



Motivation for L2 Reading and Its Relationship with Reading Amount in a Korean EFL University Setting

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읽기 동기, 제2언어 읽기, 다독, 독서량, EFL

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Abstract

Research on reading development has shown that reading large amounts of text leads to improved reading comprehension. The first and probably most important step is to motivate students to read more; however, there has been little research on the relationship between reading amount and motivation for L2 reading. Thus, the current study aims to explore what constitutes Korean EFL university students' motivation for reading in English through extensive reading and to further investigate the factors that influence Korean EFL university students' motivation to read more. A quasi-experimental research design was used, implementing extensive reading in two intact classes of eighty-three students over a 15-week semester. A 4-point Likert scale extensive reading motivation questionnaire was developed and administered to the students at the end of the semester. A factor analysis was used to evaluate the underlying structure of motivation for extensive reading in English. Results generated three factors: L2 reading for academic and future career success, L2 reading for enjoyment, and L2 reading avoidance. To determine which factors would predict reading amount, multiple regression analysis was computed. Results indicated that one predictor variable, L2 reading for academic and future career success, was able to predict the students' motivation for reading.

INTRODUCTION

Reading comprehension is crucial for student academic success in both L1 and L2 settings because students are required to read a great deal of written materials. Students can improve their reading comprehension through reading a lot of text materials frequently over time. Studies, especially in L1 contexts, have provided consistent evidence that there is a strong relationship between reading amount and reading proficiency (Anderson, Wilson, & Fielding, 1988; Miyamoto, Pfof, & Artelt., 2019; Mol & Bus, 2011; Schiefele, Schaffner, Möller, & Wigfield, 2012; Stanovich, 2000). Although it is less comprehensive than in L1 contexts, evidence for this relationship in L2 contexts also exists in numerous studies on extensive reading. Studies have demonstrated that large amounts of reading facilitate incremental and incidental L2 learning, and contribute not only to reading improvement but also to lexical development (Day & Bamford, 1998; Grabe & Yamashita,

2022; Nakanishi, 2015; Nation & Waring, 2019).

If reading a large amount of written material leads to improved reading comprehension, the first and probably most important step for reading development is to motivate students to read more. However, understanding students' motivation to read in L2 is challenging. One challenge relates to the relatively limited number of empirical studies that identify major sources of motivation for reading among EFL students in academic contexts. While research on motivation for L2 learning in general has made significant progress (e.g., Dörnyei, 2014; Dörnyei & Skehan, 2003; Dörnyei & Ushioda, 2021; Gardner, 2010; Noels, 2001; Noels, Pelletier, Clement, & Vallerand, 2000), research on motivation for L2 reading is still an area that requires further exploration. Additionally, some studies on L2 reading motivation are hard to interpret for various reasons such as limited validity and not very well-supported construct design for a reading motivation research instrument.

A great amount of research on reading, especially in L1 contexts, demonstrates that motivation is strongly related to reading amount, and the amount of reading contributes to reading comprehension (Becker, McElvany, & Kortenbruck, 2010; Miyamoto, Pfost, & Artelt, 2018; Schiefele & Schaffner, 2016). In L2 contexts, several studies have shown that extensive reading has a positive role in developing motivation for reading (e.g., de Burgh-Hirabe & Feryok, 2013; Judge, 2011; Nishino, 2007; Takase, 2007). However, the role of motivation for L2 reading has not been sufficiently explored with a fairly large number of students in the context of extensive reading; most previous studies employed qualitative research designs to examine students' motivation for reading. Moreover, there is limited empirical research exploring the relationship between the actual amount of reading done and motivation for L2 reading. More empirical research is needed to understand L2 students' motivation to engage in reading in L2 academic contexts. Therefore, to address the gaps in the current literature, this study aims to identify the motivational factors that define L2 reading motivation and further investigate whether these factors are associated with L2 reading amount, using a moderately large number of L2 students in the context of extensive reading.

LITERATURE REVIEW

Motivation for Reading

Among several motivation theories, Deci and Ryan's self-determination theory (Deci & Ryan, 2008, 2013; Ryan & Deci, 2000) has been applied to understand motivation in educational settings. Self-determination includes three concepts: (a) autonomy, feeling in control of one's own behaviors; (b) competence, experiencing mastery of tasks and learning different skills; and (c) relatedness, feeling a sense of belonging and connection. Self-determination theory focuses on intrinsic motivation and extrinsic motivation. Intrinsic motivation is to engage in an activity for one's own sake; this, in the case of reading, means that students read for enjoyment. By contrast, extrinsic motivation is to engage in an activity for reasons other than one's inherent satisfaction, for example, reading to get a good grade or to avoid punishment. Rather than distinguishing between intrinsic motivation and extrinsic motivation, self-determination theory distinguishes between motivation with relatively greater control and motivation with more autonomy, which represents a continuum of self-determination.

In terms of motivation for reading, various reasons can play a key role in reading motivation. According to Guthrie and Wigfield (2000), reading motivation can be defined as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (p. 405). Research on reading motivation in L1 settings, especially the work of Guthrie and Wigfield (Guthrie & Wigfield, 2000; Wigfield & Guthrie, 1997) has provided an important framework to investigate L2 reading motivation. Wigfield and Guthrie (1997) developed Motivation for Reading Questionnaire (MRQ) that operationalized intrinsic and extrinsic motivation to investigate how motivation was related to the depth and breadth of reading. The MRQ was able to measure 11 different traits of motivation for reading. Two traits related to self-efficacy were reading efficacy and challenge; four traits of intrinsic motivation were reading curiosity, reading involvement, importance of reading, and work avoidance; three traits of extrinsic motivation were competition in reading, recognition for reading, and reading for grades; the last two traits associated with social motivation were social reasons for reading and compliance. Results showed that motivation strongly predicted the depth and breadth of reading. Wang and Guthrie (2004) revised the MRQ and measured eight traits of motivation. The eight traits consisted of three traits associated with intrinsic motivation (curiosity, involvement, and preference for challenge) and five traits of extrinsic motivation (recognition, grades, social reasons, competition, and compliance). The researchers examined the relationship between reading motivation and reading comprehension and amount of reading with two groups of fourth graders in the US and Taiwan. Results indicated that intrinsic motivation was a strong predictor of both reading comprehension and the amount of reading done by the students.

In L2 contexts, this Guthrie and Wigfield's work has been adapted by several L2 researchers, including multiple variations that are adapted to specific L2 contexts (e.g., Kim, 2011; Komiyama, 2013; Mori, 2002, 2004; Takase, 2007). In an EFL

context, Mori (2002) investigated Japanese students' ($N = 447$) motivation for reading in English. She developed a 30-item reading motivation questionnaire based on Wigfield and Guthrie's (1995, 1997) theories of motivation to read in L1. She used an exploratory factor analysis and her results indicated that the students' motivation for reading in English was multidimensional comprising four components (intrinsic value of reading in English, attainment value of reading in English, extrinsic utility value of reading in English, and expectancy for success in reading in English). To expand on prior research on reading motivation that explored motivational factors, Kim (2011) explored factors that affect Korean EFL university students' ($N = 259$) motivation to read in English using a 30-item questionnaire from Mori (2002). She conducted an exploratory factor analysis, and four factors were found to affect the Korean EFL students' motivation for reading: learning goal-oriented motivation, intrinsic motivation, avoidance of reading, and utility value of L2 reading. Among the four factors, learning goal-oriented motivation and utility value of L2 reading were the key factors that had an impact on the students' motivation for reading in English. The findings also indicated that students with high reading proficiency were more intrinsically motivated than students with low-level proficiency. In English for Academic Purposes (EAP) settings in the US, Komiyama (2013) investigated the factors that characterize ESL students' ($N = 2,018$) motivation to read. She developed a Motivation for Reading in English Questionnaire (MREQ) based on the MRQ developed by Wigfield and Guthrie (1997). Five motivating factors (intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing) were extracted from the data. Out of the five factors, intrinsic motivation best characterized EAP students' motivation to read, accounting for approximately 44% of the variance. Her result supports previous findings that intrinsic motivation is a key factor for reading motivation (e.g., Takase, 2007; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). Besides intrinsic motivation, extrinsic drive to excel was identified as the second motivating factor. Her findings provide evidence that EAP students are motivated to read for several reasons, both intrinsically and extrinsically. To date, the MREQ appears to be the only valid and reliable measurement of L2 reading motivation (Grabe & Yamashita, 2022). Another study on motivation to read in English was conducted by Dhanapala and Hirakawa (2016). The authors explored Sri Lankan university students' ($N = 406$) motivational constructs and the relationship between the motivational constructs and L2 text comprehension. They identified four constructs of intrinsic motivation (utility value of reading, curiosity and involvement in reading, challenge for reading, and positive behavior of reading) and five constructs of extrinsic motivation (attitudes toward recognition, social sharing, compliance, negative affective attitudes, and attitudes toward grades). Their results showed that only intrinsic motivation was positively related to reading comprehension. Overall, findings from previous studies on L1 and L2 reading motivation suggest that students have multiple types of motivation for reading; intrinsic motivation is positively associated with reading engagement and/or reading comprehension.

Motivation for Extensive Reading in L2

Extensive reading, defined as an “approach to the teaching and learning of reading in which learners read large quantities of materials that are within their linguistic competence” (Grabe & Stoller, 2020, p. 274), provides L2 students with the opportunities to read large amounts of texts. Research evidence has shown that extensive reading leads to positive attitudes towards and motivation for reading (Day & Bamford, 1998; Grabe & Yamashita, 2022; Krashen, 2004; Nation & Waring, 2019; Yamashita, 2004, 2013). Day and Bamford (1998) presented an expectancy and value model that explains motivation for extensive reading in L2. The model consists of four variables, that is, materials, reading ability, attitudes, and sociocultural environment. According to Day and Bamford, reading materials and attitudes play a critical role in motivation for reading. The other two variables, reading abilities and sociocultural environment, are considered less important if appropriate reading materials and positive attitudes towards reading are met.

Research on extensive reading has demonstrated the positive effects of extensive reading on reading development and other areas of L2 learning. However, there have been a limited number of intervention studies that have examined L2 students' motivational factors in relation to the actual amount of reading done by L2 students. In a Japanese EFL setting, Takase (2007), most closely related to the present study, implemented an extensive reading program in a Japanese high school setting over one academic year and investigated underlying constructs of Japanese high school students' ($N = 219$) motivation for and attitudes towards L1 and L2 reading using a questionnaire. The questionnaire consisted of 27 items of L2 reading motivation and attitudes and 18 items of L1 reading motivation and attitudes. The students completed the motivation questionnaire after one month of book reading experience. Reading amount was calculated based on the students' extensive reading logs. Six components were extracted from data analysis: intrinsic motivation for L1 reading, intrinsic motivation for L2 reading, parents' involvement in and family attitudes toward reading, entrance exam-related extrinsic motivation, fondness for written materials, and Internet-related instrumental motivation and negative attitude towards extensive reading. Results showed that two strong components, intrinsic motivation for L1 reading and intrinsic motivation

for L2 reading, predicted the amount of L2 reading.

Except for Takase (2007), most of the extensive reading studies that explored motivation for L2 reading relied primarily on qualitative data focusing on specific students' motivation for and attitudes towards L2 reading (e.g., de Burgh-Hirabe & Feryok, 2013; Judge, 2011; Nishino, 2007). For example, in an EFL context, Judge (2011) conducted a longitudinal case study of nine avid readers in a Japanese high school, investigating the students' motivation to read extensively over two and a half years. Findings indicated that the students developed a sense of autonomy through reading extensively, and some students experienced 'flow,' the conditions in which readers are deeply engaged in reading (Csikszentmihalyi, 1990). In addition, the students' motivation changed over time. The dynamic and complex nature of L2 motivation for extensive reading was also found in other studies, for instance, Nishino's (2007) study with two Japanese EFL middle school students over 2.5 years, and de Burgh-Hirabe and Feryok's (2013) study with 9 Japanese as a foreign-language learners over 5 to 7 months. In general, research findings from the previous studies of extensive reading show that extensive reading plays a role in developing positive attitudes towards and intrinsic motivation for L2 reading. However, data from a small number of participants in previous studies is limited in understanding the majority of students' motivation for reading in a typical L2 classroom setting. Additionally, intrinsic motivation for reading resulting from extensive reading should be further explored in relation to the actual amount of reading done by L2 students.

Taken together, previous research on L2 reading motivation is insufficient to understand L2 students' motivation for extensive reading in academic settings. There is a lack of research examining the motivational factors that impact L2 learners' reading in an extensive reading program, involving a moderately large number of participants. Furthermore, previous research in this field has a major methodological limitation as it depends on self-reported data from students to measure the amount of reading, which may be susceptible to inaccuracies. Therefore, the present study aims to implement extensive reading in a Korean EFL university setting over a semester and examine the motivational factors that define motivation for L2 reading among Korean EFL university students. This study further examines the motivational factors that contribute to reading amount (i.e., extensive reading) using the actual number of words read. Investigating the relationship between L2 reading motivation and the amount of reading done in the context of extensive reading will provide valuable insights into promoting extensive reading. The following two research questions were proposed for the current study.

Research Question 1. What are the motivational factors of Korean EFL university students' motivation for extensive reading?

Research Question 2. Which motivational factors predict Korean EFL university students' reading amount?

METHOD

Participants

Participants were 83 university students (45 males and 38 females) from two intact classes at a university in South Korea. The participants were enrolled in two 2-credit elective EFL reading classes, and there were approximately 40 students in each class. Their ages ranged from 18 to 26 years old ($M = 21.25$; $SD = 2.06$). They were studying various subjects (e.g., chemistry, mathematics, engineering, business administration, English, etc.) in their first to fourth year of the university. Approximately 36% of the participants were taking other EFL classes at the time of the study. At the start of the extensive reading program, an informal test was conducted to assess the students' reading comprehension and reading rate. The results indicated that most students had a high-beginning to intermediate level of English reading proficiency, with a few at an advanced level. The researcher used the test results to assist the students in selecting graded readers for their extensive reading. The reading classes met once a week for 100 minutes over a 15 week-semester. The researcher taught the two reading classes.

Instructional Procedures

To implement extensive reading in the reading classes, one-third of the class time was devoted to extensive reading instruction, and the remaining time was used for intensive reading instruction (e.g., reading short texts, finding a main idea, reading for details, learning new vocabulary, etc.). For the extensive reading instruction, over 300 graded readers (of 800 – 3,500 headwords) from four different publishers (i.e., Oxford Bookworms, Cambridge Readers, Penguin Longman, and Macmillan) were available for the students. The students read self-selected graded readers silently for 15 minutes at the start of each lesson. The instructor monitored the students' reading during the silent reading period and provided support as

necessary. The silent reading was followed by a short post-reading activity, such as writing a short summary or prediction, introducing an interesting book, and examining blurbs. For example, after silent reading, the students were given 3-4 minutes to write a summary of what they had read either in English or Korean. The purposes of the activity were to check students' reading engagement, to improve their writing and vocabulary, and to provide time to reflect on what they had read. Another activity, the book blurbs activity, required students to match books with their blurbs. This activity aimed to introduce students to engaging books and assist them in selecting interesting and level-appropriate books. Regarding book selection, the students were advised to begin their extensive reading with easy graded readers. The students were also recommended to choose books with no more than two unfamiliar words per page. Most students started with high-beginning graded readers and progressed to intermediate level graded readers later in the semester. To hold students accountable for their extensive reading, the students were required to complete an online quiz on the graded reader they had read on MReader <mreader.org>, which is a quiz site for extensive reading books. The students were encouraged to read both in and out of class to reach a reading goal of 200,000 words for their homework assignment.

Instrument

A 30-item questionnaire with a 4-point Likert scale was developed to explore Korean EFL university students' motivation for extensive reading (see Appendix A). The thirty items on the questionnaire were mainly developed from Komiyama's (2013) Motivation for Reading in English Questionnaire (MREQ). According to Grabe and Yamashita (2022), MREQ is considered to be the only valid and reliable measurement for assessing L2 reading motivation. The development of the questionnaire also took into account Wigfield and Guthrie's (1997) Motivation for Reading Questionnaire (MRQ), and a thorough literature review on extensive reading. The questionnaire for the current study includes six dimensions with five items per dimension: intrinsic motivation (Items 1, 3, 7, 15, 21), extrinsic drive to excel (Items 9, 12, 17, 23, 26), extrinsic academic compliance (Items 2, 8, 16, 24, 28), extrinsic test compliance (Items 5, 13, 19, 25, 27), reading work avoidance (Items 6, 11, 18, 22, 29), and extensive reading motivation (Items 4, 10, 14, 20, 30). The first four dimensions were taken from Komiyama's MREQ. Among the four dimensions in her study, items with factor loadings of mainly above .50 were chosen for this study. The reliability coefficient values of the dimensions in her study ranged from .77 to .88. One item in the dimension of extrinsic test compliance was created by the researcher because there were not enough items with high factor loadings. Reading work avoidance, the fifth dimension, from Wigfield and Guthrie's (1997) MRQ was included with adaptation: four items taken from the MRQ and one item created by the researcher. The reliability of the dimension in Wigfield and Guthrie (1997) was .44 and .60 at each different time point. Work avoidance has been measured as a goal of some students motivated to evade doing their school work rather than to engage in it. When students perceive reading as challenging, they tend to have negative attitudes towards reading. Consequently, this is likely to lead to reading avoidance (Chapman & Tunmer, 1995; Guthrie & Coddington, 2009; Meece & Miller, 2001; Wigfield & Guthrie, 1997). The inclusion of reading avoidance dimension in this study was primarily based on the researcher's teaching experience with L2 students in extensive reading classes. Many students expressed that they avoided reading in English because they found it boring and difficult, which is consistent with previous research findings (Guthrie & Coddington, 2009). Lastly, the remaining dimension of extensive reading motivation was included to examine students' reading motivation related to extensive reading. The researcher created the items after thorough review of literature on extensive reading.

The questionnaire was written in Korean. It was piloted with ten university students in a Korean EFL context, and minor modifications were made according to the feedback received. The specifications of the questionnaire are presented in Table 1. The questionnaire was administered in week 14. The questionnaire took 5-10 minutes to complete. The reliability of the questionnaire for the current study was acceptable, $\alpha = .90$ ($k = 30$).

TABLE 1
Specifications of Motivation for Extensive Reading Questionnaire

Sources	Dimensions	Items
Komiyama (2013)	Intrinsic motivation	1, 3, 7, 15, 21
	Extrinsic drive to excel	9, 12, 17, 23, 26
	Extrinsic academic compliance	2, 8, 16, 24, 28
	Extrinsic test compliance	5, 13, 19, 25, 27
Wigfield & Guthrie (1997)	Reading work avoidance	6, 11, 18, 22, 29
Items developed from the literature	Extensive reading motivation in English	4, 10, 14, 20, 30

Data Analysis

To answer the research question 1, *What are the motivational factors of Korean EFL university students' motivation for extensive reading in English?*, exploratory factor analysis was used to validate the internal structure of the questionnaire. For the research question 2, *Which motivational factors predict Korean EFL university students' reading amount?*, multiple regression analysis was conducted to identify the factors that best predict reading amount. Reading amount, that is, the number of words read, collected from the students' reading record charts and information from MReader, was used as a dependent variable; factor scores were used as independent variables. Assumptions were checked for analysis of multivariate data. The initial analysis assessed if the ratio of valid cases to independent variables was acceptable for this study. As recommended by Tabachnick and Fidell (2007), the criteria of $N \geq 50 + 8m$ (m being the number of predictor variables) were used to test the multiple regression. Three latent variables were generated from factor analysis. This study consists of 83 cases, so it meets the criteria (i.e., $83 \geq 74$). Then, normality, linearity, and homoscedasticity of residuals were assessed by examining scatterplots of residuals and they were present in the data. No multicollinearity was present in the data. There was one outlier. The researcher chose to keep the outlier as the score was deemed legitimate.

RESULTS

According to the results of preliminary analysis, the students ($N = 83$) read an average of 152,714 words, which is an average of 10 graded readers, during the semester. To answer the first research question, the motivation questionnaire's items were analyzed using exploratory factor analysis to identify coherent subsets that were correlated to one another. First, the factorability of the entire items was assessed to determine whether the correlation matrix would potentially generate linear combinations of variables as factors, in other words, correlations on individual variables greater than .30 (Tabachnick & Fidell, 2007). Several bivariate correlations above .30 were found in the correlation matrix, indicating reasonable factorability. Next, the Kaiser-Meyer-Olkin test of sampling adequacy and Bartlett's test of sphericity were checked for sampling adequacy. The sample was adequate at .77. Bartlett's test was significant, $\chi^2(435) = 1484.32, p < .001$. Finally, three extraction communalities with values below .20 (Items 6, 11, and 18) were excluded after the communalities were checked. Factor analysis was performed using 27 items and found to be appropriate. The Kaiser-Meyer-Olkin measure of sampling adequacy for the 27 items was .79. Moreover, Bartlett's test of sphericity was statistically significant ($\chi^2(351) = 1355.99, p < .001$).

The principal axis factoring method was conducted to determine the adequacy of factor extraction. Eigen values and a scree plot were examined to find the most parsimonious set of factors. Promax rotation was then used for the final solutions as the extracted factors were expected to be correlated. Three items (Items 12, 17, and 25) were excluded for not meeting the minimum criterion of having a factor loading of .45, which corresponds to approximately 20% variance overlap between a variable and a factor (Comrey & Lee, 1992). After removing six items, factor analysis was repeated with the remaining 24 items. Appendix B displays the factor loading and communalities of the final solution. With the final 24 items, the Kaiser-Meyer-Olkin test of sampling adequacy was .81. Bartlett's test of sphericity showed significance, $\chi^2(276) = 1183.96, p < .001$. Three factors were extracted accounting for a combined 58.59% of the total variance.

The reliability of each factor was assessed using Cronbach's alpha. As shown in Table 2, each factor showed a good reliability with values ranging from .71 to .90. Factor 1 ($\alpha = .90$) was labeled L2 reading for academic and future career success, which consisted of 11 items representing extrinsic motivation of the Korean university students to read extensively in English in order to obtain good grades and good test scores to secure a respectable job. Factor 2 ($\alpha = .90$) comprised 10 items that described the students' intrinsic drive to read interesting English materials for pleasure. This factor was named L2 reading for enjoyment. It should be noted that one item (I like my teacher or my friends to say that I read well in English) in this factor did not appear to fit within this factor. Factor 3 ($\alpha = .71$) was labeled L2 reading avoidance, consisting of three items indicating students' unwillingness or reluctance to read in English. The remaining 24 items seemed to have provided an efficient means of capturing the Korean university students' motivation to read in English extensively.

TABLE 2
Factor Labels, Number of Items, and Reliabilities

	Label	Number of items	Cronbach's alpha
Factor 1	L2 reading for academic and future career success	11	.90
Factor 2	L2 reading for enjoyment	10	.90
Factor 3	L2 reading avoidance	3	.71
Total		24	.89

To examine which factors of English reading motivation predict reading amount, a standard multiple linear regression was conducted. The number of words read was set as the outcome variable, and each factor score as a predictor variable. Table 3 shows the relationship between reading amount and the three motivation factors. The bivariate correlations demonstrate significant positive correlations between the outcome variable and two predictor variables ($r = .56$ for L2 reading for academic and future career success; $r = .34$ for L2 reading for enjoyment). The remaining variable, L2 reading avoidance, was not significantly correlated with the number of words read.

TABLE 3
Correlations between Reading Amount and Three Factors

	1	2	3	4	<i>M</i>	<i>SD</i>
1. Reading amount					152,714.60	78,967.73
2. L2 reading for academic and future career success ($k = 11$)	.56*				31.80	6.43
3. L2 reading for enjoyment ($k = 10$)	.34*	.38*			27.12	6.43
4. L2 reading avoidance ($k = 3$)	-.08	-.05	.16		7.78	1.16

As demonstrated in Table 4, the findings indicate that a statistically significant model, $F(3, 79) = 13.22, p < .001$, predicted 33% of the sample outcome variance (R^2 at .33). Among the three predictor variables, L2 reading for academic and future career success significantly contributed to the model. It was significantly associated with the number of words read ($b = .49, t = 4.90, p < .001$), suggesting that the Korean university students' motivation for extensive reading relied on extrinsic motivation. The other two predictor variables did not significantly contribute to regression, showing that they were not able to predict the reading amount.

TABLE 4
Multiple Regression Analysis for Variables Predicting Reading Amount

Predictor Variables	R^2	Adj. R^2	F	p	b	t	p
Model	.33	.31	13.22	.00			
L2 reading for academic and future career success					.49	4.90	.00
L2 reading for enjoyment					.17	1.64	.11
L2 reading avoidance					-.08	-.84	.40

DISCUSSION

This study was motivated by the lack of research evidence on motivation for reading in L2, especially in the context of extensive reading. This study explored the nature of Korean EFL university students' motivation for extensive reading in English and motivational factors that predict the amount of reading after a semester of extensive reading. Findings of the current study showed that the Korean university students' motivation for reading in English consisted of three factors, L2 reading for academic and future career success, L2 reading for enjoyment, and L2 reading avoidance, with overall good internal consistency reliabilities, in line with previous research findings that L2 readers' motivation is multi-dimensional

(Dhanapala & Hirakawa, 2016; Kim, 2011; Komiyama, 2013; Mori, 2002; Takase, 2007). The first factor, L2 reading for academic and future career success, shows that the Korean university students' source of motivation to read in L2 was strongly associated with their desire to get good grades and test scores for academic and career success. The second factor, L2 reading for enjoyment, comprised items from Komiyama's intrinsic motivation, and extensive reading motivation in English developed by the researcher. Theoretically, extensive reading is closely associated with intrinsic motivation for reading because of its primary aspect of reading for pleasure (Day & Bamford, 1998). Therefore, it is reasonable that most of the items in the pre-selected factors loaded on this factor. This factor reflects students' willingness to read because reading itself is enjoyable and satisfying. The third factor, L2 reading avoidance, consisted of three items – two items (22 and 29) reflecting students' reading avoidance and one item (30. I like to read easy English reading materials because I can read fast.) aimed at measuring extensive reading motivation in English. One possible explanation for the clustering of Item 30 in this reading avoidance factor could be that students avoided reading in L2 due to the perception that English books are difficult to read. This perception may have arisen from the students' interpretation of reading easy materials as a means of avoiding L2 reading. Consequently, Item 30 appears to be related to Item 22 (Complicated stories in English are not fun to read.), wherein complicated English stories are deemed not enjoyable to read.

With regard to the relationship between the motivation for extensive reading in L2 and the amount of reading, results of the Pearson correlation indicated that L2 reading for academic and future career success ($r = .56, p < .001$) and L2 reading for enjoyment ($r = .36, p < .001$) were the major factors that were statistically significantly associated with the amount of reading, suggesting that both of the motivational factors appeared to promote extensive reading. However, the multiple regression analysis revealed that only extrinsic motivation predicted the amount of reading, implying that students who were extrinsically motivated to read were the ones who read more. This result seems to be in line with Kim's (2011) findings. In her study, Korean EFL students ($N = 259$) did not show their willingness to read unless they were graded for it. This suggests that facilitating extrinsic motivation as well as intrinsic motivation can play a role in fostering students' motivation to read in Korean EFL contexts. In Korean EFL university settings, English proficiency is commonly regarded as one of the essential skills required for securing a good job after graduation. In addition, several universities in Korea make it mandatory for students to obtain a specific score on an English proficiency test (e.g., IELTS, TOEFL, or TOEIC) as one of their graduation requirements. Therefore, given the importance of earning a good grade in Korean university settings and the need to obtain a high score on an official English proficiency test, it seems reasonable to assume that the result – that extrinsic motivation is a key factor in determining the amount of reading in the context – seems to be a predictable outcome.

In contrast to previous studies that found a strong relationship between intrinsic motivation and reading amount (e.g., Takase, 2007; Wigfield & Guthrie, 1997), the findings of this study revealed that extrinsic motivation played a role in predicting reading amount. One main reason may lie in how extensive reading was implemented over time in the current study. For example, in Takase's (2007) study, her L2 students were not given a specific course goal, and they received 10% of the course grade for a book summary after completing each book. In this study, extensive reading was included as a course assignment, accounting for 25% of the course grade, and the students were required to take an online quiz for their reading accountability. Regarding the amount of reading done, the students in Takase's study read a mean of 71,653 words for one academic year (i.e., 11 months) whereas the students in the current study read a mean of 152,714 words over a semester (i.e., 15 weeks). It appears that the mandatory reading assignments promoted extrinsic motivation and consequently increased reading amount. These results suggest that mandatory reading work with a specific reading goal can function as an external motivator, encouraging students to engage in extensive reading over an extended period of time (McLean & Poulshock, 2018).

Although intrinsic motivation for reading, reading for enjoyment, did not predict the amount of reading in the current study, it appears to have contributed to extensive reading. The results revealed that the correlations between reading amount and L2 reading for enjoyment ($r = .34$) as well as L2 reading for academic and future career success and L2 reading for enjoyment ($r = .38$) show significantly reasonable values, implying that the students motivated to read in L2 for extrinsic reasons were also motivated to read for pleasure. It is possible that some extrinsically motivated students might have developed their desire to read in English after having positive extensive reading experiences. Conversely, it is also possible that students with intrinsic motivation at the start of the extensive reading may not have been able to maintain their reading motivation with other reasons as the semester progressed, but they may have developed their extrinsic motivation to achieve the reading goal. Thus, it is possible that both motivational factors might have reciprocally contributed to increasing the amount of reading. Moreover, given the complex and dynamic nature of motivation (Dörnyei & Ushioda, 2021), the students in this study may have experienced changes in their motivation for extensive reading over time due to various reasons, such as not having enough time to read, encountering boring and/or difficult books, simply losing interest in reading, and having personal matters (de Burgh-Hirabe & Feryok, 2013; Judge, 2011; Nishino, 2007).

Regarding reading amount and motivation, there have been concerns that extrinsic motivation can weaken students'

intrinsic motivation to read. Research on motivation for reading indicates that intrinsic motivation predicts reading performance highlighting that reading should be done for its own sake (Day & Bamford, 1998; Gambrell, 2011; Krashen, 2004; Wigfield & Guthrie, 1997). However, a moderate level of extrinsic motivation may be employed as a means to encourage reading, as long as students are intrinsically motivated to read (Lin, McKeachie, & Kim, 2003; Park, 2011). Thus, the synergistic effects of both intrinsic and extrinsic motivation can take place.

CONCLUSION

This study presents evidence that L2 students' motivation to read in English is multidimensional. Moreover, the findings of the present study indicated that extrinsic motivation played a crucial role in encouraging L2 students to read more and maintain their motivation over time. The findings suggest that instructors and researchers specifically in Korean EFL contexts recognize different internal factors that promote reading motivation and design classroom practices that enhance reading motivation. It should be noted that "Reading motivation should be understood ... as a complex system in which various motivational components work reciprocally" (Park, 2011, p. 357).

The limitations of the current study should be mentioned. First, the sample size was not large enough to yield conclusive evidence. Larger samples would provide high-quality factor analysis solutions. Furthermore, this study examined L2 students' motivation for reading using a single measure – a questionnaire. To gain more comprehensive understanding of the complex nature of L2 motivation for reading, intervention studies of extensive reading would need to incorporate various motivational measures such as interviews, observations, and focus groups. Despite its limitations, this study presents a more accurate association between L2 reading motivation and reading amount when compared to the limited existing research in the context of extensive reading in L2. Unlike other research that relied on self-reports from students to calculate the amount of reading done, which may not always be accurate and can be highly subjective, this study measured the amount of reading done by L2 students using the students' reading logs and the results of online quizzes, taken on completion of reading graded readers of their own choice.

In conclusion, the findings of this study demonstrate that students have different reasons for being motivated to read extensively in L2, and the reasons have different impacts on their extensive reading practice. Although the findings suggest that the Korean EFL university students were primarily motivated by extrinsic reasons, it is crucial to understand individual students' reasons and purposes for reading in English more carefully. Teachers should incorporate a range of activities to develop and sustain students' motivation to read. It is also important for teachers to monitor individual students' reading and provide assistance when necessary. Furthermore, teachers should maintain their own motivation in order to encourage students to read consistently over time (Suk, 2016). Research shows that motivation is a key factor in achieving successful reading outcomes. It is hoped that this study will help teachers better understand Korean EFL university students' motivation for independent, extended reading and support students in becoming persistent and motivated readers in L2.

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Appendix A

Extensive Reading Motivation Questionnaire

1. It's fun for me to read about something I like in English.
2. I do my English reading assignments exactly as the teacher tells me to do them.
3. I like reading a lot of interesting things in English.
4. I enjoy reading interesting and easy stories in English.
5. I try to read in English because I need a good score on tests like TOEIC, TEPS, TOEFL, IELTS, etc.
6. I don't like vocabulary questions after I finish reading.
7. I like reading in English to learn something new about people and things that interest me.
8. I want to read in English as much as possible to improve my grades.
9. I am willing to work hard to read better than my friends or classmates in English.
10. I like to read easy English reading materials.
11. I don't like comprehension questions after I finish reading.
12. I like being the only student who knows an answer about something we read in English.
13. I try to read in English because I like seeing my reading score improve on tests like TOEIC, TEPS, TOEFL, IELTS, etc.
14. I enjoy reading interesting graded readers in English.
15. When the topic is interesting, I am willing to read difficult English materials.
16. Finishing English reading assignments on time is very important for me.
17. I want to be the best at reading in English.
18. I don't like it when there are too many people in the story I am reading.
19. It is important for me to receive a good English reading score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. for my future job.
20. I enjoy reading graded readers in English.
21. It is hard for me to stop reading in English when the topic is interesting.
22. Complicated stories in English are not fun to read.
23. When I complete English reading assignments for class, I try to get more answers correct than my classmates.
24. It is important for me to receive a good grade in my English reading course.
25. I practice reading in English because I need to do well in my future classes.
26. I like my teacher or my friends to say that I read well in English.
27. I practice reading in English because I want a higher reading score than my friends on tests like TOEIC, TEPS, TOEFL, IELTS, etc.
28. I usually try to finish my English reading assignments on time.
29. I don't like reading in English when the words are too difficult.
30. I like to read easy English reading materials because I can read fast.

Appendix B

Factor Loadings and Communalities Based on a Principal Axis Factoring with Promax Rotation for 24 Items ($N = 83$)

Items	Factor 1	Factor 2	Factor 3	Communalities
1. It's fun for me to read about something I like in English.		.71		.48
2. I do my English reading assignments exactly as the teacher tells me to do them.	.55			.36
3. I like reading a lot of interesting things in English.		.71		.66
4. I enjoy reading interesting and easy stories in English.		.75		.57
5. I try to read in English because I need a good score on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	.77			.59
7. I like reading in English to learn something new about people and things that interest me.		.60		.40
8. I want to read in English as much as possible to improve my grades.	.60			.38
9. I am willing to work hard to read better than my friends or classmates in English.	.47			.54
10. I like to read easy English reading materials.		.76		.54
13. I try to read in English because I like seeing my reading score improve on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	.82			.70
14. I enjoy reading interesting graded readers in English.		.63		.61
15. When the topic is interesting, I am willing to read difficult English materials.		.77		.61
16. Finishing English reading assignments on time is very important for me.	.65			.48
19. It is important for me to receive a good English reading score on tests like TOEIC, TEPS, TOEFL, IELTS, etc. for my future job.	.71			.63
20. I enjoy reading graded readers in English.		.65		.43
21. It is hard for me to stop reading in English when the topic is interesting.		.79		.59
22. Complicated stories in English are not fun to read.			.77	.59
23. When I complete English reading assignments for class, I try to get more answers correct than my classmates.	.57			.56
24. It is important for me to receive a good grade in my English reading course.	.66			.43
26. I like my teacher or my friends to say that I read well in English.		.49		.43
27. I practice reading in English because I want a higher reading score than my friends on tests like TOEIC, TEPS, TOEFL, IELTS, etc.	.81			.72
28. I usually try to finish my English reading assignments on time.	.70			.57
29. I don't like reading in English when the words are too difficult.			.67	.46
30. I like to read easy English reading materials because I can read fast.			.56	.37

Note. Factor 1 = L2 reading for academic and future career success; Factor 2 = L2 reading for enjoyment; Factor 3 = L2 reading avoidance