

THE MOTIVATIONAL ASPECTS OF ENGLISH READING IN STUDENTS' EXTENSIVE READING INVOLVEMENT

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The affective filter hypothesis concerns the important role of motivation in English as a foreign language (EFL) reading (Krashen, 2011). Based on this, in 2013, Komiyama assessed adult L2 students' reading motivation (RM) involving dimensions of the Motivation for Reading Questionnaire (MRQ) by Wigfield and Guthrie (1997). In our study, we also adapted the MRQ. Participants were 204 Indonesian undergraduate students. Using explanatory and confirmatory factor analysis, we found that eight sub-dimensions out of eleven could be confirmed with acceptable fit indices. The sub-dimensions were categorized into three dimensions – self-efficacy, intrinsic-extrinsic motivation, and social aspects of motivation. We also assessed undergraduate students' reading motivation after exploring their extensive reading (ER) involvement. We used a questionnaire which was developed based on the principles of ER by Day in 2015 to explore students' ER involvement. The aims of this research were to assess students' differences in extensive reading involvement (ERI) and reading motivation based on their attitudes towards English and English proficiency levels (Lee & Lo, 2017). This research applied two questionnaires to reveal ERI and RM of 800 undergraduate students in Indonesia. The item reliabilities of the ERI and the RM questionnaires were high. The statistical analysis showed that ERI and RM had a quite high correlation ($r=.707$, $p<.001$). We found significant differences in students' ERI based on their attitudes towards English ($p<.001$) and English proficiency ($p<.001$). We also discovered differences in their RM based on their attitudes towards English ($p<.001$) and English proficiency ($p<.001$). Across students' attitudes towards English, it was explored that the more they liked to learn English, the more they got involved in ER. Across English proficiency levels, pre-advanced ($M=78\%$) and upper-advanced students ($M=78\%$) dominated ERI. Regarding reading motivation, we found that there were significant differences in students' self-efficacy, intrinsic-extrinsic motivations and social aspects based on their attitudes towards English ($p<.001$) and based on their English proficiency levels ($p<.001$). However, while pre-advanced students were more dominant in self-efficacy ($M=72\%$) and intrinsic-extrinsic dimensions ($M=77\%$) than those with other proficiency levels, upper-advanced students were dominant in the social aspects of motivation ($M=81\%$). The findings confirmed that EFL teachers can assess students' ERI by applying the ERI questionnaire. The ERI questionnaire gives an alternative for ER researchers to explore students' extensive reading involvement outside the classroom, which confirms Day's theory. Furthermore, self-efficacy and social aspects are motivational goals in English reading that teachers can target when conducting an ER program for Indonesian undergraduate students, especially for pre-advanced and upper-advanced students.

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