to read more out of class and complimented the students who read a lot. The three teachers shared and discussed how extensive reading was implemented in their classes in weekly meetings throughout the semester. In terms of reading materials, graded readers from different publishers (e.g., Cambridge University Press, Oxford University Press, Pearson Longman), unsimplified fiction books, and magazines were available for the participants. The participants were free to choose any reading materials they wanted to read

for their extensive reading because the participants in this study were all at an advanced ESL level.

4. Data Analysis

To answer research question 1, the participants' responses to the questionnaires were analyzed based on the five factors identified in the MREQ (Komiya, 2009), and previously mentioned in the literature review. The five factors include intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing. In order to investigate if there were any motivational changes in each factor between the pre- and post-survey questionnaires within the group, a paired *t*-test was used. To answer research question 2, descriptive statistics were used to find out the participants' perceived improvements in L2 learning through extensive reading. Lastly, to answer research question 3, responses to the open-ended question in the post-survey questionnaire were qualitatively analyzed. The participants' comments on extensive reading difficulties were read thoroughly and categorized based on themes that had emerged from the participants' responses. Each response was grouped under the relevant themes. As a final step of the qualitative data analysis procedure, the researcher checked the validity of the data by rereading the entire data.

IV. RESULTS AND DISCUSSION

1. Change in Motivation for Reading Through Extensive Reading

To determine the participants' motivational changes in L2 reading, the five factors in the MREQ were examined. Table 1 presents descriptive statistics of the pre- and post-survey questionnaires and the results of a paired samples *t*-test. The reliability of each factor from the pre- and post-survey questionnaires was estimated using Cronbach's alpha. The reliability of each factor ranges from .74 to .94. As shown in Table 1, the overall mean differences in pre- and post-survey questionnaires across the five factors were small. There were small increases in intrinsic motivation (1.47) and extrinsic social sharing (.71), and small decreases in extrinsic drive to excel (-1.48), extrinsic academic compliance (-2.81), and extrinsic test compliance (-.72). Results from the paired samples *t*-test revealed that there was a statistically significant difference in one factor, extrinsic academic compliance (e.g., I want to read in English to improve my grades.), $t(20) = 2.55, p = .021$. The effect size ($d = .45$) was medium according to Cohen's guidelines. The result indicates that the students' extrinsic motivation for academic compliance decreased, suggesting that the

students seemed to be less motivated to read for grades after they were engaged in extensive reading. There were no significant differences in motivational changes in the other four factors indicating that extensive reading did not have any influence on the students' motivation for reading. One possible reason for the absence of statistical significance in the participants' motivation to read may be due to the relatively short period of time allotted for extensive reading. Because it requires a large amount of reading over time for extensive reading to be effective for L2 learning (Nakanishi, 2015), the duration of extensive reading (i.e., 8 weeks) in this study may not have been sufficient to expect significant results.

TABLE 1
Pre- and Post-motivation for Reading in English Questionnaire ($n = 21$)

Factors	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Intrinsic Motivation ($k = 16$)						
Pre-survey ($\alpha = .86$)	64.10	12.30				
Post-survey ($\alpha = .92$)	65.57	12.87				
Extrinsic Drive to Excel ($k = 15$)			.61	20	.52	.12
Pre-survey ($\alpha = .88$)	49.81	11.11				
Post-survey ($\alpha = .94$)	48.33	12.94				
Extrinsic Academic Compliance ($k = 8$)			2.55	20	.02*	.45
Pre-survey ($\alpha = .81$)	32.10	6.14				
Post-survey ($\alpha = .82$)	29.29	6.41				
Extrinsic Test Compliance ($k = 4$)			.66	20	.51	.16
Pre-survey ($\alpha = .81$)	16.15	5.28				
Post-survey ($\alpha = .74$)	15.43	4.60				
Extrinsic Social Sharing ($k = 4$)			-.67	20	.51	.16
Pre-survey ($\alpha = .85$)	12.48	4.31				
Post-survey ($\alpha = .85$)	13.19	4.55				

Note. Intrinsic Motivation (Item No. 6, 11, 12, 13, 15, 16, 20, 24, 26, 27, 35, 36, 38, 38, 51, 53), Extrinsic Drive to Excel (Item No. 1, 5, 8, 14, 18, 23, 33, 34, 40, 44, 45, 46, 49, 50, 52), Extrinsic Academic Compliance (Item No. 1, 2, 9, 30, 37, 39, 41, 43, 47), Extrinsic Test Compliance (Item No. 21, 22, 31, 42), and Extrinsic Social Sharing (Item No. 4, 17, 28, 32); * $p < .05$

As indicated in Table 1, there were small increases in the mean scores of Intrinsic Motivation (e.g., I like reading in English to learn something new about people and things that interest me.) and Extrinsic Social Sharing (e.g., My friends and I like to share what we read in English.). Contrary to previous findings that extensive reading develops positive L2 motivation for reading (e.g., Judge, 2011; Takase, 2007), the findings from this study indicated that extensive reading did not make any significant difference in students' enjoyment in L2 reading. One possible reason for this might be due to inappropriate reading materials. In this study, several students read unsimplified reading materials and reported their difficulties in understanding them. The mean scores of the other two factors, Extrinsic Drive to Excel (e.g., I am willing to work hard to read better than my friends in

English.) and Extrinsic Test Compliance (e.g., I try to read in English because I need a good score on tests like TOEFL, IELTS, etc.), slightly decreased. The results also show that extensive reading did not have any significant influence on the students' motivation for L2 reading. However, although no significant differences were found in the other four factors, results indicate that effects (though small) were present in the motivational factors. The mean differences in the factors may increase if the sample size were increased because larger sample sizes can give more reliable results.

2. Perceived Improvements in L2 Learning Through Extensive Reading

The research question 2 investigated the students' perceived improvement in different areas of L2 learning through extensive reading. Figure 1 displays the mean scores of the students' perceived improvement through extensive reading on a six-point Likert scale (ranging from "Less True" on one end to "More True" on the other). Overall, the students perceived that extensive reading helped improve their vocabulary ($M = 4.8$) the most. The other L2 areas that the students identified as gains through extensive reading were reading ($M = 4.29$), writing ($M = 4.29$) and grammar ($M = 4.19$). These overall results seem to indicate that the students had positive views about their language development through extensive reading, although the degree of their perceived improvements may have varied depending on how eager the students were to read extensively over eight weeks.

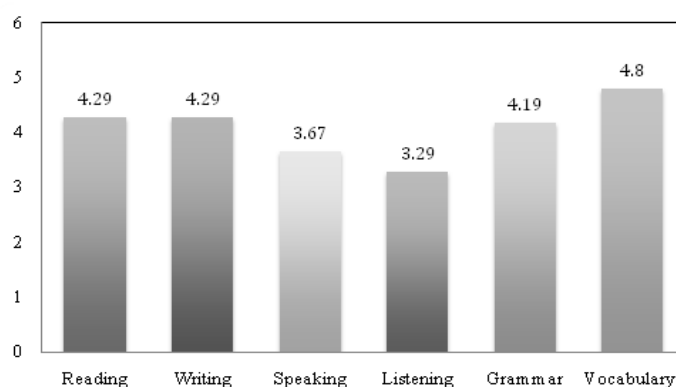


FIGURE 1 Students' Perceived Improvement Through Extensive Reading

The students perceived extensive reading as most helpful in improving vocabulary. Studies of extensive reading also have shown evidence that extensive reading facilitates students' incidental and incremental vocabulary learning (e.g., K.-S. Cho & Krashen, 1994; Horst, 2005; Webb & A. Chang, 2015). The majority of the students also agreed that

extensive reading helped improve their reading and writing. This finding is also in line with previous research findings on the impact of extensive reading on reading (e.g., Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012) and writing (e.g., Mason & Krashen, 1997; Hafiz & Tudor, 1990). These positive experiences of extensive reading in terms of L2 learning can play an important role in developing students' motivation for reading. It appears that perceived improvements in listening ($M = 3.29$) and speaking ($M = 3.69$) were minimal. More empirical research is needed to support the effectiveness of extensive reading on other areas of L2 learning.

3. Perceived Difficulties Associated With Extensive Reading

In response to the third research question of what difficulties the students faced when they read extensively, eighteen out of twenty-one students answered the open-ended question. As shown in Table 2, eleven of the eighteen participants commented that they were not able to find time to read for pleasure due to other class work. One student commented, "I don't have time to read because of other class work." Previous studies have also reported the lack of time as the main reason that limited extensive reading in L2 (Camicciotoli, 2001). This lack of time for reading may have affected the students' motivation to read for pleasure.

TABLE 2
Perceived Difficulties from Extensive Reading ($n = 18$)

Categories	Number of responses
Lack of time to read	11
Encountering unknown words	9
Selecting interesting reading materials	7
Other difficulties	3

Encountering unknown words while reading was another difficulty perceived by nine participants. Meeting unknown words hindered reading comprehension; therefore, it seemed to have decreased their motivation to read more. One student commented, "Looking up all the words in the dictionary, I got tired of reading in the end." This implies that the students were reading materials above their vocabulary levels, and suggests that teachers should support students when they choose books to read. Researchers recommend that students in extensive reading programs read materials within their linguistic competence (Day & Bamford, 1998; Nation, 2009). To increase and sustain students' motivation to read in L2, it is essential for students to read level-appropriate books. In this study, the students were free to choose any reading materials (graded readers and/or unsimplified texts) that they wanted to read. Although the participants were advanced-level

ESL students, reading unsimplified texts for pleasure seems to have hindered reading comprehension.

Seven participants stated that finding appropriate and interesting reading materials was challenging. In order for extensive reading to be effective, it is imperative that students read level- and topic-appropriate reading materials. The findings of this study suggest choosing appropriate materials to read is crucial when implementing an extensive reading approach into L2 classrooms. As Day and Bamford (1998) pointed out, materials should be easy, interesting, and attractive enough to “hook” the students into reading. The problem of selecting level-appropriate materials can be resolved by introducing various graded readers (Day & Bamford, 1998; Nation, 2009). In addition, incorporating various activities (e.g., introducing interesting books to students, instructing how to choose books) into classes can contribute to increasing students’ motivation to read (N. Suk, 2016). Other perceived difficulties included encountering complex sentence structures and unfamiliar grammatical features from extensive reading, which is also related to the difficulty in finding level-appropriate books. These results imply that it is important to guide students regarding how to choose level- and topic-appropriate books. The present study suggests that extensive reading in L2 classrooms require teachers’ careful planning before implementing an extensive reading program and consistent monitoring throughout the extensive reading program in L2 classroom settings.

V. CONCLUSION

This study has attempted to explore L2 learners’ motivational changes in L2 reading through extensive reading and students’ perceptions of extensive reading. The findings of this study revealed that extensive reading made a significant difference in one motivational factor (Extrinsic Academic Compliance), in that students’ motivation for reading in order to receive good grades decreased after the 8-week extensive reading treatment. In addition, the students in this study perceived improvements in vocabulary, reading, writing, and grammar through their extensive reading experience. Lastly, according to the results from students’ comments on difficulties encountered during extensive reading, finding time to read and choosing level- and topic-appropriate reading materials for extensive reading were the most frequently expressed comments. The challenges associated with extensive reading therefore suggest the need for teachers’ continuous monitoring of students’ extensive reading practice while paying considerable attention to the reading materials that individual students chose to read. In order to guide students toward selecting appropriate books, it is important that teachers be familiar with the reading materials that students might go on to read. The successful implementation of an extensive reading program in L2

curricula depends on teachers' efforts to motivate students over time (Grabe, 2009). Therefore, being aware of the challenges that students might encounter will help teachers increase students' motivation for reading in L2.

Several limitations of this study should be addressed. One of the limitations is the lack of a control group. Without a control group, it is difficult to claim that the findings of this study are significant and that the effect has been derived solely from the extensive reading treatment. The small sample size also limits the generalizability of the study. Additionally, the eight weeks of extensive reading seemed rather insufficient to expect any impact on motivation to read because extensive reading requires a large amount of reading and time for acquisition to appear. Lastly, in this study, it was hard to quantify how much the participants in this study read, which raises the question whether the participants actually read extensively. Future extensive reading research that fills the gaps identified here can provide more valid and reliable results.

Despite the limitations, the current study provides a better understanding of the factors that can motivate L2 students to engage in extensive reading. Understanding L2 students' motivational changes through extensive reading can help L2 teachers increase and sustain their students' motivation for reading over a long period of time. Students' perceived improvements in different areas of L2 learning through extensive reading also shed light on the impacts of extensive reading on L2 learning in general. In addition, the difficulties the participants encountered while reading extensively provide valuable insights into how to successfully implement extensive reading in both ESL and EFL curricula. Finally, the present study adds to the growing body of research on extensive reading and L2 reading motivation.

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APPENDIX

Statements and Questions Included in the L2 Reading Motivation Questionnaire²

Part Two: Why do you read in English? For each reason, choose one answer that fits you the best.

(Less True 1 2 3 4 5 6 More True)

1. I read in English in order to pass my English courses.
2. I want to read in English to improve my grades.
3. I read in English to learn more about my hobbies.

² Komiyama (2009) deleted six items from MREQ (Item No. 3, 7, 10, 19, 25, 29) because they yielded communalities of lower than .20. Therefore, the five factors were based on the 47 remaining items.

4. I like talking with my friends about what I read in English.
5. When I read in English, I often think about how well I read compared to others.
6. I like reading about new things in English.
7. I read in English because I have been told that I need to practice my English.
8. I am happy when someone acknowledges my English reading ability.
9. It is important for me to receive a good grade in my English reading course.
10. I have favorite topics that I like reading about in English.
11. When the topic is interesting, I am willing to read difficult English materials.
12. I like reading in English to learn something new about people and things that interest me.
13. I enjoy reading when I learn complex ideas from English materials.
14. I feel happy when my friends ask me for help with their English reading assignments.
15. When my teacher or friends tell me something interesting, I might read more about it in English.
16. When I am reading about an interesting topic in English, I sometimes lose track of time.
17. I like joining class discussions about what I read in English.
18. When some classmates read English better than me, I want to read more English materials.
19. I like reading in English about the subjects I will study in the future.
20. I like reading a lot of interesting things in English.
21. I try to read in English because I need a good score on tests like TOEFL, IELTS, etc.
22. I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, IELTS, etc.
23. I practice reading in English because I need to do well in my future classes.
24. When an assignment is interesting, I can read difficult English materials more easily.
25. When I read something interesting in English, I don't think about grammar rules.
26. I feel happy when I read about something interesting in English.
27. It is hard for me to stop reading in English when the topic is interesting.
28. My friends and I like to share what we read in English.
29. I get excited when I understand what is written in English.
30. I usually try to finish my English reading assignments on time.
31. I try to read in English because I like seeing my reading score improve on tests like TOEFL, IELTS, etc.
32. I enjoy telling my friends about the things I read in English materials.
33. I like my friends to tell me that I am a good English reader.
34. I like being the only student who knows an answer about something we read in English.
35. I enjoy reading in English to learn what is going on in the U.S. and in the world.
36. I like challenging myself while reading in English.
37. I do my English reading assignments exactly as the teacher tells me to do them.
38. I enjoy reading good, long stories in English.
39. When I complete English reading assignments for class, I try to get more answers correct than my

classmates.

40. I like to get positive comments about my English reading.
41. Finishing English reading assignments on time is very important for me.
42. I practice reading in English because I feel good when I answer teachers' questions correctly in class.
43. I look forward to finding out my grades in English reading.
44. When I read in English, I like to finish my reading assignments before other students.
45. I try to read things in English so that I can understand what my friends are talking about.
46. I like my teacher to say that I read well in English.
47. I work harder on English reading assignments when they are graded.
48. I like it when the topic of an English reading makes me think a little more.
49. I am willing to work hard to read better than my friends in English.
50. I like it when my teacher asks me to read English aloud in class.
51. It's fun for me to read about something I like in English.
52. I want to be the best at reading in English.
53. I like hard, challenging English readings.

Part Three: What do you think about the extensive reading activity? Choose one answer that fits you the best. (Less True 1 2 3 4 5 6 More True)

1. I think the extensive reading activity helped improve my reading ability.
2. I think the extensive reading activity helped improve my grammar.
3. I think the extensive reading activity helped improve my speaking ability.
4. I think the extensive reading activity helped improve my writing ability.
5. I think the extensive reading activity helped improve my listening ability.
6. I think the extensive reading activity helped improve my vocabulary.

Part Four: Please answer the question.

What difficulties did you have when you were doing the extensive reading activity?

Examples in: English

Applicable Language: English

Applicable Levels: Tertiary

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