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***Extensive reading and L2 reading motivation in  
English as a foreign language: a study at a  
Slovene elementary school***

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## **ABSTRACT**

A typical (Slovene) teenager today no longer finds reading materials on the book shelves in the local library, but forms a reading list of electronic sources, very often in English. However, in contrast with an abundance of studies focusing on L1 reading strategies and motivation, the field of reading motivation in a foreign language is in the Slovene context under-researched. Similarly, extensive reading, in the past decades recognised as a very effective approach to teaching L2 (reading) and thus incorporated into numerous language programmes world-wide, is in Slovene foreign language classrooms an approach less taken. Moreover, previous extensive reading studies focus predominantly on the participants' motivation to read books and other printed materials, and limit their scope most often to the population of secondary school and university students. The aim of this study is to research the characteristics of EFL voluntary reading of younger Slovene teenagers (11–14 years old), the dimensions of their EFL reading motivation and possible sex differences, as well as possible transfer of L1 reading behaviour to EFL reading behaviour. Moreover, the study investigates the students' perceptions of EFL extensive reading, changes in their motivation to read extensively in the course of a 9-month extensive reading programme and factors influencing these changes. The theoretical framework relies on Wigfield and Guthrie's (1997) theory of reading motivation, Day and Bamford's (1998) expectancy value model of L2 reading motivation and de Burgh-Hirabe's (2011) dynamic model of motivation to read extensively in L2. In order to achieve the set aims, a mixed methods research with complex self-report dataset was chosen. The data obtained from 192 questionnaires gives an insight into not only the frequency of reading in English and the format of reading materials, but also the dimensions of their EFL reading motivation, sex differences, and the relationship between L1 reading behaviour and EFL reading behaviour. The case study focuses on 10 participants of the EFL extensive reading programme, and by inductively analysing the data from interviews and reading records takes a micro perspective on the temporal aspect of motivation for EFL extensive reading, contextual factors that influence it, and the participants' perceptions of extensive reading.

The results of the quantitative study show that the majority of participants read in English every day or once a week, and most often find their reading materials on web sites. They have multidimensional reading motivation; EFL reading self-efficacy and intrinsic motivation for EFL emerged as the strongest component of their EFL reading motivation. Differences between boys and girls were found both in selection of the reading material, as well as the dimensions of their reading motivation. The transfer of L1 reading attitudes to EFL reading attitudes is weak. The findings of the case study reveal that the participants perceived extensive reading positively, and reported a range of linguistic and affective benefits and improvements. Their motivation to read extensively in English was dynamic and complex, and numerous positive as well as negative influences that contributed to their motivational changes were identified. The most important factors influencing their EFL reading motivation were reading materials, attitudes towards EFL reading and sociocultural environment.

## **ABSTRACT (RIASSUNTO)**

Oggi giorno un tipico adolescente (sloveno), quando ha bisogno di libri da leggere, non si reca più nella biblioteca della propria città o nella biblioteca scolastica, ma preferisce l'ambiente virtuale in Internet dove ha a disposizione molto materiale in lingua inglese.

Nonostante questa realtà, però, nel contesto sloveno sono state condotte molte ricerche sulle strategie di lettura e sulla motivazione nella L1, il tema della motivazione nel campo della lettura nella lingua straniera invece è stato lasciato un po' in disparte. Questo vale anche per la lettura estensiva nella lingua straniera, l'approccio che negli ultimi decenni è stato riconosciuto come molto efficace per l'insegnamento della competenza della lettura nella lingua straniera e come tale facente parte di numerosi programmi d'insegnamento della lingua straniera in tutto il mondo. In Slovenia, invece, purtroppo, è ancora poco usato. Una delle ragioni potrebbe essere proprio il fatto che sono state fatte molte ricerche sulla lettura dei libri e altro materiale stampato, ma soprattutto per gli studenti delle scuole superiori e studenti universitari.

L'obiettivo della nostra ricerca è, pertanto, scoprire quali sono le caratteristiche della lettura estensiva in inglese degli adolescenti sloveni (dagli 11 ai 14 anni), scoprire il grado della loro motivazione in inglese come lingua straniera, individuare le eventuali differenze tra i due sessi per quel che riguarda la lettura e capire se c'è qualche connessione tra il rapporto della lettura in sloveno e la lettura in inglese. Abbiamo voluto poi verificare qual è l'atteggiamento dei ragazzi verso la lettura estensiva, se e com'è cambiata la loro motivazione attraverso il programma della lettura estensiva in inglese (della durata di nove mesi) e quali sono stati i fattori che hanno influenzato maggiormente i cambiamenti.

Abbiamo basato il quadro teorico della ricerca sulla teoria della lettura estensiva di Wigfield e Guthrie (1997), sul modello della lettura estensiva nella lingua straniera di Daz e Bamford (1998) e sul modello dinamico della motivazione nella lingua straniera di De Burgh-Hirabe (2011). Per il raggiungimento degli obiettivi prefissati abbiamo scelto un approccio metodologico. L'elaborazione e l'analisi dei dati dei 192 questionari somministrati ci hanno permesso di capire

la frequenza della lettura in inglese e il format del materiale di lettura, nonché le dimensioni motivazionali della lettura in inglese, le differenze tra maschi e femmine e l'atteggiamento verso la lettura nella lingua materna e straniera.

Per lo studio del caso, invece, sono stati scelti 10 alunni che hanno partecipato al programma della lettura estensiva in inglese. Attraverso l'analisi induttiva delle interviste e dagli appunti di lettura degli alunni abbiamo voluto scoprire l'aspetto temporale della motivazione per la lettura estensiva in inglese come LS, i fattori che l'hanno influenzata e l'atteggiamento degli studenti verso la lettura estensiva.

I risultati della ricerca quantitativa mostrano che quasi tutti gli alunni che hanno partecipato alla ricerca leggono in inglese ogni giorno o almeno una volta alla settimana. I ragazzi reperiscono il materiale di lettura prevalentemente nei siti web. La motivazione per la lettura estensiva è pluridimensionale; i fattori che influiscono maggiormente sulla motivazione sono due: l'atteggiamento dell'alunno verso la lettura in inglese e la motivazione intrinseca per la lettura in inglese. Inoltre sono state verificate differenze tra maschi e femmine sia nella scelta dei testi da leggere sia nella dimensione motivazionale alla lettura. È emerso inoltre che chi legge nella lingua materna non necessariamente legge nella lingua straniera.

I risultati dello studio del caso rivelano che gli studenti abbiano percepito la lettura estensiva positivamente, difatti hanno riportato una serie di vantaggi e miglioramenti sul campo linguistico ed emotivo. La loro motivazione per la lettura estensiva in inglese è stata dinamica e complessa. Si sono identificate molte influenze positive, ma anche qualche negativa che hanno contribuito ai cambiamenti della motivazione. Come fattori più importanti che influenzano la lettura in inglese, si sono dimostrati i materiali, l'atteggiamento verso la lettura estensiva in inglese e l'ambiente socioculturale.

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## **LIST OF ABBREVIATIONS**

EFL	English as a Foreign Language
ESL	English as a Second Language
ER	Extensive Reading
FL	Foreign Language
L1	First Language
L2	Second Language
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
RQ	Research Question
SDT	Self-Determination Theory
SLA	Second Language Acquisition
USSR	Uninterrupted Sustained Silent Reading

## 1. INTRODUCTION

One of the main learning goals in primary grades in schools worldwide is the ability to read. However, for reading to enable one's life-long learning and at the same time become a source of enjoyment, learning how to decode letters into speech is not enough. A child can become an independent reader and learner, and eventually grow up into an independent individual only through an interest in reading, carefully designed instruction and numerous encounters with diverse reading materials. However, a seemingly clear and simple goal has remained a challenge for numerous teachers and students alike. The results of the international study of student performance in mathematics, reading and science PISA (2000, 2006, 2009, 2012), identified Slovene teenagers as relatively weak readers. This sparked one of the most heated debates in the Slovene elementary school system in the last decade, namely the issue of reading literacy or lack of it among Slovene pupils. A number of studies on L1 reading motivation and reading strategies (Bucik 2006; Pečjak et al. 2006; Pečjak and Gradišar 2012) have been published, aimed at informing teachers, professors and other educators on how to assist their students in developing and sustaining both positive L1 reading habits as well as self-regulatory learning. Despite the fact that numerous studies focused on voluntary reading for fun that teenagers engage in within their free time, the focus remained on reading printed materials (books, magazines, etc.), which no longer present the only or main source of information or reading pleasure for a typical (Slovene) teenager. In the last decade, reading, as numerous other activities that adolescents participate in, moved into the virtual world and one cannot address the questions related to reading without considering digital reading as well. Since the majority of reading materials on line are in English, it is crucial that the studies of reading motivation expand their scope to the field of reading motivation in a foreign language, which is in the Slovene context under-researched. On the other hand, also existing studies on EFL reading motivation (e.g. Baker and Wigfield 1999, Guthrie and Wigfield 1997, Mori 2002, Takase 2007) are subject to limitations. Namely, they often focus on the participants' motivation to read books and other

printed materials, failing to consider online reading sources; moreover, they predominantly limit their scope to the population of secondary school and university students.

A growing body of research in the field of L2 reading motivation has focused on a pedagogical approach to L2 reading instruction, termed extensive reading. Extensive reading is designed to replicate real-life reading that is both informative and pleasurable. Students reading extensively read large quantities of books and other materials that are well within their linguistic competence, they select their reading materials themselves, and read at their own speed (Day and Bamford 1998, Grabe and Stoller 2002, Robb and Süsler 1990). Despite the fact that reader's autonomy in choosing reading materials is one of the main characteristics of extensive reading, reading instructors and designers of extensive reading programmes often preselect reading materials, and traditionally use graded readers and, to a lesser extent, newspaper and magazine articles. Only fairly recently, some researchers (Arnold 2009, Silva 2009) incorporated online materials and digital reading into their extensive reading programmes. Following the Fijian 'book flood' study (Elley and Mangubhai 1981), extensive reading gained popularity and was recognised as a very effective way of teaching and promoting L2/FL reading. Numerous studies have shown its linguistic and affective benefits and it has been incorporated into various L2/FL reading programmes worldwide. The majority of researchers took a quantitative approach and measured gains in language development and attitudes towards extensive reading through questionnaires. Only a few researchers focused on the temporal aspect of EFL reading motivation and the participants' perceptions of extensive reading, and used a qualitative approach with case study research (Nishino 2007, de Burgh-Hirabe 2011). In Slovenia, however, the use of extensive reading activities in the EFL classroom is not an established practice. The EFL programme in Slovene elementary education is based on intensive language work, developing among other things reading comprehension, with little attention being paid to liking to read. Therefore, the potential of this pedagogical approach to FL reading instruction in Slovenia has not yet been exploited or researched.

## **1.1 Research aims**

As stated above, there are gaps in FL reading motivation research as well as extensive reading research, such as the lack of studies focusing on (Slovene) young adolescents, studies investigating motivation to read online materials and studies investigating motivation to read in a foreign language over time. Moreover, Slovene elementary schools have hardly any experience with extensive reading as a pedagogical approach to FL reading instruction. Consequently, no studies in this field have been conducted so far. This research aims to address this lacuna, as it investigates reading behaviour and reading motivation in EFL of Slovene young teenagers (11 – 15-year-olds), their perceptions of extensive reading and their motivation to read extensively in English.

The first aim of this study was to get a somewhat bigger picture of reading behaviour and reading motivation in EFL for the mentioned age group, more specifically the frequency of voluntary free time reading in English, the format of the chosen reading materials and various aspects of the reading motivation in EFL. A quantitative research was conducted at a Slovene elementary school, focusing on the following research questions:

1. How often and what kind of texts do participants read in English in their free time?
2. What composes EFL reading motivation for the selected sample of students?
3. Which factors predict the elementary school students' motivation to read in EFL?
4. Are there differences in reading motivation and reading behaviour (frequency of reading and format of reading material in English) between boys and girls?
5. Do L1 reading behaviour and motivation transfer to EFL reading behaviour and motivation?

The second aim of this study was to design an extensive reading programme in English for the participants of the last grades of elementary school; a voluntary programme that would be conducted outside the school curriculum, in the participants' free time and that would give the participants a very high degree of autonomy in choosing when, where and most of all what to read.

The third aim of the study was to discover how a group of pupils at a Slovene elementary school perceive their experience with extensive reading in English while they participate in the extensive reading programme, how their motivation to read extensively in English changes during the programme and what influences these changes. The following research questions guided a case study at the chosen elementary school:

1. What are the students' perceptions of EFL extensive reading while participating in the extensive reading programme?
2. Did their motivation to read extensively in EFL change in the course of the extensive reading programme?
3. What were the factors influencing the possible changes in their EFL reading motivation?

The overall goal of this research is to contribute to the development of L2/FL reading motivation theory and to encourage the use of extensive reading approach in Slovene elementary schools. Hopefully, the gained knowledge would help teachers of foreign languages in similar settings to motivate their students for extensive reading and help them maintain their motivation for a longer time.

## **1.2 Research methodology**

The main body of this thesis is divided into two sections, namely the literature review, in which the theoretical framework of this research is presented, and the research section, in which the outline of the quantitative and the qualitative research is described, the results are presented and the meaning of the results is discussed.

Literature review presents selected theories of motivation, relevant for the construct of (L2) reading motivation, and the methodology of extensive reading. Special attention is given to self-determination theory (Deci and Ryan 1985) with its key concepts of intrinsic and extrinsic motivation, and the theory of self-efficacy (Bandura 1993). On the basis of these concepts, Wigfield and Guthrie (1997) built the most influential theory of reading motivation, which is crucial for this study as well. Another construct highly relevant for this research is Day and Bamford's (1998) model of L2 reading motivation, created in the frame of expectancy-value theory (Eccles et al. 1983, Eccles and Wigfield 1995). On the basis of their model, Day and Bamford (1998, 2002) wrote the guidelines for the extensive reading approach, a very effective strategy for teaching L2 reading, which is described in detail. The last model, crucial for this study, is de Burgh-Hirabe's (2011) dynamic model of motivation to read extensively in L2. It was built with relevance to the process model of L2 motivation, proposed by Dörnyei and Ottó (1998), focusing on the temporal aspect of L2 (reading) motivation.

The research was conducted in three steps. The first step was to take a macro perspective on EFL reading motivation and thus get a bigger picture of the reading behaviour and dimensions of motivation and sex differences in reading motivation of a larger sample of young teenagers. In order to do that, a quantitative study approach was taken; a motivational questionnaire was designed and distributed to the whole population of the last four grades at the selected elementary school in Slovenia (192 pupils). With the statistical analysis of the data and the interpretation of the results within the frame of Wigfield and Guthrie's (1997) theory of reading motivation, I was able to describe the reading behaviour of the participants, the dimensions of their EFL reading motivation, the predictors of their motivation, differences in reading behaviour and reading motivation between genders, and the transfer of L1 reading behaviour and motivation to EFL.

However, to get an insight into the process and changes in EFL reading motivation, the participants had to engage in a reading activity in English for a longer period of time. Therefore, in the second step, an extensive reading programme in English was designed and implemented at the same school. First, the extensive reading approach and the programme were presented to the pupils.

An English section at the school library with printed materials in English was organised and introduced to the pupils. A group of 10 participants voluntarily joined the programme and a case study (the third step). As they engaged in extensive reading for 9 months, their activities, beliefs and perceptions about extensive reading, the changes to their reading and causes of these changes were recorded through multiple semi-structured interviews. The data from the interviews was analysed using inductive coding, and triangulated with reading reports and the data from the questionnaires on reading motivation that the participants completed. The obtained complex self-report dataset was analysed and interpreted with regards to the Wigfield and Guthrie's (1997) theory of reading motivation, Day and Bamford's (1998) model of L2 reading motivation and de Burgh-Hirabe's (2011) dynamic model of motivation to read extensively in L2.

The final interpretation of findings of both the quantitative study of reading behaviour and motivation in EFL, as well as the qualitative research of perceptions of extensive reading, changes to EFL reading motivation and factors influencing those changes, is given in the final chapter, together with pedagogical implications and suggestions for future research.

## **2. LITERATURE REVIEW**

### **2.1 Motivation**

Encyclopaedia Britannica defines motivation (from Latin *motivus* = a moving cause) as “forces acting either on or within a person to initiate behaviour” (Cofer and Petri 2016). According to Ryan and Deci (2000, 54) “to be motivated means to be moved to do something”, while Williams and Burden (1997, 111) list “interest, curiosity, or a desire to achieve” as the key characteristics of motivated people. What kind of forces guide a person towards making certain choices, behaving in a certain way, investing effort and persisting in action? What is “the energy that activates the brain and the mind” (Balboni 2006, 52, as quoted in Bier 2013)? However simple these questions might seem, they have provoked an abundance of theory and research, which have given few straightforward answers. Since motivation is such a complex issue, Dörnyei and Ushioda explain that “researchers are inevitably selective in their focus since it seems impossible to capture the whole picture”, therefore “devising an integrative ‘super-theory’ of motivation will always remain an unrealistic desire” (2013). Similarly, the aim of this chapter is not to give an extensive theoretical overview of L2 and FL learning motivation, but a summary of selected theories, relevant for the construct of (L2) reading motivation and specifically this research.

#### **2.1.1 Motivation in (L2 / FL) learning**

Prior to the 1970s, the majority of research on learning motivation was conducted from a behavioural perspective, which failed to recognise the cognitive components involved in motivated behaviours, but rather focused on individual’s drives and instincts. The drive theories connected the motivation to engage in a certain behaviour with the satisfaction of one’s needs, which influenced Freud’s views; he, however, acknowledged cognitive components of motivation, even though primarily unconscious in nature. In the last few decades of the 20<sup>th</sup> century, theories of motivation moved toward a social cognitive perspective, acknowledging the important influence of cognitive and social

components (self-beliefs, individual cognitions and social context) on motivation (Anderman and Dawson 2010).

In the field of second language acquisition, motivation has been one of the most important research topics for over five decades. However, the study of L2 motivation developed to a certain extent independently from motivation research in mainstream psychology, and only in the course of its evolution it gradually integrated with developments in mainstream motivational psychology, with its focus firmly on aspects of motivation that are characteristic to language learning (Ushioda and Dörnyei 2011). Dörnyei (2003) believes that L2 learning differs from learning other school subjects, because of its distinct social dimension. Alongside the elements of L2 that can be taught explicitly (e.g. grammatical rules and lexical items), there are also elements of L2 culture, which need to be included into L2 learning, making it a socially and culturally bound event.

#### **2.1.1.1 Gardner's motivation theory**

Even though motivation has been recognised as a “key factor in L2 learning” (Ellis 1994, 508) and “one of the main determiners of second/foreign language (L2) learning achievement” (Dörnyei 1994, 274), research in L2 motivation was not initiated by linguists dealing with the mainstream directions of second language acquisition. It was inspired by two Canadian psychologists, Gardner and Lambert, who, together with their associates, focused specifically on the social dimension of L2 learning and consequently grounded motivation research in a social psychological framework. Their socio-educational model was developed in 1970s in the multicultural setting of Canada, where Anglophone and Francophone communities coexist. Second languages were seen as mediating factors between ethnolinguistically different communities, and the motivation to learn the language of the other community as the most important factor responsible for enhancing or hindering intercultural communication and affiliation (Gardner and Lambert 1972). Thus, the main principle of their approach is that learners' attitudes towards a specific language group crucially influence their L2 learning (Gardner, 1985). The model distinguishes between *integrative orientation* (desire to have contact with native L2 speakers and to

interact with L2 cultures) and *instrumental orientation* (desire to master the subject for utilitarian purposes such as job promotion and increased income) (Gardner and Lambert 1972). The construct of integrative orientation further comprises three components: *integrativeness* (including integrative orientation, interest in L2 and attitudes toward L2 community), *attitudes toward the learning situation* (consisting of attitudes to L2 teacher and the course), and *motivation* (including desire to learn L2, motivational intensity and attitudes toward learning L2) (Gardner, 1985). In order to measure these motivational components, Gardner developed a testing instrument, the Attitude/Motivation Test Battery, AMTB (Gardner and Smythe 1981), which has encouraged numerous empirical studies. However, the results have been inconsistent (see Mori 2002) and the central concept of Gardner's motivation theory – the integrative aspect “has remained an enigma” (Dörnyei 2003, 5). Although it was originally suggested that the desire for contact and interaction with the L2 group would be crucial for L2 acquisition, various studies (Clement and Kruidenier 1983, Dörnyei 1990, Clement, Dörnyei and Noels 1994) have shown that this is not the case, but that it has relevance only in specific sociocultural contexts. Furthermore, as Dörnyei (2003, 11) argues, Gardner's sociocultural approach offered a macro perspective, more appropriate for studying multiculturalism and language contact than second language learning, which takes place primarily in language classroom, with no immediate contact with the L2 community.

In the 1990s, a number of L2 motivation researchers (Dörnyei 1994, Oxford and Shearin 1994) expressed the need to widen the horizon of research beyond social attitudes towards situation-specific motives in the immediate learning context (micro perspective), which eventually led to a shift towards the cognitive – situated period of L2 research (Ushioda and Dörnyei 2011). This shift was influenced by cognitive theories in mainstream motivation psychology (e.g. self-determination theory, expectancy-value theories, goal theories), which were very successful in explaining student motivation in general educational contexts. Despite its limitations, Gardner's motivation theory was not discarded, but integrated in later developed motivational models (e.g. Dörnyei 1994, Dörnyei and Ottó 1998, Dörnyei 2009).

### **2.1.1.2 Self – determination theory (SDT)**

As mentioned before, one of the most influential cognitive approaches in motivational psychology that emerged from the belief that the complex nature of L2 learning motivation goes beyond Gardner's dichotomy of integrative and instrumental orientation, is Deci and Ryan (1985) self-determination theory. According to SDT, an individual's behaviour is self-motivated and self-determined to various degrees, depending on the intrinsic and extrinsic motives as well as the internalisation of the latter. Extrinsically motivated behaviours are those that the individual performs in order to receive a reward outside the activity itself or to avoid punishment, while intrinsically motivated behaviours bring an internal reward (i.e. experience of pleasure and satisfaction). These two types of motivation are not dichotomous; rather, they lie along a continuum of self-determination. When no relation is perceived between one's actions and the results, this gives rise to the lack of motivation, i.e. amotivation, which results in the individual abandoning the activity altogether (Deci and Ryan 1985). Deci and Ryan (1985) see *intrinsic motivation* as the main motivator of the educational process:

“Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish.” (245)

Deci and Ryan (1987) further proposed three main intrinsic needs that are involved in self-determination, namely the need for autonomy, the need for competence and psychological relatedness. If a learner is given the opportunity to make autonomous choices, this will enhance his/her intrinsic motivation. Similarly, if a learner feels competent or effective when he/she is engaged in a challenging activity, this will intrinsically motivate him/her. And finally, the sense of belonging (in a classroom) that derives from social relationships based on trust and care, results in intrinsic motivation. Fulfilment of these

psychological needs leads to internalization, to an intrinsic orientation and to self-regulation and consequently to self-regulated learning.

Vallerand and his colleagues proposed three subtypes of intrinsic motivation (IM), namely IM-Knowledge, which is based on the individual's feelings associated with exploring new ideas and developing knowledge; IM-Accomplishment, which occurs when one strives to achieve a goal; and IM-Stimulation, which comes from feelings stimulated by performing a task, such as fun and excitement (quoted in Noels et al. 2000, 61).

*Extrinsic motivation*, which has often been seen as an antagonistic counterpart of intrinsic motivation, is in SDT divided into four types along the continuum of self-determination, representing various degrees of external control or internal regulation, depending on how internalised these extrinsic requirements are. As Vallerand explains, *external regulation* refers to activities, initiated fully by sources external to the individual (e.g. rewards or punishments), thus representing the least self-determined form of extrinsic motivation. *Introjected regulation*, on the other hand, comes from external rules that an individual accepts and internalises as norms. For example, one would practice an L2 because he/she does not want to feel ashamed for not being able to speak it. However, this form of motivation encourages learning only as long as the learner feels the need to follow these norms and reduce guilt, because the action is based on pressure (albeit internal) and not personal choice. *Identified regulation* occurs when an individual accepts the regulatory process because of its perceived usefulness (i.e. importance for achieving a valued goal). And finally *integrated regulation*, the most internalised type of motivation, where regulations are fully assimilated with the individual's values, identity and needs (quoted in Dörnyei 1994, 276). These orientation subtypes along the self-determination continuum are summarised in the figure below.

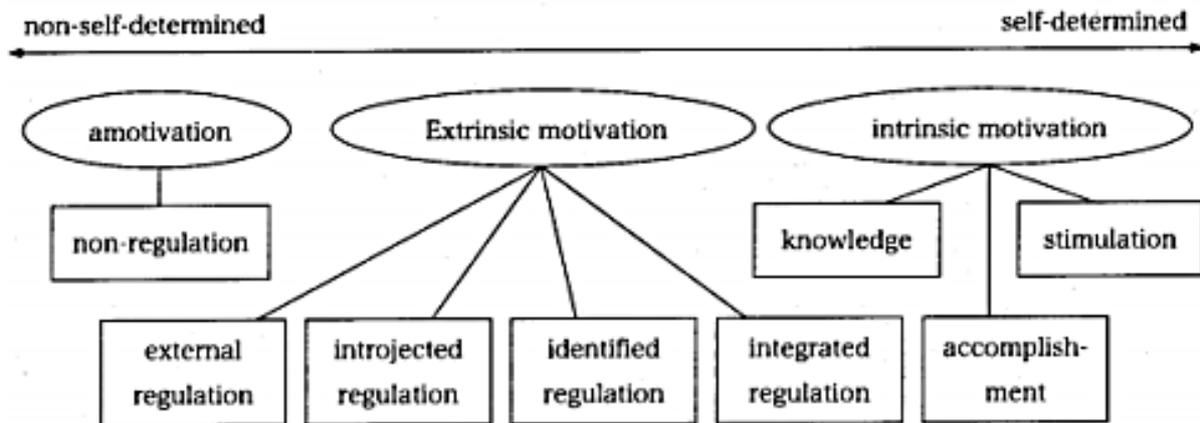


Figure 2.1: Orientation subtypes along the self-determination continuum (adapted from Deci and Ryan 2000, as quoted in Noels 2001, 49)

### 2.1.1.3 Tri – polar model

According to the self-determination theory, the key motivational factor of the educational process is intrinsic motivation. In the tri-polar motivation model, developed by Paolo E. Balboni, a similar role is given to intrinsic pleasure. The model itself is based on three factors: duty, need and pleasure. In a school context, the motivation for studying is mostly driven by *the duty* to learn something, either induced from external factors (e.g. authoritarian teachers) or self-directed (e.g. avoiding failure in a form of a low grade); in either case, the learning process is not supported by the student’s affective or personal involvement. The second activating factor, *the need* to learn, is connected to a personal goal or a necessity (e.g. communication in a foreign language on a trip abroad), and is seen as a stronger, more stable source of learning motivation than duty. However, once the need is satisfied, the student might lose motivation to continue learning (Balboni 1994, as explained in Caon 2006). It is *the pleasure* that is “the most stable over time and the strongest in sustaining the learning effort” (Balboni 2010, 20) of all three motivational factors. It comes from intrinsic factors like the desire to experience something new, a challenge, or the interest in connecting already acquired and new knowledge (Caon 2006).

The model was originally presented with a triangular diagram, with *the pleasure* (as the most stable and the strongest of the factors) at the apex, and *the duty* and *the need* at the opposing ends. In this way, the model seemed to be based on the exclusion of the three factors – an individual acts either for duty, or for need, or for pleasure. However, in 2006 Caon proposed a different diagram for the tri-polar model, namely a circle, and interpreted the three factors along a continuum. In this way, the three sources of motivation were connected into a meaningful relationship – the natural need is integrated with the pleasure, which in turn encourages the development of a sense of duty (Caon 2006).



Figure 2.2: The tri-polar model diagram by Balboni and the diagram by Caon (Balboni 2010, 20)

#### 2.1.1.4 Expectancy - value theory

Another influential model of motivation, the expectancy-value theory (Eccles et al. 1983; Eccles and Wigfield 1995, 215-25), on the other hand, assumes that achievement behaviour is influenced by two key factors: the individual's *expectancy* of success in a given task and the *value* the individual associates with success in that task. Expectancy of success can be predicted by the individual's perception of task difficulty (negatively related) and task-specific self-concept of ability, i.e. their expectation of their ability to do a domain-specific task, like reading (positively related), both dependent upon the students' interpretation of past events and expectations of others. According to Eccles and Wigfield (1995, 215-25), the second factor, i.e. the value associated with success in the task, consists of four components: *attainment value* which refers to the individual's perception of importance of success in a given task, determined through its significance to one's identity; *intrinsic value* which refers to the enjoyment that

the task brings and *extrinsic utility value* which refers to the usefulness of the task (both correspond to the intrinsic and extrinsic motivation in Deci and Ryan's SDT); and finally *cost*, defined as the perceived negative consequences of engaging in the task (e.g. extended effort and time, anxiety). A variety of subtheories can be found within the expectancy-value framework, all focusing on the cognitive processes that shape the individual's expectancy (Dörnyei and Otto 1998, 44). The one relevant for this study is **self-efficacy theory**. It refers to the individual's evaluation of his/her capability to perform specific tasks (Bandura 1993, 123), which corresponds to Eccles and Wigfield's definition of task-specific self-concept. According to Bandura, there are four potential sources influencing individuals' self-efficacy: *mastery experience* (i.e. completing the task) as the most potent source, *vicarious experience* (i.e. observing another individual engage with the task), *social persuasion* (i.e. being convinced in one's abilities by somebody else), and *psychological source* (i.e. human body's reaction to the task).

#### **2.1.1.5 Process – oriented approach**

The micro perspective with the focus on the immediate learning context that characterises cognitive – situated motivation theories has drawn attention to the unstable nature of motivation, especially during lengthy learning processes, such as L2 learning (Ushioda and Dörnyei 2011). Schumann (1998) labelled L2 learning as 'sustained deep learning' and claimed that the most important motivational function in such learning contexts, where the goal is not executed quickly, is to sustain motivational impulse for a considerable period of time. Therefore, Dörnyei and Otto (1998, 45) claim that "motivation is not so much a relatively constant state but rather a more dynamic entity that changes in time, with the level of effort invested in the pursuit of a particular goal oscillating between regular ups and downs." Recognition of changes in motivation over time has led to process-oriented approaches to the analysis of L2 motivation research (Williams and Burden 1997, Dörnyei and Otto 1998). According to Williams and Burden (1997, 120), who propose three stages in the motivation process, namely "Reason for doing something" - "Deciding to do something" - "Sustaining the effort, or persisting", motivational influences in the first two

stages differ from those in the third stage. This mirrors Ushioda and Dörnyei's explanation (2001, 397) that in analysing the temporal dimension of motivation, the crucial thing is to differ between motivation to engage in L2 learning (choices, reasons, goals, decisions) and motivation during engagement (one's feelings, behaviour and responses during the process of learning). Building on this distinction, Dörnyei and Otto (1998) designed their process model of L2 learning.

Their process model draws upon the work of German psychologists Heckhausen and Kuhl and their theory of volition, often referred to as 'Action Control Theory'. Its major feature are two phases within the motivational process, namely, 'predecisional phase' (decision-making stage or 'choice motivation') and 'postdecisional phase' (implementational/volitional stage or 'executive motivation') (Heckhausen 1991, 163). According to Dörnyei and Otto (1998, 46) the decision-making stage with its planning and goal-setting processes was in the centre of attention of the majority of mainstream psychological theories of motivation in the past, which, however, failed to acknowledge the importance of different processes involved in the second phase (in the implementation of actions appropriate to the attainment of the set goal, the phenomena of perseverance and overcoming internal obstacles to action). Kuhl and his associates (Kuhl 1987, Kuhl and Beckmann 1994) developed a more detailed theory of action control, at the centre of which is 'intention' that is defined as an "activated plan to which the actor has committed to herself or himself" (Kuhl 1987, 282). To 'activate the plan', a simultaneous activation of two memory systems needs to take place: *motivation memory*, which "serves as a continuous source of activation supporting any structure that is currently dominant in other memory systems" (Dörnyei and Ottó 1998, 46), and *action memory*, which "contains behavioural programmes for the performance of the particular act" (Dörnyei and Ottó 1998, 46). With support from these two memory systems, an activated plan becomes a 'dynamic plan' (Kuhl 1987, 284). From this moment on, the motivation system keeps sustaining the pursuit of the intention and protecting it against the harmful effects of plans competing with it (Dörnyei and Ottó 1998, 46).

The process model of L2 motivation, proposed by Dörnyei and Ottó (1998), builds upon Action Control Theory, but recognises a third phase in the learning process. Thus, the structure of this tripartite L2 motivation model is as follows (Dörnyei and Ottó 1998, Dörnyei 2003):

1. Preactional phase (or ‘choice motivation’) is composed of three subphases, namely *goal setting*, *intention formation* and *the initiation of intention formation*. In this phase, the generated motivation leads to the selection of goals and the action is launched. The motivational influences in this phase range from the learner’s subjective norms and perceived values associated with the task, to expectancy of success, distracting influences and obstacles.
2. Actional phase (or ‘executive motivation’) focuses on the maintenance and protection of the generated motivation. It is particularly relevant to L2 learning in classroom settings, due to various distractions that students encounter in such settings (e.g. off-task thoughts, other students, anxiety, unfavourable physical conditions). The motivational influences that mark this phase are the quality of the learning experience, a sense of autonomy, etc.
3. Postactional phase (or ‘motivational retrospection’) concerns the students’ retrospective analysis of how things went after the completion of the action, which further determines their future motivation. The motivational influences in this phase include attributional factors, self-concept beliefs, received feedback, praise and grades.

It needs to be stressed that the three phases in question are fuelled with largely different internal and contextual motives; those which influence an individual while he/she is still contemplating an action do not have an effect on the same person once he/she has already embarked on the activity or is evaluating it post festum (Dörnyei and Ottó 1998). This claim is consistent with Action Control Theory, which stresses the difference in motives making up ‘choice motivation’ and those composing ‘executive motivation’ (Dörnyei 2001, 92). However, Ushioda and Dörnyei (2011, 398) identified two crucial weaknesses of the model: an assumption that the beginning and the end of a learning process can be clearly defined, and an assumption that the actional process occurs in relative

isolation (unaffected by actional processes in which a learner might be simultaneously engaged).

#### **2.1.1.6 L2 Motivational Self System and the ego-dynamic model**

As mentioned in one of the previous chapters, the integrative / instrumental motivational concepts, introduced five decades ago in Gardner's motivational theory, have remained influential and have been reconceptualised in later constructed models, one of them being Dörnyei's L2 Motivational Self System (2009). As Ushioda and Dörnyei (2011, 400) explain, in the 21<sup>st</sup> century, the discussions around the status of English as a global language and its widespread use in various communication contexts have shed a new light on the Gardnerian concept of integrativeness, which stresses an interest in L2 and attitudes toward L2 community. English, now an international *lingua franca*, is somehow separated from a specific geographical community of English native speakers, and spread to a global community. Therefore, instead of referring to integrative motivation, Yashima (2002, 57) proposes a term 'international posture', which includes interest in foreign and international affairs, readiness to interact with intercultural partners, etc. Ushioda (2006, 150) develops the issue further and proposes a shift in focus from an external reference group to the internal domain of self and identity, since the speakers of EFL are at the same time members of that same reference group.

Based on these findings and the psychological theory of "possible selves" by Markus and Nurius, Dörnyei developed L2 motivational self system (Ushioda and Dörnyei 2011). Its key concept is the *ideal self*, which incorporates the concept of integrativeness. The ideal self is in fact the representation of the attributes that one would ideally like to possess, in the case of L2 learning as a proficient L2 speaker (i.e. an individual's hopes, aspirations or wishes regards his/her future self), while its corresponding concept, the *ought-to-self*, represents attributes that one thinks one ought to possess as a proficient L2 speaker (i.e. other people's vision of the individual's future self, in the form of duties, obligations, responsibilities). According to Higgins's self-discrepancy theory (as explained in Dörnyei and Kubanyiova 2014, 12), the gap between one's actual

real-life self and one's ideal self gives rise to the emotional discomfort, which individuals are motivated to reduce, and in this way acts as a powerful motivator to, for example, learning a language. According to Ushioda and Dörnyei (2011, 401), the focus of empirical studies on the L2 motivational self system should be on the system's dynamic third component, *L2 learning experience*, namely "how such self images develop and evolve in interaction with the complex constellations of internal and contextual processes shaping engagement in learning".

The concept of the ideal self appears also in the **ego-dynamic model** of language learning motivation, developed by the Italian scholar, Renzo Titone. Titone defines the motivation to learn a language as an interaction of three connected factors, namely ego, strategy and tactic. *Ego* (a project that an individual has for him/herself, the representation of his/her future self) activates the motivational mechanism. In accordance with the ego project, certain *strategic* choices are made that then direct the line of action, the results of which are evaluated on the *tactic* level. Positive results verify the strategy and strengthen the ego project, which continues to fuel the process (schematically illustrated in Fig. 2.2).

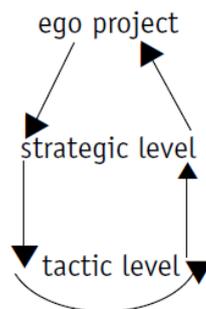


Figure 2.3: The diagram of ego-dynamic model (as quoted in Caon 2006, 14)

In this way, Titone places an individual and his/her effort to self-realize in accordance with his/her initial plans in the centre of the learning process, which is seen as distinctly dynamic (Caon 2006).

## **2.1.2 Reading motivation**

Building on the belief that students' motivation can be, at least to a certain extent, domain-specific (i.e. students can be motivated to speak or listen but not to read, as is often noticed in language classrooms), numerous researchers (Baker and Wigfield 1999; Guthrie and Wigfield 1997; Pečjak and Gradišar 2012) attempted to conceptualise motivation specifically for reading. At the same time, reading motivation was identified as one of the most important personal factors that together with environmental factors (e.g. classroom environment) influences reading achievement, which is crucial for academic achievement as well as achievement of life goals (Guthrie and Wigfield 1997, Pečjak and Košir 2004, Pečjak and Peklaj 2006).

### **2.1.2.1 What is reading motivation?**

An attempt to define reading motivation is actually an attempt to answer questions like What makes one read? Why are some people engaged readers, while others hardly ever read? Why do some people want to repeat their reading experience? How does one become a reader for life, while so many quit reading once they finish school? Can we help reluctant readers become active readers? Experts in the field of reading (Baker and Wigfield 1999; Guthrie and Wigfield 1997, Pečjak and Gradišar 2012) define reading motivation in the framework of cognitive psychology and see it as one of the key factors that influence reading efficiency and learning motivation in general. It is seen as the most important component of literacy and a starting point of one's reading literacy. More specifically, reading motivation is defined as a multidimensional construct that includes a number of goals and beliefs, which influence the individual's reading behaviour. Pečjak and Gradišar (2012, 71) explain that different motivational aspects within reading motivation construct encourage an individual to initiate reading, give meaning to the reading process and persist in reading as well as repeat the reading experience. As Pečjak and associates (2006, 7) explain, an individual's reading motivation is influenced by numerous external factors and changes in the course of his/her life, which makes the research of reading motivation a challenging task.

### 2.1.2.2 Dimensions of reading motivation

The theoretical framework for researching the dimensions of reading motivation can be found in self-efficacy theory (Bandura 1993), achievement goal theory (Ames 1992) and most of all Deci and Ryan (1985) self-determination theory. Deci and Ryan (1987) proposed four dimensions of motivation: competency, relatedness, autonomy and interest. These dimensions were further analysed by Wigfield and Guthrie (1997) in their Motivation for Reading Questionnaire (MRQ), which they administered to a sample of elementary school learners in the USA. Their results confirmed that children's reading motivation is multidimensional. More specifically, they identified 11 dimensions of reading motivation that form three categories: competence and self-efficacy beliefs, purposes for reading / reading goals and social aspects of reading.

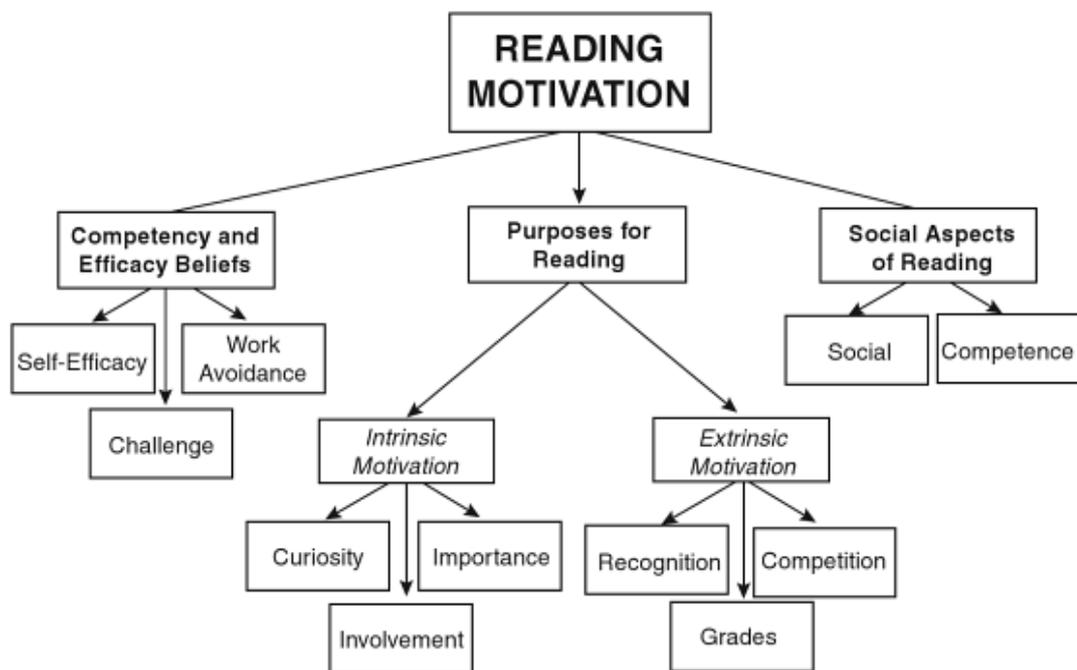


Figure 2.4: Wigfield and Guthrie's taxonomy of reading motivation (Dunston and Gambrell 2009, 272)

The first category refers to the individual's sense of **self-efficacy** and beliefs about their ability. According to Wigfield and Guthrie, students are motivated to

read when they feel competent and efficacious at reading and perceive (even difficult) reading material as challenging. In SDT terms, their need for competence is fulfilled, which facilitates their intrinsic motivation. Consequently, low reading self-esteem and high estimated cost of the reading engagement (time and effort invested, anxiety) may lead to reading avoidance. An individual who believes in self-competence and success not only develops higher intrinsic motivation, but is less anxious as well (Baker and Wigfield 1999). However, not all individuals with high reading self-efficacy become engaged readers. According to Wigfield (1997, 17), for students to engage in reading, the reading task should be also interesting, meaningful (achievement of the reading task should have some personal value for them) and useful, which brings us to the second category of this reading motivation taxonomy.

The second category is conceptualized with reference to theories of intrinsic and extrinsic motivation and learning goal orientation. It is related to the purposes students have for reading. The most important dimensions of intrinsic and extrinsic motivation for reading, their interaction as well as connection with reading behaviour, reading achievement and literacy are illustrated in the figure below.

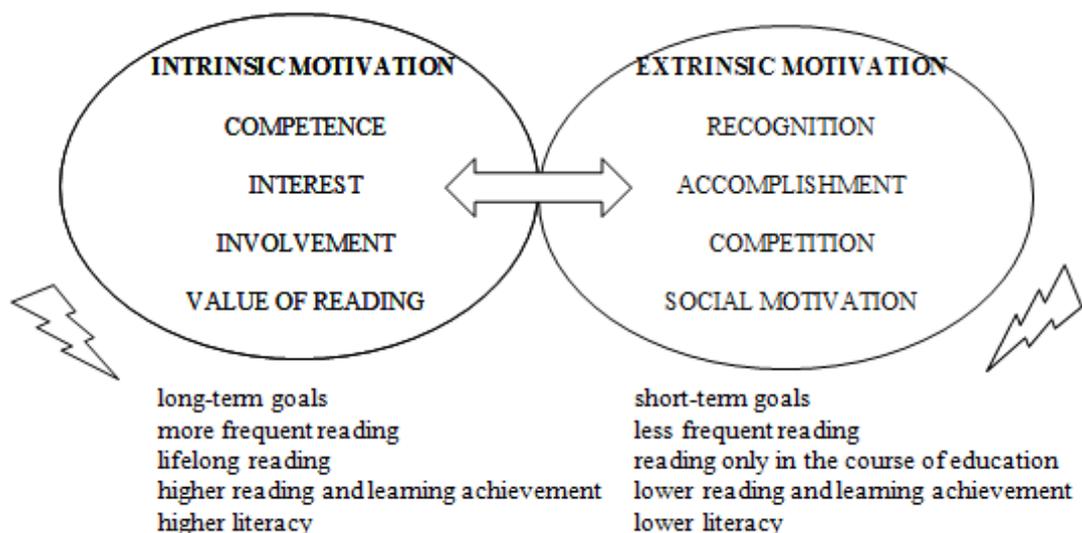


Figure 2.5: Diagram of the most important dimensions of intrinsic and extrinsic motivation for reading (adapted from Pečjak et al. 2006, 10)

To develop students' intrinsic motivation for reading, it is crucial that they get involved in reading, that they read about topics that interest them, and that they perceive reading as important for their lives and/or success. The notion of **reading involvement**, when students become engaged in the text and experience satisfactory encounters with texts, is closely related to the so called *flow experience* (Csikszentmihalyi 1990), in which an individual becomes completely involved in an activity, e.g. reading, often losing track of time and the surroundings. Csikszentmihalyi explains that *the flow* is experienced by readers when they are enjoying the reading experience and perceive the reading itself as a reward. At the same time, the readers must feel competent to control the flow, otherwise they might become anxious and avoid the activity altogether. According to Pečjak and Gradišar (2012, 85), reading involvement is a specific type of reading engagement, which is seen as a combination of motivational and cognitive aspects of reading (i.e. a combination of motivation and reading strategies). Thus, a student can be engaged but not involved in reading, while reading involvement is not possible without reading engagement.

Another important factor that facilitates intrinsic motivation is **interest**. Hidi and Renninger (2006, 112) define interest as “the psychological state of engaging or the predisposition to reengage with particular classes of objects, events, or ideas over time”. According to them, interest is always limited in terms of content and cannot be applied across all activities. Similarly, Schiefele (1992, 154) reinterprets interest “as a domain-specific or topic-specific motivational characteristic of personality, composed of feeling-related and value-related valences.” A topic is thus seen as interesting if it is connected to a particular feeling (of enjoyment) or if personal significance is attributed to it. This interpretation connects interest to curiosity and importance in Wigfield and Guthrie's taxonomy. Researchers of interest and motivation (Schiefele 1992, Hidi and Renninger 2006) distinguish between two kinds of interest, namely individual and situational. The former “refers to a person's relatively enduring predisposition to reengage particular content over time as well as to the immediate psychological state when this predisposition has been activated”, while the latter “refers to focused attention and the affective reaction that is triggered in the moment by environmental stimuli, which may or may not last over time” (Hidi and Renninger 2006, 113). Hidi and Renninger propose a four-

phase model for a development of personal interest: triggered situational interest, maintained situational interest, emerging individual interest and well developed individual interest. Situational interest, e.g. interest in reading, can be a starting point for further development of individual interest in reading. On the other hand, a person with well developed individual interest will respond to an external impulse in a different way than an individual without such interest. For example, if one has an individual interest in a specific field, he/she will manage to struggle through a difficult text from this field (Pečjak et al. 2006, 13). Schiefele (1992) found in his research a positive correlation between students' interest for text being read and their processing of the text, the use of learning strategies and the quality of their learning experience.

The teacher can stimulate intrinsic reading motivation by considering students' interests and by fulfilling their need for **autonomy**, i.e. letting the students autonomously choose their reading material and approach to reading (Deci and Ryan 1987). Pečjak and Peklaj (2006, 13) report on studies that confirm the positive results of giving the students the possibility to choose and initiate their reading, as well as the autonomy in choosing their reading tasks. They further explain that the relationship between autonomy in the selection of reading material and reading motivation is higher in boys than in girls.

All these aspects of intrinsic motivation are connected with mastery goals (e.g. students focus on their personal progress, improvement of their reading skills), as opposed to extrinsic motivation, which is connected to performance goal orientation (Ames 1992). **Extrinsically motivated** students are interested in reading if the reading tasks bring rewards (public acknowledgement / recognition or grades), or help them outperform others (competition). Extrinsic motivation comes from external, social sources and usually results in less cognitive engagement and the use of less complex learning strategies (Ryan and Deci 2000). According to Wigfield and Guthrie (1997), intrinsic motivation is the key factor that greatly facilitates readers' engagement in reading, which is crucial for lifelong, voluntary reading and has long-term effects. Nevertheless, as Pečjak and Gradišar (2012, 88) explain, external recognition or a reward that might have negative influence on intrinsically motivated students (they can become increasingly dependent on external rewards) can, on the other hand, function as a very important encouragement for weaker reluctant readers or

beginners. When one starts to learn how to read, one can be low in intrinsic motivation, but with the help of extrinsic motivation one can overcome reading technique problems, start enjoying the activity and develop intrinsic motivation for reading. This is why Peklaj and Pečjak (2009, 24) see the relations between intrinsic and extrinsic motivation as too complex to be considered as one continuum; students can be low in intrinsic and high in extrinsic motivation as well as low in both or high in both. The experts therefore suggest that the two types of motivations are considered as two separate items. With meta-analysis of reading motivation studies, Pečjak and Gradišar (2012) made a list of characteristics of intrinsically and extrinsically motivated reader.

<b>INTRINSIC MOTIVATION</b>	<b>EXTRINSIC MOTIVATION</b>
<p>Is involved in reading.</p> <p>Uses complex comprehension strategies and reading learning strategies.</p> <p>Is curious, has varied interests.</p> <p>Sets his/her own reading goals.</p> <p>Invests effort into overcoming obstacles to reach the set goals.</p> <p>Likes sharing his/her reading experiences with classmates, is confident, ...</p> <p>His/her reward is gained knowledge, pleasure.</p> <p>Has high reading self-efficacy.</p> <p>Has positive attitudes towards reading.</p> <p>Reading is a source of enjoyment.</p>	<p>Avoids reading, reads because he/she must.</p> <p>Avoids the use of strategies, is not familiar with them.</p> <p>Is compliant and flexible.</p> <p>Others set his/her reading goals.</p> <p>Looks for the shortest way to reach the set goals.</p> <p>Does not like to talk about reading, is insecure and anxious.</p> <p>His/her reward is a grade, social confirmation.</p> <p>Has low reading self-efficacy.</p> <p>Has less positive attitudes towards reading.</p> <p>Reading is a means for reaching other goals; a grade or social confirmation is the reward.</p>

Table 2.1: Characteristics of intrinsically and extrinsically motivated readers (adapted from Pečjak and Gradišar 2012, 89)

The last category in Wigfield and Guthrie's taxonomy views reading as a **social activity**, which takes place in social settings and may enable the readers to achieve social goals. When students have the opportunity to share the meanings of the text and their reading experience with significant others (social meanings for reading) or/and meet the teacher's requirements about reading (reading compliance), they fulfil their need for psychological relatedness (SDT) and their reading motivation increases. Research has shown that active and good readers come from families that value books, encourage reading and participate in reading. The sense of relatedness that children acquire in such families plays an important role in their interest in reading, i.e. they are drawn to the activity that is meaningful to others in their closest social environment (Sweet 1997, 89). According to Wigfield and Guthrie (1997), the social reasons for reading are valued especially by girls.

### **2.1.2.3 Research on reading motivation**

As an abstract, multidimensional construct that is subject to various internal, external and temporal influences, (reading) motivation is very difficult to measure in an objective way. Moreover, it is not directly observable, so researchers generally use self-report data to access the readers' own perspectives. To minimize the potential subjectivity of such data, researchers have paid considerable attention to developing precise **measurement instruments** with good psychometric properties. The most frequently applied reading motivation questionnaire is the previously mentioned Motivation for Reading Questionnaire (MRQ), developed and tested by Wigfield and Guthrie (1997). In their initial study, in which factor analysis of MRQ showed the discussed 11 motivational dimensions, the researchers worked with a relatively small sample of 105 students, but they later managed to confirm the proposed structure of the instrument on a larger sample of 371 students. The results showed positive correlation between the majority of the **motivational dimensions**, except for work avoidance, which related positively only to competition. Wigfield and Guthrie (1997, 26) drew three important conclusions: that children have multiple motivations for reading, not exclusively intrinsic or exclusively extrinsic reasons, that positively motivated children do not feel the

need to avoid difficult and challenging reading, and that we should be careful with competitive reading activities. In their research, Wigfield and Guthrie (1997) related also dimensions of reading motivation to reading frequency and found out that children that feel confident about their reading skills and are intrinsically and also extrinsically (but to a lesser extent) motivated to read are more likely to engage in reading more frequently. Further instrument validation by Watkins and Coffey (2004) on two even larger samples confirmed the multidimensional nature of reading motivation, but found only 8 factors: social, grades-compliance, curiosity, competition, involvement, reading work avoidance, efficacy and recognition. The researchers suggested that the MRQ be revised.

An adapted version of MRQ, designed by Pečjak and her associates (Pečjak et al. 2006), was used to measure reading motivation of older pupils (12 - 13-year-olds) in Slovene elementary schools (Pečjak and Košir 2004). The authors found only 4 factors of reading motivation: extrinsic motivation, interest and reading in social context, involvement and immersion in reading, and lack of self-efficacy. Knowing that the **school environment** plays a crucial role in developing and enhancing students' reading motivation, the researchers focused on the influence of teacher's activities on students' reading motivation. The results showed that the teachers strongly influence their pupils' intrinsic and extrinsic motivation and their competence with the strategies they use to teach reading (including the use of diverse reading materials) and with frequent reading in the classroom.

To compare their results with the population of younger elementary school pupils (8 – 10-year-olds), Peklaj and Bucik (2003) developed another measuring instrument, Reading Motivation Questionnaire for Younger Students (RMQYS), which contains simplified statements and scale, comprehensible to this age group. 3 factors of reading motivation were measured: interest for reading, reading self-efficacy and oral reading self-efficacy. In a study conducted by Peklaj and Pečjak (2009), RMQYS was used in combination with the estimates of the amount of time spent reading and frequency of reading, as well as a questionnaire constructed for teachers. The results showed positive correlation between reading self-efficacy and reading achievement. As far as environmental

factors go, a teacher as a reading model and stress on the importance of reading have proven to positively influence students' reading motivation.

Motivation to Read Profile (MRP) is another instrument, developed for measuring reading motivation (Gambrell et al. 1996). It differs from MRQ because of its mixed methods approach. Namely, it is composed of two parts, the reading survey (quantitative) and the conversational interview (qualitative), both measuring pupils' self-concept as a reader and the value they place on reading. In the same study, the authors of MRP researched also classroom characteristics that influence pupils' reading motivation, and found six: a teacher who models reading (by reading a lot him/herself, by reading to the pupils, by talking about reading with the pupils, by stressing the importance and value of reading), class library (easy access to large amounts of varied reading material), opportunities for children to choose reading material (that enhances pupils' autonomy), social interactions connected to reading (with other pupils, teachers, parents), previous experiences with reading (in connection with interest in reading), and incentives directly related to reading. MRP was revised in 2013, to reflect the cultural and linguistic changes that occurred in the time since its creation, e.g. digital reading sources (Gambrell et al. 2013).

Results of numerous studies on reading motivation showed more or less significant **sex differences** in various motivational dimensions (Wigfield and Guthrie 1997, Millard 1997, Pečjak and Peklaj 2006). As far as we know, the age at which these differences occur has not been established yet, since studies of reading motivation of preschool children are very rare. The differences in the profile of reading motivation have been detected in girls and boys as young as six (Baker and Scher 2002); Bucik (2005) found differences in interest for reading in the population of 5 – 6-year-olds, where girls were reported to have higher interest for reading than boys. McKenna and associates (1995) came to similar results for the same age group and discovered that the differences between boys and girls increase as the pupils grow older. Since the frequency for reading in their free time and for reading for school decreases in all pupils, regardless of their sex, and positive attitude towards reading significantly decreases, especially in boys, during elementary school years (Pečjak et al.

2006), teachers should pay more attention to boys who start the schooling with negative attitude for reading, which gets even more negative if it is not addressed properly. In their research on dimensions of reading motivation, Wigfield and Guthrie (1997) discovered that boys scored higher in only two dimensions, namely work avoidance and competition, which both show lower reading motivation. If school programmes include a lot of competitive reading activities, this might hinder boys' reading motivation even further.

One of the reasons for lower reading motivation in boys in comparison to reading motivation in girls is the difference in their selection of reading material. According to the results of the international reading literacy research PIRLS 2001 (Pečjak et al 2006, 25), girls read significantly more literature than boys. Various researchers (Blair and Sanford 1999, as cited in Pečjak et al. 2006; Millard 1997) reported that boys connect reading mostly with school and teacher-selected materials, while they prefer reading web sites, journals and newspapers on sport, electronics and computer games – topics that are rarely included in school curriculum. Instead of acknowledging their specific reading interests, teachers, parents and other adults conclude that boys do not like to read. Thus, school environments that enable easy access to large amounts of varied reading material and encourage pupils' autonomy in choosing reading materials are of utmost importance especially for them. As the international research PISA 2000 (OECD 2002) revealed, in countries where students are autonomous in this regard (e.g. Japan, Norway), their average reading achievement is better than the international average.

On the other hand, girls value social reasons for reading more than boys do (Wigfield and Guthrie 1997). They are more motivated to read if they know they will be able to discuss what they have read with their classmates or friends. In the part of their research, focusing on social reasons for reading, Pečjak and her associates (2006) came to an interesting result, namely that girls who are weak readers value social reasons almost to the same extent as their stronger peers. The fact that they are motivated to read due to the possibility of a discussion about their reading, should be exploited by the teachers in designing reading activities.

### 2.1.3 L2 / FL reading motivation

In the context of foreign language acquisition, especially when language students have no direct contact with target language speakers except via written materials, developing motivated fluent foreign language readers is of utmost importance. Focusing on the multi-faceted nature of reading motivation in L2 Day and Bamford created their model of L2 reading motivation.

#### 2.1.3.1 Day and Bamford's model of L2 reading motivation

Day and Bamford's (1998, 28-30) expectancy – value model consists of four major components: *materials*, *reading ability in L2*, *attitudes toward reading in L2*, and *sociocultural environment*, including the influences of family and friends. Materials and reading ability are related to the expectancy component of successful L2 reading, while attitudes and sociocultural environment are related to the value component.

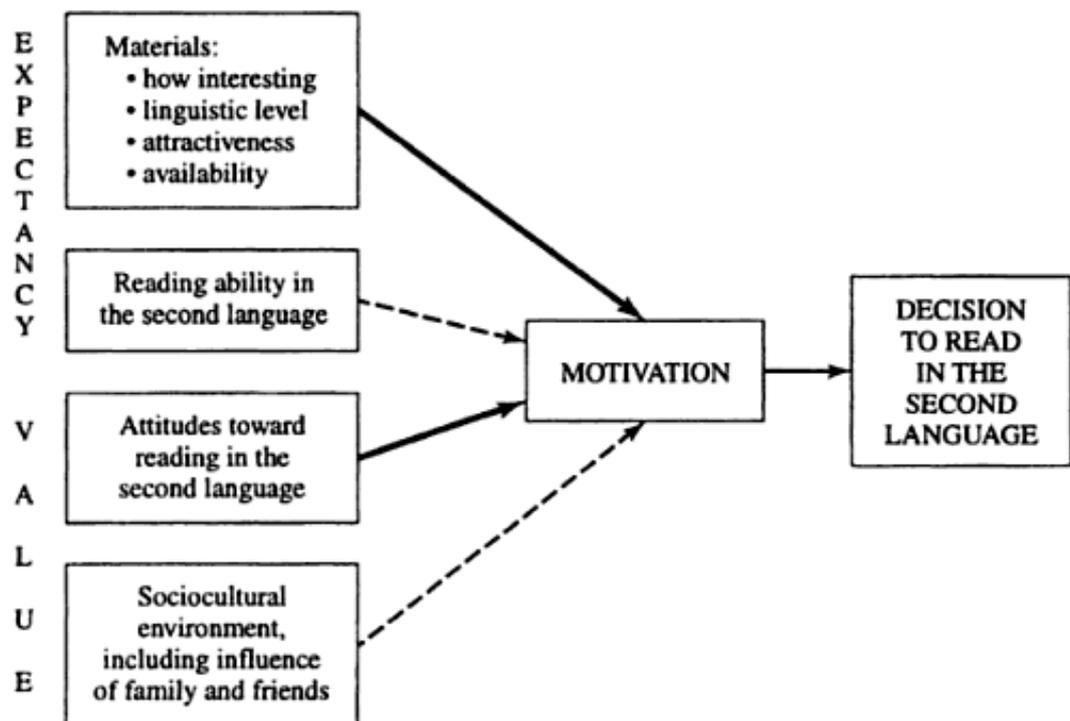


Figure 2.6: Model of the major variables motivating the decision to read in L2 (from Day and Bamford 1998, 28)

According to Day and Bamford (1998, 2002), **reading materials** that motivate L2 readers need to be interesting, readily available and easy to understand (well within the learners' reading competence in the foreign language). They quote Williams' observation (1986) that "in the absence of interesting texts, very little is possible" (in Day and Bamford 2002, 136) and add that varied reading materials encourage also a flexible approach to reading (reading for different reasons and in different ways). As explained in the previous chapter on the dimensions of reading motivation, individual interest in a specific activity (e.g. reading) or a specific topic, in combination with a situational interest, where an interesting text from a specific field functions as an environmental stimulus, are of utmost importance in fostering reading motivation (Hidi and Renninger 2006). Extensive reading, which the Day and Bamford promote and is discussed in detail in the following chapter, acknowledges the crucial role that materials play in reading motivation and encourages the use of easy and varied reading materials (on different topics, genres and formats) as well as the autonomy of the students in choosing what they read. In her research of EFL reading motivation in Japanese university students, Mori (2002) studied motivation to read in English, to study English in general and the role of reading materials, and found intrinsic and extrinsic values in all three areas, but attainment value only in the first two areas. She also identified three types of students that read a relatively large amount: students who liked the materials, those who do not mind going to the library and those who are grade-oriented and liked reading. In Takase's (2007) opinion, intrinsic motivation and reading amount did not show a strong relationship in Mori's study because the materials (the Science Research Associations Multilevel Laboratory) may not have been perceived as enjoyable by the participants, moreover the programme only partially enabled the freedom of choice in selecting the materials, the time or the place of reading. **Reading ability** in L2 relates to the individual's sense of self-efficacy and beliefs about their reading ability in L2. Students with low reading ability are likely to have low expectations of success, and, as a result, they tend to have lower motivation to read. However, with an extensive reading approach, they read materials which are well within their reading comfort zone. Consequently, they are more likely to expect success and to be motivated to read.

The value component of L2 reading motivation is composed of attitudes toward L2 reading and sociocultural environment. Drawing on the model of first language reading attitudes, Day and Bamford (1998) identified four sources of attitude that they see as crucial in shaping **L2 reading attitudes**:

- L1 reading attitudes,
- previous L2 reading attitudes (if any),
- attitudes toward L2, culture and people,
- L2 classroom environment.

As regards L1 reading attitudes, Day and Bamford maintain that positive and negative attitudes to L1 transfer to L2 reading. However, researchers of reading motivation report that the transfer of reading attitudes is not as simple as that. Yamashita (2004, 2) suggests that the value component of attitudes (i.e. what learners think about L1 reading) is more likely to be transferred than the effective component (i.e. how learners feel about it). On the other hand, Takase (2007), who studied EFL reading motivation of Japanese high-school students who participated in an extensive reading programme and read mainly graded readers, found that intrinsic motivation for L2 reading and intrinsic motivation for L1 reading showed the strongest positive relationships with reading amount in the L2, however, some motivated L1 readers were not motivated to read in L2, as they would not 'sacrifice' the enjoyment of effortless reading in L1, and vice versa. The intriguing relationship between L1 and FL reading motivation and transfer of reading attitudes is one of the main topics of the present research as well. As regards the correlation of reading in L2 and previous reading experiences in another foreign/second language, Day and Bamford suggest that successful experiences generate expectation of success in the new L2, while unsuccessful experiences deter L2 learners from reading in the new language. However, to the best of our knowledge, this correlation lacks empirical evidence. In the authors' belief, favourable feelings towards the language, culture and people, as well as classroom environment (the language teacher, classmates, materials, activities, etc.) may transfer to reading in L2. Moreover, they see attitudes as not stable but as a dimension that can change, and extensive reading as means of influence on two of the four sources of attitudes, namely attitudes

toward the L2, culture, and people and the L2 classroom environment. In their study, Hitosugi and Day (2004) found that some of the participants independently started learning Japanese after extensive reading stimulated their interest in Japanese culture. The last important influence, incorporated in his model of L2 reading motivation is the learner's **sociocultural environment**, including family and friends. Day and Bamford suggest that motivation to read in L2 is strongly influenced by extensive reading materials and attitudes and less by the other two dimensions, and that the first two components can compensate for low reading ability and/or unsupportive sociocultural environment (1998, 30). However, studies (Fujita and Noro 2009; Sani and Zain 2011) have found the crucial role that L2 proficiency and L2 reading ability play in L2 reading motivation, while de Burgh-Hirabe (2011) identified also less favourable sociocultural environment as a decisive factor in hindering the students' L2 reading motivation.

### **2.1.3.2 Research on L2 / FL reading motivation**

Mori (2002) claims that FL reading motivation is not independent of general motivational constructs but closely resembles more general forms of motivation, and grounded her research within Wigfield and Guthrie's theory of L1 reading motivation, rather than Day and Bamford's L2 reading motivation model.

However, the majority of empirical studies on FL reading motivation was inspired by Day and Bamford's work and focused on motivation for extensive reading in a foreign language (Takase 2007; Nishino 2007; Judge 2011; Burgh-Hirabe and Feryok 2013), which Day and Bamford identified and studied as an effective strategy for motivating L2 learners (1998, 2002). This is why a closer review of the research on L2 reading motivation is given within the following chapter on extensive reading.

## **2.2 Extensive reading**

Numerous reading instructors have identified extensive reading as a very successful approach for increasing L2 reading motivation, and have thus incorporated it into their reading programmes. One of the goals of this research was to implement an extensive reading programme at the studied school, as well.

The aim of this chapter is therefore to present this approach and its characteristics, especially suitable reading materials, and the related studies.

### 2.2.1 An extensive reading approach

Extensive reading, sometimes referred to as sustained silent reading (McCracken 1971, 521) or free voluntary reading (Krashen 2011), is “real-world reading but for a pedagogical purpose” (Day and Bamford 1998, 4). The term was first used by Harold Palmer (1968), who defined it as reading “book after book” (1968, 137) with the reader’s attention on the meaning, not the language, of the text. He was also the first to contrast it with intensive reading, a more traditional approach to reading instruction, which relies on close study of shorter passages, accompanied by various linguistic activities, vocabulary exercises, grammar and text analysis, etc. At this type of studial reading, which “may be justified as a language lesson, but may very well be counterproductive as a reading lesson” (Alderson and Urquhart 1984, 246), texts are merely sources of language exercises. Extensive reading, on the other hand, is designed to replicate real-life reading and be both informative and pleasurable. Students reading extensively read large quantities of books and other materials that are well within their linguistic competence, they select their reading material themselves, and read at their own speed (Day and Bamford 1998, Grabe and Stoller 2002, Robb and Süsser 1990). The differences between the two approaches to the teaching of reading are very clearly presented in Roberta Welch’s chart:

<i>Intensive</i>	<i>Type of reading</i>	<i>Extensive</i>
Read accurately	Class goal	Read fluently
Translate Answer questions	Reading purpose	Get information Enjoy
Words and pronunciation	Focus	Meaning
Often difficult Teacher chooses	Material	Easy You choose
Not much	Amount	A lot
Slower	Speed	Faster
Must finish Use dictionary	Method	Stop if you don’t like it No dictionary

Table 2.2: Chart contrasting intensive and extensive reading (Welch 1997, 53)

Even though extensive reading is seen also as a style of reading (alongside skimming, scanning and intensive reading), many educators and researchers have focused on its pedagogical potential (e.g. Elley and Mangubhai 1981, Day and Bamford 1998, Robb and Süsser 1990, Mason and Krashen 1997, Silva 2009). The complexity of the extensive reading approach is perhaps most evident in the description of its characteristics that Day and Bamford compiled in the form of *Top Ten Principles for Teaching Extensive Reading* (2002):

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information, and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

In their model of L2 reading motivation, discussed earlier, Day and Bamford (1998) identified four major components of L2 reading motivation, namely reading materials in L2, L2 reading ability, attitudes towards reading in L2, and sociocultural environment. In relation to this model (especially the important role of reading materials), the authors developed their guidelines for an extensive reading approach.

According to the listed principles, extensive reading is a distinctly individualized approach where the reader is given a high degree of autonomy, while the teacher's main role and responsibility is to create favourable conditions for reading. Just as in one's first language, a person learns to read by reading, and is encouraged to read for enjoyment or to gain information. As Day and Bamford (2002, 138) explain, the goal of extensive reading is not "any particular objective level of understanding" or acquisition of knowledge, but the student's personal reading experience. Therefore, a distinct characteristic of extensive

reading programmes is that “the books are not discussed in class” (Robb and Süsler 1990) and reading is “an experience complete in itself” (Day and Bamford 2002, 138). This often places extensive reading experience outside the classroom into the reader’s free time, without explicit links to the curriculum. Nevertheless, many teachers use follow-up activities to monitor various aspects of their students’ reading (e.g. attitudes, type of texts, amount of reading, comprehension).

Another important aspect, advocated in the principles of extensive reading, is the freedom of choice and autonomy in choosing the reading materials, their level, the time and pace of reading. Moreover, learners are encouraged to stop reading anything that might be too difficult or not interesting enough (Day and Bamford 2002). This not only personalizes their reading, but also gives the readers control and responsibility for their own learning i.e. emphasizes self-directed learning. Dickinson (1995, 170) argues that developing autonomy in students provides them with numerous advantages, such as increased intrinsic motivation and productivity, higher levels of proficiency, as well as the feeling of self-empowerment. By putting learners in charge of their own reading, the teacher may thus foster their motivation and self-esteem. Some students used to working with teacher-selected texts or course book materials, might feel disoriented and lost when presented with the sudden freedom to read what they want and to stop reading if they do not feel comfortable with the chosen text. The same might be true for control-oriented teachers used to intensive reading assignments (included in the assigned course books), done in the controlled school environment. Both need careful introduction and guidance through extensive reading, either by a reading instructor (teacher) or a colleague with theoretical (and practical) knowledge in extensive reading. However, as Day and Bamford (2002, 140) explain, teachers’ principal role in extensive reading is not only to explain the methodology, assist in selecting appropriate texts, point out the expected outcomes and encourage students to read as widely as possible, but to share the reading experience with their students and teach the attitudes and behaviours of a reader by being a reader, by reading.

Relatively fast reading speed seems only natural when one reads interesting and easily understandable reading materials. Nuttall closely links reading speed to

enjoyment and comprehension in the so called “vicious circle of the weak reader: Reads slowly; Doesn’t enjoy reading; Doesn’t read much; Doesn’t understand; Reads slowly...” and “the virtuous circle of the good reader: Reads faster; Reads more; Understands better; Enjoys reading; Reads faster...” (in Day and Bamford 2002, 138). The principle that raises a lot of questions, and is included in the ‘vicious’ as well as ‘virtuous’ circle, is the amount of reading. According to Day and Bamford (1998, 84-85), as students differ in their circumstances and abilities, so does the quantity of the materials and the time they spend reading. While some researchers suggest “weighted pages” formulas<sup>1</sup>, Day and Bamford set the lower limit of their reading target at one book (the length depends on the reading ability) a week (2002, 138). The amount of time this takes depends also on how long the students can read with pleasure before losing interest. Namely, the danger that Day and Bamford see in setting the reading quotas is that it might diminish reading enjoyment and reduce reading to a number of pages / amount of time spent reading per week (1998, 86). After all, as Rankin (2005, 126) puts it: “Extensive reading is not so much a matter of number of pages read, but how teachers and students perceive the activity of reading itself.”

For extensive reading to succeed, the reader must have access to a variety of easy reading material on a wide range of topics. As Day and Bamford (2002, 138) explain, this not only encourages reading in general, but enables a flexible approach to reading, with learners reading for different reasons (to find information, to pass the time, to enjoy themselves, etc.) and in different ways (skimming, scanning, close reading, etc.). Not only diverse, reading material for extensive reading should be easy as well, meaning it should be well within the learners’ reading competence, at *i minus 1* level (i being the level of reader’s linguistic ability). Day and Bamford (1998, 93) suggest less than four or five unknown words per page, and less than two for beginners (2002, 138), while Hu and Nation (2000, 423) propose that readers understand at least 98% of the words in a fiction text to understand it without additional assistance. If the number of unknown words in a text is higher, this interrupts the flow of reading and forces the learners into dictionary use, which further moves the reading

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<sup>1</sup> For further explanation check Day and Bamford (1998, 85).

experience away from reading for pleasure to intensive reading. It is therefore crucial that the teachers instruct their learners to start with easy materials and (strictly) avoid the use of dictionaries. Some students might find it hard to believe that reading easy materials with no explicit language work attached to it improves one's L2 reading ability, and might try to read above their comfort level. This is what Day and Bamford (1998, 92) call "the macho maxim of second language reading instruction: no reading pain, no reading gain." To avoid it, they advise the teachers to stress one of the primary goals of extensive reading, namely building reading fluency, and to explain their students that the way to achieve it is not through struggling with difficult or uninteresting texts.

### **2.2.2 Reading materials for extensive reading**

The traditional reading material sources for ER have been graded readers and, to a lesser extent, newspaper and magazine articles. Graded materials, often with simplified vocabulary and sentence structure, as well as attached glossaries, have been designed to suit different proficiency levels, and enable the readers to choose something well within their reading comfort zone. Day and Bamford (1998, 53) explain that to develop L2 reading fluency and confidence, students need to read interesting and understandable materials that are below their linguistic ability, which most authentic (real-life) materials are not. They see reading authentic texts as the goal realized through reading the so-called language learner literature (i.e. texts written for the audience of L2 learners). On the other hand, many language teachers see real-world texts as the crucial element in L2 reading that prepares the students to real-world reading. As Williams (1984, 25) explains "if the learner is expected eventually to cope with real language outside the classroom, then surely the best way to prepare for this is by looking at real language inside the classroom." Lautamatti (1978) further says that we cannot use graded readers because

"the reading process relies on a selective use of all possible levels of the text, and is based on the maximum use of minimum clues [so] it is only by giving the student material containing all the features naturally occurring in informative texts, that we can make it possible for him to learn to take advantage of these." (p. 104)

Most often reading instructors see real-life materials as relevant, motivating, culturally enlightening and as genuine discourse. Day and Bamford (1998, 54) go as far as to talk about “the cult status” that authentic materials have in the L2 classroom, with numerous teachers seeing them as superior to easy, simplified texts. However, despite many virtues that real-life texts have, the difficult level of language can have a negative effect on reading development, since it may force the reader to shift the focus from the meaning of the message to the code (Williams 1983, 175). On the other hand, also writers of simplified texts face a similar problem, especially when they write or adapt texts using lists of words and grammar patterns that the reader is expected to know. Instead of focusing on the communicative value of the text, the attention is on the vocabulary and syntax (Widdowson 1978, 89). In their attempt to re-examine authenticity and simplicity of reading materials, Day and Bamford (1998, 53-61) point out that extensive reading instructors should not select texts solely on the basis of the target audience or their source, the level of language, the complexity of syntax, etc., but the natural qualities of a text that make it authentic. They suggest the term language learner literature, and define it as literature of various forms (e.g. original writing, adapted texts, etc.) written for an audience of L2 learners (learners with limited language ability and limited attention span, often less familiar with the target-language culture), which should be, as any truly authentic text, “a fully realized, complete-in-itself act of communication between author and audience” (1998, 64). In their opinion, a variety of interesting and attractive materials, suitable for extensive reading, includes not only language learner literature, but also children’s books, learners’ own stories, different types of newspapers (tabloid, quality), magazines, popular and simple literature, young adult literature, comics and translations. Language learner literature, however, is seen as the first choice for beginner and intermediate students, since it allows them to slowly progress and develop reading fluency (Day and Bamford 1998).

In the last decade, searching for a wider selection of (authentic) texts, extensive reading programmes started turning to online materials, which are easily accessible and cover a virtually unlimited range of topics and genres, making it possible for the readers to find texts that suit their needs, interests and levels.

Internet as a source of reading materials is especially valuable for foreign language teaching/learning, since obtaining a wider range of printed materials in the target language often presents a considerable cost and may impede the implementation of an extensive reading programme (Robb and Susser 1990). Students of various age groups use the internet for a variety of purposes, academic and personal, and it is only sensible to presume that a certain amount of reading (in native and L2) has already moved into the virtual world. Explaining the rationale for his web-based extensive reading scheme, Silva (2009, 3) mentions the possible downsides of the increasingly popular concept of reading online (e.g. lower reading rates, overloaded cognitive abilities of the readers, damaged vision), but emphasizes its powerful pedagogical potential (i.e. access to the vast amount of updated and varied information available on the web, development of the readers' time management skills, their autonomy).

### **2.2.3 Research on L2 extensive reading**

In 1980, Elley and Mangubhai (1981) conducted one of the most comprehensive studies of extensive reading so far, in which they tested the impact of an EFL extensive reading programme (“a rich diet of books” or book flood) on primary school children in the rural parts of Fiji. In their carefully controlled longitudinal investigation they compared the group that participated in the extensive reading programme and a group of students with similar abilities and circumstances but with “little or no access to books”, and came to interesting results. They reported on gains in reading and general EFL proficiency (including listening and writing), as well as growth in positive affect.

Since the Fijian book flood study, numerous researchers have investigated extensive reading and its (positive) influence on very different aspects of L2 learning. Some of them even closed ranks with practitioners to develop and promote the extensive reading approach within a non-profit organization, *The Extensive Reading Foundation*, which put up a web site and a discussion group with more than 400 members. They share and debate not only on various ways to start and manage an extensive reading programme, but also on research findings. The organization's extensive bibliography of works on extensive

reading in a second language has served as a valuable source for the present review of studies in this field<sup>2</sup>.

The vast majority of studies have explored extensive reading in English as a second or foreign language, with some focusing also on reading in L2 French and Spanish, and even fewer on extensive reading in L2 German, Japanese or other languages. Additionally, the focus of more than half of the extensive reading research has been on university or secondary school L2 extensive reading programmes, investigating the extensive reading experience of older teenagers and adult learners<sup>3</sup>. Most studies focusing on the linguistic impact of L2 extensive reading have used quantitative approach, with global measures of proficiency or instruments testing specific skills (e.g. Tanaka and Stapleton 2007, Robb and Susser 1989, Horst 2005, Mason and Krashen 1997), some have used questionnaires (Yamashita 2004, Takase 2007), or mixed methodology (Cho and Krashen 1994). However, in the last decade, more and more researchers have opted for qualitative methods, like (in-depth) interviews, reading diaries etc (e.g. Leung 2002, Asraf and Ahmad 2003, Arnold 2009, Burgh-Hirabe and Feryok 2013).

A number of researchers have studied the impact that extensive reading has on **L2 reading ability**, most noticeably on reading comprehension, reading speed or fluency and reading strategies (e.g. Asraf and Ahmad 2003, Nishino 2007, Tanaka and Stapleton 2007, Robb and Susser 1989, Mason and Krashen 1997, Bell 2001). Mason and Krashen (1997), for example, conducted a study at a Japanese university and found that a group of less motivated EFL readers made significant gains in reading proficiency after a semester of extensive reading. Robb and Susser (1989) worked with two reading classes of EFL Japanese university students, namely an extensive reading class and a traditional one, and noted larger increases in reading speed in the extensive reading class. Bell (2001) also measured reading speed and comprehension in EFL. His adult students from Yemen attended two reading programmes; the extensive reading group read graded readers, while the intensive reading group studied shorter texts followed by reading comprehension questions. The results of the study

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<sup>2</sup> For bibliography check The Extensive Reading Foundation web site [www.extensivereading.net](http://www.extensivereading.net).

<sup>3</sup> For bibliography check <http://erfoundation.org/bib/bibliocats.php>.

indicate that the extensive reading group achieved significantly faster reading speeds and higher scores on measures of reading comprehension. Nishino (2007), on the other hand, administered a longitudinal case study on the reading strategies and motivation of 2 Japanese middle school students beginning to read extensively in English, and found that they used a variety of reading strategies and that their L2 reading motivation changed as they became increasingly fluent readers. Furthermore, researchers have reported a transfer effect to other skills, most often **writing**, which supports “the widely held notion that we learn to write through reading” (Day and Bamford 1998, 37). Hafiz and Tudor (1989) set up an experiment with students of ESL in the UK, in which the experimental group participated in a three-month extensive reading programme using graded readers and showed not only gains in reading proficiency, but also a marked improvement in their writing skills. Also Elley and Mangubhai (1981) reported a significant improvement in “learning written English structures” of children who participated in the book flood programme.

A substantial body of research has investigated additional linguistic benefits for extensive readers and reported on considerable increase in **vocabulary knowledge** (e.g. Hafiz and Tudor 1990, Cho and Krashen 1994, Horst 2005, Leung 2002, Arnold 2009). In their previously mentioned study with Pakistani ESL learners in a UK school, Hafiz and Tudor (1989) found significant improvement in writing skills, but only small, statistically insignificant gains in vocabulary knowledge. They explained that the weaker contribution of the extensive reading programme to their vocabulary development was probably due to the extensive exposure that their students had to English on a daily basis. However, when they conducted a similar study with Pakistani students with lower level of proficiency in English, learning EFL in Pakistan, they obtained very different results. Namely, their students displayed significant gains in their vocabulary base, or as Hafiz and Tudor define it “fluency and accuracy of expression” (1990, 31). Horst (2005) tested a method of vocabulary growth measurement on a group of ESL learners participating in an extensive reading programme, and reported on considerable incidental vocabulary acquisition, even higher than that found in previous studies.

#### **2.2.4 Research on extensive reading and L2 reading motivation**

The most relevant studies for this research are the ones focusing on the impact that extensive reading has on L2 reading motivation and attitudes. Study after study has shown how L2 reading motivation of participants in extensive reading programmes increased and how students became eager readers. In the ‘Fijian book flood’ research, Elley and Mangubhai (1981) reported, among other gains of extensive reading approach, growth in positive affect. Ten years later, Elley (1991) worked with primary school EFL students in Singapore and confirmed the results of the ‘Fijian book flood’ research, namely that the students seemed to develop “very positive attitudes toward books as they raised their literacy levels in English” (1991, 397). Mason and Krashen (1997), on the other hand, worked with reluctant adult Japanese learners of EFL and investigated the effect of extensive reading on their L2 reading comprehension. The students not only improved their EFL reading ability, but developed also positive attitudes towards reading. Arnold (2009) also worked with adult learners, but they participated in the extensive reading programme in German as a foreign language and read online instead of printed materials. They experienced a variety of affective benefits, the key motivating factor being autonomy in selecting their reading materials. Varied and interesting reading materials, as well as the freedom of choice, were the decisive factors resulting in positive attitudes towards extensive reading also for a group of Venezuelan university EFL learners that participated in a weekly classroom-based extensive reading programme, set up by de Morgado (2009). In Leung’s longitudinal diary study (2002), in which the author herself read extensively in Japanese as a foreign language and recorded the motivational changes during this self-learning experience, she found that reading materials, their level of difficulty in particular, had a significant impact on her motivation to read in Japanese. When she read books within her comfort zone, she gained a feeling of success and excitement, which motivated her to read more, while difficult books negatively influenced her confidence, and she felt discouraged. Leung (2002, 78) concluded that “the key element in the success of extensive reading is having access to a large quantity of reading materials geared to an individual’s level of proficiency and interest”.

Due to the fact that the present research deals with reading motivation in EFL of younger teenagers (11-14 year- old), we took a closer look at studies focusing on EFL reading attitudes and motivation for this age group, as did Briggs and Walter (2016) in their comprehensive analysis of studies on extensive reading and young L2 learners' motivation and attitudes, to be able to compare their findings with those of the evaluation of an extensive reading programme for younger learners of EFL, named Read On!, which has been widely adopted in Italy (Aiello 2016). Briggs and Walter explain that the analysed empirical studies (e.g. Asraf and Ahmad 2003, Burgh-Hirabe and Feryok 2013, Grundy 2004, Huang 2015, Judge 2011, Nishino 2007, Powell 2005, Takase 2007, Tanaka and Stapleton 2007) have shown a positive impact that extensive reading has on L2 reading motivation and attitudes. Despite insufficient direct empirical evidence of positive influence on L2 learning motivation and attitudes, the authors speculate that the positive effect on L2 reading motivation is likely also to positively influence more general L2 learning motivation. Furthermore, they identified the factors that make the most difference on L2 reading motivation and attitudes; these are L2 reading proficiency, pre-ER attitudes towards L2 reading, L2 reading material, the interplay between L2 text readability and L2 reading proficiency, autonomy, and time/external work constraints (Briggs and Walter 2016).

The analysed studies stress the important role that L2 proficiency level plays in the influence that extensive reading has on the motivation and attitudes of young language learners towards L2 reading, and the equally important impact of L2 reading materials. In their evaluation of a Malaysian high school EFL extensive reading programme, Sani and Zain (2011) found that higher L2 reading ability significantly influenced the positive reading attitude and self-efficacy rating, while lower L2 reading ability had the opposite effect. Similarly, Fujita and Noro's (2009) study of Japanese EFL learners found that after a 10-week extensive reading programme, the high proficiency group's enjoyment of reading English books (i.e. intrinsic motivation) significantly increased, whereas the lower proficiency group showed an increase in class-related extrinsic motivation. As regards the role of reading materials, a number of studies show that this particular aspect of extensive reading makes a significant difference to

L2 reading motivation in young readers. For example, Takase (2007) found that the interesting reading materials and especially the autonomy over choice of materials increased the participant's motivation to read in EFL. Also Judge's (2011) highly motivated readers in EFL valued the freedom of choosing reading materials that were personally interesting to them. Additionally, readers in a number of studies (e.g. Nishino 2007, Aiello 2016) expressed strong preference for authentic L2 texts over graded readers. No studies, however, researched the use and impact of online L2 materials in extensive reading projects for young readers, even though we can assume that young readers, left to choose the materials by themselves, at some point turn to online texts.

As far as I can tell from the available literature in this field, and from the informal discussions with my teacher colleagues, there have been no extensive reading programmes in EFL implemented at either level of the formal education in Slovenia, apart from the so-called English Reading Badge project, which, however, requires elementary school participants to read only 3 to 5 externally selected graded readers in total. Consequently, I only found two studies at least partly dealing with extensive reading: an unpublished diploma thesis on ways of encouraging extensive reading in Slovene elementary schools (Pavelšek Mudrinič 2002), which limited its scope to the previously mentioned English Reading Badge project, and an unpublished master's thesis (Florjančič 2014) on reading motivation, comparing motivation for reading for pleasure and school reading.

As explained in the chapter on general motivation theories, since 1990s it has become accepted that L2 motivation changes over time. However, not a lot of qualitative studies have explored **the temporal aspect in L2 reading motivation**. Especially two studies (Nishino 2007, de Burgh-Hirabe 2011, de Burgh-Hirabe and Feryok 2013), which have explored change in younger teenagers' motivation for L2 extensive reading, and have identified motivational influences that seem to influence their reading experiences, are relevant for this research.

Nishino (2007) (discussed in chapter 2.2.3 on the use of reading strategies while reading extensively) researched motivational change over 2.5 years of extensive

reading by two younger (14 years old) EFL students in Japan. The first two books they read were tutor-selected and furnished with glosses. After that, the participants were able to choose books for themselves. They started with graded readers, later on authentic materials were available to them. Data related to motivation was collected from semi-structured interviews and field notes taken during the reading sessions, and the results confirmed that L2 reading motivation is not static but a dynamic process that changes over time. Nishino especially stressed the importance of reading interesting books at the appropriate level of proficiency to build confidence and the feeling of achievement. Her students started with graded readers, but as they developed into more independent readers, they started choosing authentic materials over graded readers, which further enhanced their reading motivation. They enjoyed reading Harry Potter books the most and reportedly experienced a 'flow' (Csikszentmihalyi 1990) reading them. After that, with no other authentic materials to choose from, their motivation decreased. Another factor that negatively influenced their reading motivation was the pressure of entrance examinations. Since they felt extensive reading had little relevance to the skills and knowledge required to pass their examinations (i.e. low perceived value of extensive reading), they read less and eventually stopped reading in English extensively. Nishino (2007, 96) identified seven factors that may have influenced L2 reading motivation of her students: a) the realisation of achievement, b) the pleasure and flow of reading, c) confidence in L2 reading, d) a tendency towards more independent reading, e) less interest in graded readers, f) a preference for authentic texts, and g) entrance exams. She interpreted these factors within the framework of Day and Bamford's (1998) model of L2 reading motivation and intrinsic motivation. The students' *intrinsic motivation* was positively influenced by the first three factors; 'pleasure and flow experience' and 'less interest in graded readers' can be associated with *materials*, 'confidence in L2 reading' may be connected to *ability*, while 'a tendency towards more independent reading' probably relates to *attitudes*; 'entrance exams' might be linked with *sociocultural environment*. Nishino further suggested that other sociocultural factors may have contributed to motivational change (e.g. English classes at school, L1 reading experience, and support from the tutor), and that the sociocultural environment might play a more important role than Day and Bamford (1998) indicate. However, the

factors that influenced L2 reading motivation of Nishino's students can be interpreted through the prism of Dörnyei and Ottó's (1998) process model of L2 motivation, as well. Thus, 'the realisation of achievement', 'confidence in L2 reading' and 'the pleasure and flow of reading' are related to *the perceived contingent relationship between action and outcome* in Dörnyei and Ottó's model (1998, 58); 'a tendency towards more independent reading' can be associated with *sense of self determination/autonomy*; 'a preference for authentic texts' could be related to *quality of learning experience*, while 'less interest in graded readers', and 'entrance exams' seem to be related to *task conflict, competing action tendencies, other distracting influences, and availability of action alternatives* (Dörnyei and Ottó 1998, 59).

Based on a larger case study (de Burgh-Hirabe 2011) investigating perceptions and motivation for extensive reading in Japanese as a foreign language, de Burgh-Hirabe and Feryok's qualitative study (2013) set out to research motivational changes for extensive reading in Japanese as a foreign language by using de Burgh-Hirabe's (2011) model of complex and dynamic nature of L2 motivation, designed in accordance with Dörnyei and Ottó's process model of L2 motivation (1998) and Day and Bamford's model for extensive reading (1998). The authors conducted interviews and collected journal entries from 9 younger teenage students (14 to 17-year-olds) from New Zealand, who participated in a 7-month extensive reading programme. The participants read only graded readers in four levels of difficulty, they read outside of class and participated in the programme voluntarily. Ten factors influencing their reading motivation were identified: a) goal to improve their Japanese, b) instrumental benefits, c) perceived progress and feeling of success, d) intrinsic values, e) ER books, f) beliefs about L2 reading, g) autonomy, h) external demands, i) distractions and j) self-regulation. According to de Burgh-Hirabe and Feryok's model, the first two factors relate to the project preactional phase (which concerns decisions to participate in the extensive reading project), while the other factors relate to the project actional (which concerns each book-reading experience within the project) and postactional phase (which concerns the evaluation of the extensive reading project).

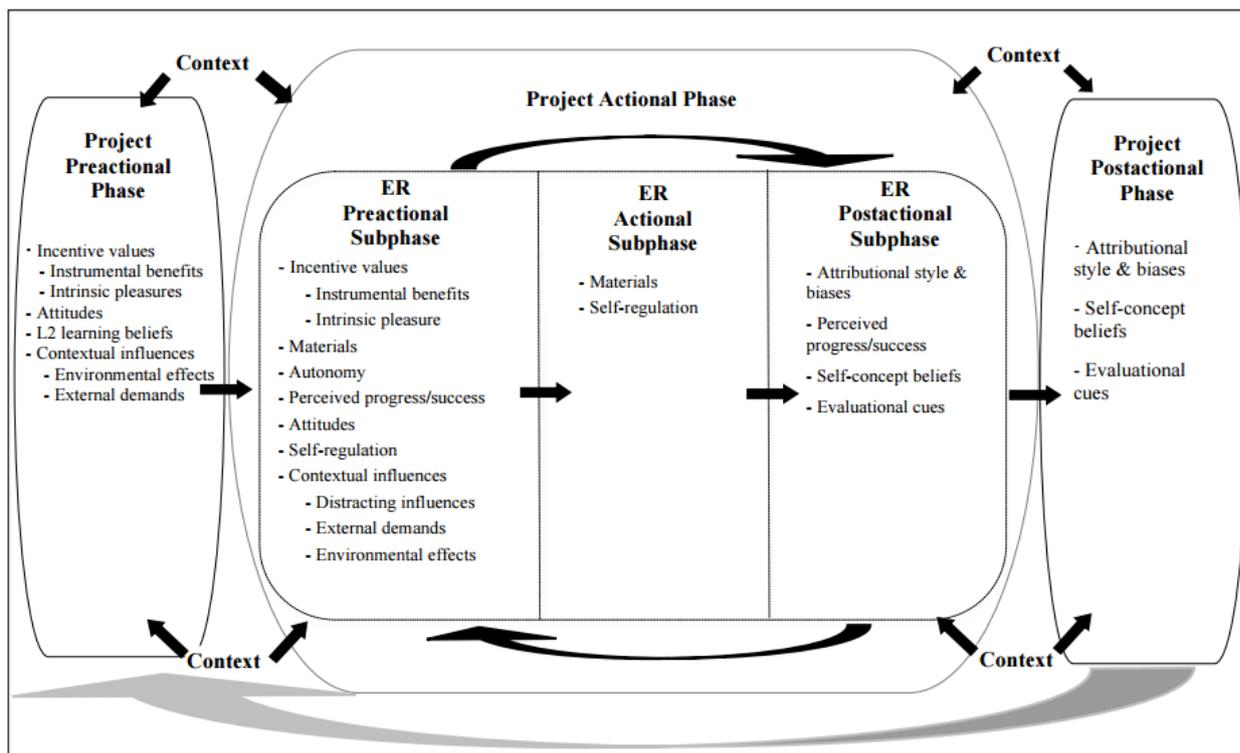


Figure 2.7: Model of L2 ER project phases with embedded model of L2 subphases (de Burgh-Hirabe and Feryok 2013, 77)

The major finding of the research is that L2 reading motivation is indeed complex and dynamic; it was influenced by multiple and different factors, which changed over time. In project preactional phase and project postactional phase, students showed a somewhat uniform approach (similar perceptions about the potential benefits of the project as well as positive evaluations of the project), however, motivational factors influencing project actional phase for each participant differed (significantly), and when compared to reading amounts, showed several patterns among the students. Other important findings concern the importance of a wide range of choices of reading materials, the strong influence of unsupportive sociocultural environment (i.e. because of exams, some students who enjoyed the materials and had positive attitudes towards L2 reading, abandoned extensive reading altogether) and the crucial role of self-regulation.

### **3. RESEARCH**

The aim of this study is to research the extent and characteristics of EFL voluntary reading of younger Slovene teenagers, the dimensions of their EFL reading motivation and possible sex differences, as well as possible transfer of L1 reading behaviour to EFL reading behaviour. Moreover, I set out to implement an extensive reading programme and research the students' perceptions of EFL extensive reading, changes in their motivation to read extensively in the course of the programme and factors influencing these changes. In order to achieve these aims, a mixed methods research with complex self-report dataset was chosen.

In the first part of the research, my intention was to take a macro perspective on EFL reading motivation and thus get an insight into the dimensions of motivation and sex differences in reading motivation of a larger sample of young teenagers. In order to do that, I used quantitative psychometric measurement in the form of a questionnaire, developed from a previously verified questionnaire, and distributed to the whole population of young teenagers at the selected elementary school. However, such a snapshot of reading motivation, made at an arbitrary point in time, cannot provide an insight into the process and experience of EFL reading motivation (Ushioda and Dörnyei 2011, 402). Therefore, the data and the results gained by using the quantitative method (questionnaires, extensive reading reports) were complemented with data from the qualitative approach (multiple semi-structured interviews with a sub-sample). Because the focus is on motivation, which is not directly observable, (Ushioda and Dörnyei 2011, 401) and the participants' perception of EFL extensive reading, I relied almost entirely on self-report data that would enable the access to the participants' own perspectives.

The participants of this study are children/young people, therefore, special attention has been given to research environment and power issues i.e. the natural power imbalance between the researcher – an adult and the participants – children and ways to minimize its effect on the data collection.

### **3.1 Reading motivation in EFL**

The first aim of this study was to get a somewhat bigger picture of reading behaviour and reading motivation in EFL for young Slovene adolescents. This chapter includes the outline of the quantitative research on reading motivation in EFL, which is followed by the presentation and interpretation of the gained results.

#### **3.1.1 Research questions**

1. How often and what kind of texts do participants read in English in their free time?
2. What composes EFL reading motivation for the selected sample of students?
3. Which factors predict the elementary school students' motivation to read in EFL?
4. Are there differences in reading motivation and reading behaviour (frequency of reading and format of reading material in English) between boys and girls?
5. Do L1 reading behaviour and motivation transfer to EFL reading behaviour and motivation?

#### **3.1.2 Research setting**

The study was conducted at a suburban / rural primary school in the Primorska region (the Littoral), Slovenia. The region borders with two neighbouring countries, Croatia and Italy, and is in its southern part (Slovenian Istria) bilingual. This is the part of Slovenia where the Italian people have been traditionally present as an autochthonous minority, and according to the Slovenian constitution, the Italian language is in the three coastal municipalities co-official, and is used in education, legal and administrative environments. Consequently, the pupils of primary schools in the area are required to study Italian as L2 from Grade 1. The Slovenian school system promotes the teaching of foreign languages, so primary school pupils learn English as the first foreign language (after the curricular reform they start in Grade 1) and other foreign languages as elective subjects. The school where the study was conducted offers its pupils of Grade 7 – Grade 9 the possibility of learning French, German, Russian or Spanish.

At the time of the study, primary school curriculum included English as an obligatory school subject – first foreign language in Grade 4, however, the municipality where the surveyed school is located financed EFL lessons from Grade 2 onwards. The curriculum was as follows:

Grades 2 and 3: one 45-minute English lesson a week (35 lessons a year),

Grade 4: 2 English lessons a week (70 lessons a year),

Grade 5: 3 English lessons a week (105 lessons a year),

Grades 6 and 7: 4 English lessons a week (140 lessons a year),

Grades 8 and 9: 3 English lessons a week (105 lessons a year).

At the end of Grade 6 and Grade 9, pupils are required to take a national assessment test from Slovene, math and English in Grade 6, and Slovene, math and the third subject in Grade 9. In the school year when the study was conducted, the third subject (selected by the state) was not English.

### **3.1.3 Participants**

The quantitative part of the research involved 192 pupils, aged between 11 and 14. The sample is composed of 99 males (51.5 %) and 93 females (48.5 %); 45 (23.4 %) pupils in Grade 6 (11 years old), 55 (28.6 %) pupils in Grade 7 (12 years old), 54 (28.1 %) pupils in Grade 8 (13 years old) and 38 (19.8 %) pupils in the last grade, Grade 9 (14 years old), and it represents the total school population of the selected school of the last 4 grades of primary school, present at the time of the distribution of the questionnaire.

### **3.1.4 Instruments**

**The questionnaire**, administered in Slovene (see Appendix A for Slovene and English version), is composed of a series of close-ended questions and statements. It begins with the initial questions regarding gender and age, and 34 items, 2 of which (frequency of EFL voluntary reading and format of reading materials in English) are multiple choice questions with the possibility of only one or more than one answer; the other 32 items are scaled along a 4-point Likert scale. The ‘forced choice’ method, with the removed neutral option (“I neither agree or disagree”), was used to

encourage the respondents to really think about each item and not take an easy option of questionable neutrality. Therefore, the four options to choose from were: *I strongly agree* = 4, *I agree* = 3, *I disagree* = 2, *I strongly disagree* = 1.

The questionnaire consists of items related to motivation and attitudes and parent and family influences on reading in the L1, and items related to motivation and attitudes towards reading in EFL, as well as environmental influences on reading in EFL. The instrument was based on Takase's (2007) questionnaire researching Japanese high school students' EFL reading motivation, however, it was modified. The wording of the majority of items was modified, to better suit the age of the participants and the aim of the present study. Namely, Takase's statements in the questionnaire referred to reading books, whereas this study investigated reading different formats of texts; the items therefore referred to reading in English or Slovene (in general). Some items were removed as they seemed irrelevant to this study. The removed items referred to the attitudes toward the L2 culture and people and buying books in L1. As for the attitudes toward the L2 culture, Dörnyei (1990, 65) believes that foreign language learners do not have enough experience of the target language community to have positive or negative attitudes towards it. Furthermore, Littlewood (quoted in Dörnyei 1990, 65) claims that this is typical of learning a global language, like English, where the reason for learning it is not that of getting into contact with a culturally defined target language community, but to communicate with other people who have also studied it as a foreign language, what Yashima (2002, 57) termed as 'international posture'. As for buying books: buying books is less typical for Slovenes (due to relatively high prices of books, the result of a small market), who prefer borrowing books from libraries (UMco 2014, 13). In the questionnaire, original items by the researcher were also included, namely, the items relating to the participants' self-efficacy beliefs for reading in EFL and items relating to reading materials (interest and autonomy). The questionnaire was also pilot tested with my friend's 15-year-old daughter, who was asked to comment on any unclear or confusing items, which were then modified.

### **3.1.5 Procedure and data analysis**

The questionnaire was distributed to the pupils in February 2014. It was distributed and introduced by myself as the researcher, and also a teacher at the surveyed school,

and in the school environment, which might raise some questions of validity. According to Dörnyei (2001, 207), self-report questionnaires are potentially problematic when it comes to validity, because transparent statements, a person or a topic respondents like, prior instructions or information about the research etc. might induce unrealistic answers. In the case of this research, there was the danger of getting answers the participants might see as desirable or expected, given that ‘the questions were raised’ at school by a teacher. One must be aware of the young participants’ usual experiences in this environment, where adults – teachers are the experts and the participants – students are expected to provide the ‘right’ answers (Shaw et al. 2011, 14). Even though I was not able to provide an alternative setting for the data gathering procedure, I was aware of the potential danger and tried to minimize the effect of the research setting on the participants’ answers. Therefore, some additional guidelines seemed in place. It was additionally stressed that the participation is voluntary and that the anonymity was ensured since any references to individuals were limited to gender and age; that the goal of this study was to get the macro view of their reading motivation in EFL and not characteristics of the individual respondents; that there were no ‘right’ or ‘wrong’ answers and that truthful answers were of utmost importance for the results of the study. Moreover, it seemed crucial that we additionally set the focus on voluntary free-time reading of various materials in English as opposed to intensive reading within English school lessons or reading exclusively books in English. Namely, one of the informal conversations with my students went like this: “So, how often do you read in English?” “Never.” “Are you sure? Not even magazines or web sites?” “Oh, does this count? They I probably read in English every day.” The students were also asked to pay attention to the fact that there were items in the questionnaire that referred to L1 reading and others that referred to EFL reading, and to consider that while completing the questionnaire. Once I was given a verbal consent by the students, I distributed the questionnaires and stayed with them while they completed them to offer assistance and provide additional explanations for possible unclear sections.

To study the gathered data from the questionnaires, various statistical methods and techniques were used, all performed with SPSS statistical software tool. The individual variables were described using simple descriptive statistics. This enabled the study of the distribution of participants according to their responses as well as the

mean values thereof. To investigate the data according to the research questions posed, bivariate and multivariate methods were used as well. Since these usually require the normality of data distribution, this assumption first had to be verified. Therefore, the values of skewness and kurtosis coefficients of the observed variables were calculated (see Table B.1 in Appendix B). The chosen values indicating the normal distribution of the variable were as follows:

- from [-0.8 to 0.8] for skewness coefficient and
- from [-3.0 to 3.0] for kurtosis coefficient.

In the research, the following bivariate and multivariate statistical methods were used:

- measures of association between nominal variables (Pearson Chi-square test and Likelihood ratio test),
- measures of association between ordinal variables (Spearman correlation coefficient),
- comparison of mean values between two different groups (ANOVA, Independent samples t-test),
- reduction of higher number of variables into a smaller number thereof (Factor analysis),
- dependency models among the observed variables (Regression analysis)

To analyse the reading motivation questionnaire, factor analysis was used to search for different dimensions of motivation. Namely, the dimensions of reading motivation cannot be measured directly which is why all the claims on reading motivation were aggregated into a few interpretable underlying factors (i.e. dimensions). Since the factors are selected in such a way that they explain as much of the variance as possible, the resulting factors reflect all the characteristics of the considered variables (Field 2009).

The reliability of factor solution was measured according to the Cronbach alpha ( $\alpha$ ) coefficient. It is calculated based on the correlations between the variables which make up a single factor. When the differences in variability are very large, the solution is unreliable. The value of Cronbach  $\alpha$  coefficient can range from [0 to 1], where:

- $\alpha > 0.8$  indicates a high level of reliability, and
- $0.6 < \alpha < 0.8$  indicates a moderate level of reliability.

In social science studies the value of Cronbach  $\alpha$  coefficient lower than 0.6 is also acceptable (Šifrer and Bren 2010).

### **3.1.6 Results**

The results of the quantitative study of reading motivation are organised according to the research questions, namely the frequency of voluntary reading in English and the format of reading materials for young teenagers, the dimensions of their EFL reading motivation, the factors that predict the participants' EFL reading motivation, possible sex differences in reading motivation and reading behaviour (frequency of reading and format of reading material in English) and possible transfer of L1 reading behaviour and motivation to EFL reading behaviour and motivation.

#### **RQ1: How often and what kind of texts do participants read in English in their free time?**

The initial question of this research aimed at discovering the frequency of voluntary reading in English and the format of reading materials, selected by the respondents. The majority of studies on EFL reading motivation (Mori 2002; Takase 2007) take the number of words or books read or the duration of time as the criterion to measure the participants' reading in EFL, since these numbers provide a more precise data for further analysis. This study, however, is specific in certain ways. Firstly, it does not limit the research to reading books in English, but takes into consideration various formats of reading materials, which makes the estimate or even exact count of the read words difficult; secondly, reading certain formats, like web sites, can be intertwined with other activities (e.g. L1 reading, browsing), and the estimate of time spent reading in English is difficult to make; and finally, the participants in the study are young adolescents who, judging from the researcher's personal experience as their teacher, are mostly incapable of such estimates on their own.

The figure below presents the distribution of respondents according to the reported frequency of reading in English in their free time.

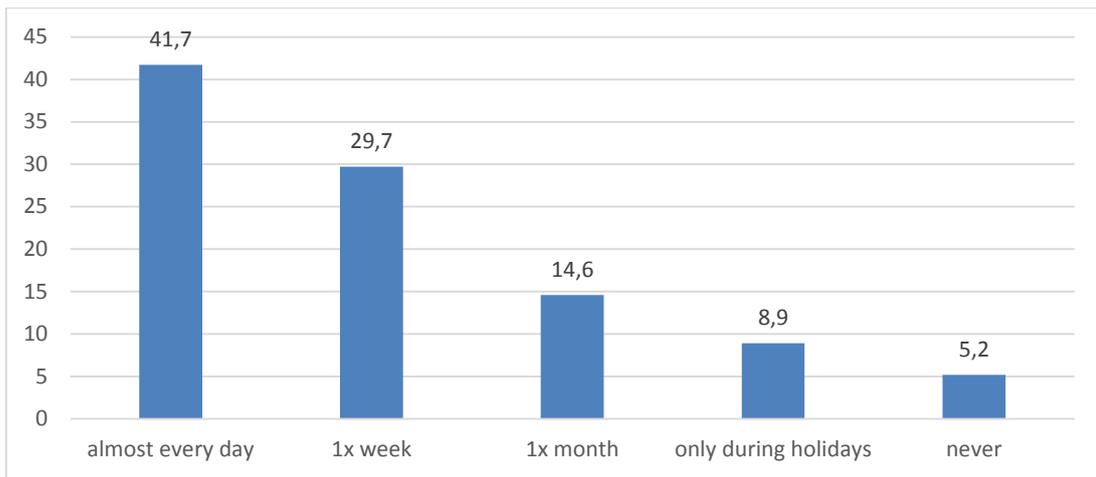


Figure 3.1: Frequency of reading (n=192)

Nearly 42% of participant read in English almost every day, and 29.7% report doing that once a week. Other participants read in English less frequently: 14.6% of respondents once a month and 8.9% of respondents only during holidays. 5.2% of participants report never reading in English.

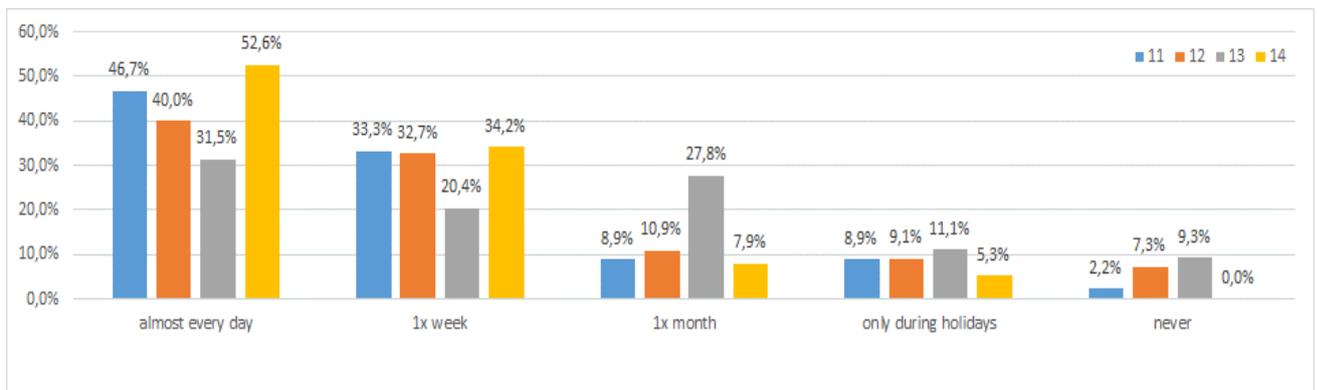


Figure 3.2: The distribution of respondents according to their age and frequency of reading (n=192)

The figure above represents the frequency of reading according to the respondents' age. In each age group the highest share of participants reports to read in English almost every day; 52.6% of 14-year-olds, 46.7% of 11-year-olds, 40% of 12-year-olds, and 31.5% of 13-year-olds. Therefore, among the participants who read every day, there is the highest share of 14-year-olds. Among the ones who read in English once per week, the share of 11-, 12-, and 14-year-olds is almost the same and fluctuates around 30%, while the share of 13-year-olds who read in English once per

week is lower (20.4%). Among the participants who read in English once per month, 13-year-olds stand out with 27.8%. Reading in English only during holidays is least likely for 14-year-olds (5.3%), whereas among the participants that never read in English the highest share is represented by 13-year-olds. According to the value of Likelihood ratio statistics (see Table B.2 in Appendix B), 13-year-old participants differ significantly from other participants regarding the frequency of reading in English, namely they read the least of all.

Unlike other studies (Mori 2002; Takase 2007) on L2 reading motivation, this study does not limit its scope to books or only printed materials in English, but takes into account various formats of reading materials, with the aim of getting a more detailed picture of participants' free-time reading. Books, magazines and web sites might be more straightforward choices; however, from informal conversations with students in the course of the past years, I have learnt that also comics are frequently read, especially by the boys. English subtitles in films might seem the most unusual option, but it is not that unusual in this environment. In Slovenia, only children's programmes in foreign languages are dubbed, others are subtitled. Consequently, Slovene viewers are used to reading subtitles.

The figure below presents the percentages of answers given to the question about the format of texts that participants read in English.

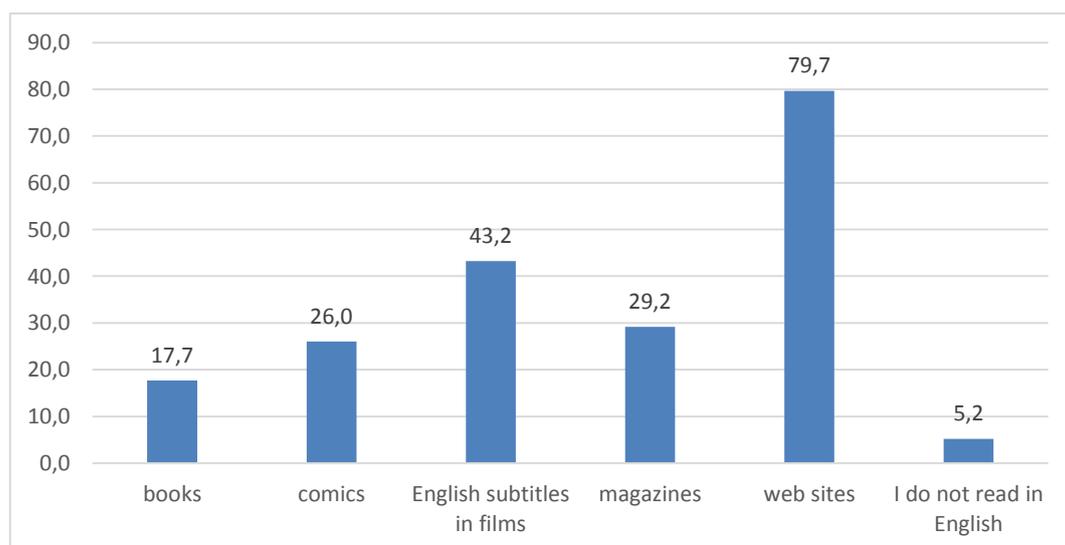


Figure 3.3: Format of texts read in English (n=192)

Among the participants who read in English, they most frequently read the content of various web sites (79.7%) and/or English-subtitled films (43.2%). 29.2% of respondents read English magazines and 26% of participants prefer reading comics. Only 17.7% of participants spend their free time by reading English books.

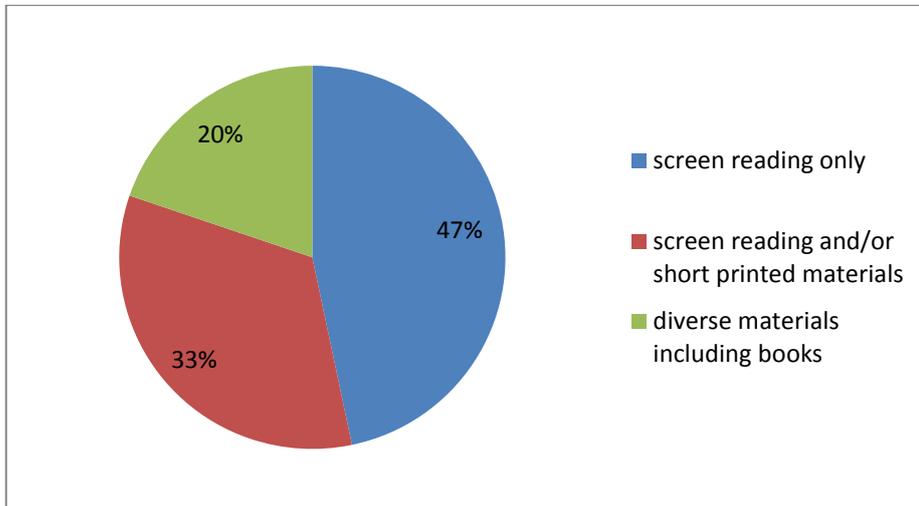


Figure 3.4: The distribution of participants according to the format of texts they read in English (n=182)

The pie chart above presents the distribution of participants according to their profile as readers of texts in English. Almost half of them engage only in screen reading (i.e. reading web sites and/or English subtitles in films), one third reads materials from screen and short printed materials (i.e. articles in magazines, comics). Only one fifth of participants read diverse materials of different formats, including longer printed materials, i.e. books in English.

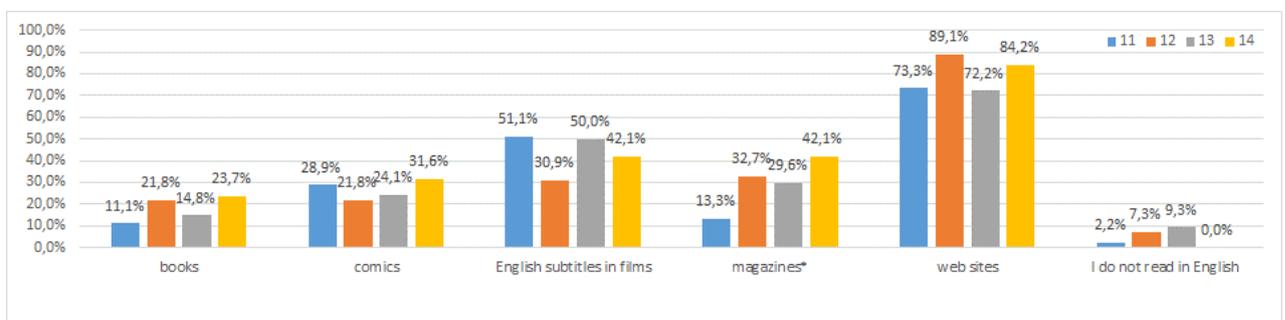


Figure 3.5: The distribution of participants according to their age and the format of text they read in English (n=192)

The figure above presents the format of the reading materials in English according to the age of the participants. Web sites are the most popular source of texts in English, with more than 70% of participants in each age group reporting reading them. Magazines, comics and books are most liked by 14-year-olds (42.1%, 31.6% and 23.7%) and English subtitles in films by 11-year-olds (51.1%).

**RQ2: What composes EFL reading motivation for the selected sample of students?**

To determine the dimensions of EFL reading motivation for the selected sample of students, factor analysis was applied to the variables measuring the level of agreement with the statements regarding participants’ reading motivation. In the course of the analysis of multicollinearity in the data, the variables t5, t8, t15, t17, t18, t19, t23, t28, t30, t31 and t32 were excluded from further analysis, since their communalities were not high enough (under 0,3).

	Factor			
	1	2	3	4
t6 I am successful at reading tasks in English.	,774			
t7 I am good at reading in English.	,746			
t9 I like reading in English even if it requires additional time and effort.	,685		,314	,226
t12 I read in English even if it is not obligatory.	,628		,245	
t10 Of all English tasks, I like reading the most.	,520		,342	,329
t11 Reading in English is my hobby.	,436			,205
t3 I often read online.	,414			
t26 I read in English because I will need to do it in secondary school.		,840		
t25 I read in English to get better grades.		,786		
t27 I read in English to get a better job in the future.		,671		
t24 I read in English to get a better result on the national assessment test.		,654		,298
t13 I read in English to be smarter.		,503		,432
t21 My family reads a lot.			,695	
t4 I often use school or public libraries.			,577	
t1 I like reading in Slovene.			,527	
t22 My parents took me to the library when I was little.			,517	
t20 Reading is important to broaden my horizons.	,210		,515	
t2 I prefer reading to watching TV.			,498	
t14 I read in English to compete with my classmates.		,255		,689
t16 I like reading in English because my friends like it as well.		,254		,639

Extraction Method: Principal Axis Factoring.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 6 iterations.

Table 3.1: Rotated factor weights

The variable t29 was eliminated due to similar loadings on 3 factors. Altogether 20 variables were included in the factor analysis. Using the Varimax rotation method (the rotated factor weights are represented in the table above), four factors were extracted:

1<sup>st</sup> factor named **EFL reading self-efficacy and intrinsic motivation for EFL reading** includes the following variables:

- I am successful at reading tasks in English.
- I am good at reading in English.
- I like reading in English even if it requires additional time and effort.
- I read in English even if it is not obligatory. (*reversed*)
- Of all English tasks, I like reading the most.
- Reading in English is my hobby.
- I often read online.

2<sup>nd</sup> factor named **Extrinsic motivation for EFL reading** includes the following variables:

- I read in English because I will need to do it in secondary school.
- I read in English to get better grades.
- I read in English to get a better job in the future.
- I read in English to get a better result on the national assessment test.
- I read in English to be smarter.

3<sup>rd</sup> factor named **Family attitudes towards reading and intrinsic motivation for L1 reading** includes the following variables:

- My family reads a lot.
- I often use school or public libraries.
- I like reading in Slovene.
- My parents took me to the library when I was little.
- Reading is important to broaden my horizons.
- I prefer reading to watching TV.

4<sup>th</sup> factor named **EFL reading in social context** includes the following variables:

- I read in English to compete with my classmates.
- I like reading in English because my friends like it as well.

According to the Cronbach's alpha values (see Table B.3 in Appendix B), the first two factors indicate a high level of reliability (0.801, 0.852;  $\alpha > 0.8$ ) and the last two factors indicate a moderate level of reliability (0.744, 0.620;  $0.6 < \alpha < 0.8$ ).

The obtained 4 factors explain 43.9% of total variance. The first rotated factor explains 12.7% of variability, the second factor 12.5%, the third factor 10.9% and the fourth factor explains 7.7% of total variability (see Table B.5 in Appendix B).

### RQ3: Which factors predict the participants' EFL reading motivation?

First, the differences in dimensions of reading motivation according to the participants' frequency of reading in English are examined. The results are presented in the table below.

Factors of reading motivation	Frequency of reading					<i>F</i>
	almost every day ( <i>N</i> =80)	1x week ( <i>N</i> =57)	1x month ( <i>N</i> =28)	only during holidays ( <i>N</i> =17)	never ( <i>N</i> =10)	
	<i>M</i> ( <i>SD</i> )	<i>M</i> ( <i>SD</i> )	<i>M</i> ( <i>SD</i> )	<i>M</i> ( <i>SD</i> )	<i>M</i> ( <i>SD</i> )	
EFL reading self-efficacy and intrinsic motivation for EFL reading	2,919 (0,481)	2,554 (0,502)	2,092 (0,507)	2,277 (0,467)	2,014 (0,473)	23,686**
Extrinsic motivation for EFL reading	2,440 (0,795)	2,691 (0,757)	2,500 (0,694)	2,659 (0,647)	2,260 (0,732)	1,387
Family attitudes towards reading and intrinsic motivation for L1 reading	2,786 (0,516)	2,707 (0,577)	2,561 (0,471)	2,580 (0,620)	2,750 (0,558)	1,563
EFL reading in social context	1,967 (0,683)	2,117 (0,593)	1,810 (0,517)	1,980 (0,629)	1,750 (0,611)	1,590

\*\* Difference is significant at the 0.01 level

Table 3.2: The results of ANOVA for testing the difference in reading motivation between five groups of pupils with regard to the frequency of their reading

The results show that the effect of the frequency of participants' reading is statistically significant only for the first factor, i.e. *EFL reading self-efficacy and intrinsic motivation for EFL reading*. According to Bonferroni post hoc test (see Table B.6, Appendix B), participants who read in English almost every day more frequently report to be highly self-efficient and intrinsically motivated as compared to those who read once per week, once per month, or only during holidays. We can also observe that participants who read once per week report higher self-efficacy and intrinsic motivation for EFL reading as compared to those who read only once per month, while there is no difference in self-efficacy beliefs and intrinsic motivation for EFL reading between occasional readers (who read once per month or only during holidays) and non-readers. Despite the fact, that the connection between other factors of reading motivation and the frequency of participants' reading in EFL is not statistically significant, it must be noted that altogether a relatively high value is given to the third factor *Family attitudes towards reading and intrinsic motivation for L1 reading*, while relatively low value is attached to *EFL reading in social context*.

Second, the relations between the dimensions of EFL reading motivation of the selected sample of students was analysed by correlation analysis. The result of the latter includes the calculated correlation coefficients and corresponding levels of significance for all pairs of variables included (Table 3.3). According to the calculated correlations we can see that there exists a strong and statistically significant correlation between the factors *EFL reading in social context* and *Extrinsic motivation for EFL reading* ( $r=0,481$ ,  $p=0,000$ ), meaning that participants whose motivation highly depends on the social context, are also highly extrinsically motivated for EFL reading.

		EFL reading self-efficacy and intrinsic motivation for EFL reading	Extrinsic motivation for EFL reading	Family attitudes towards reading and intrinsic motivation for L1 reading	EFL reading in social context
EFL reading self-efficacy and intrinsic motivation for EFL reading	Correlation Coefficient Sig. (2-tailed) N	1,000 . 191	-,068 ,349 191	,247** ,001 191	,018 ,810 191
Extrinsic motivation for EFL reading	Correlation Coefficient Sig. (2-tailed) N	-,068 ,349 191	1,000 . 192	,110 ,130 192	,481** ,000 192
Family attitudes towards reading and intrinsic motivation for L1 reading	Correlation Coefficient Sig. (2-tailed) N	,247** ,001 191	,110 ,130 192	1,000 . 192	,074 ,309 192
EFL reading in social context	Correlation Coefficient Sig. (2-tailed) N	,018 ,810 191	,481** ,000 192	,074 ,309 192	1,000 . 192

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3.3: Correlation matrix between the dimensions of EFL reading motivation

We can also observe low but still statistically significant correlation between the factors *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Family attitudes towards reading and intrinsic motivation for L1 reading* ( $r=0,247$ ,  $p=0,001$ ), meaning that on the whole, participants who report more positive family attitudes towards reading and are more intrinsically motivated for L1 reading, feel also more self-efficient and intrinsically motivated for EFL reading.

**RQ4: Are there differences in reading behaviour (frequency of reading and format of reading material in English) and reading motivation between boys and girls?**

Numerous studies (Wigfield and Guthrie 1997, Millard 1997, Pečjak and Košir 2004, Pečjak and Peklaj 2006) have shown sex differences in numerous aspects of reading

motivation. For this reason, one of the aims of this study has been to check the potential differences between boys and girls in the studied population in their EFL reading behaviour and motivation. First the data on the frequency of reading and the format of the chosen reading materials for girls and boys separate is presented.

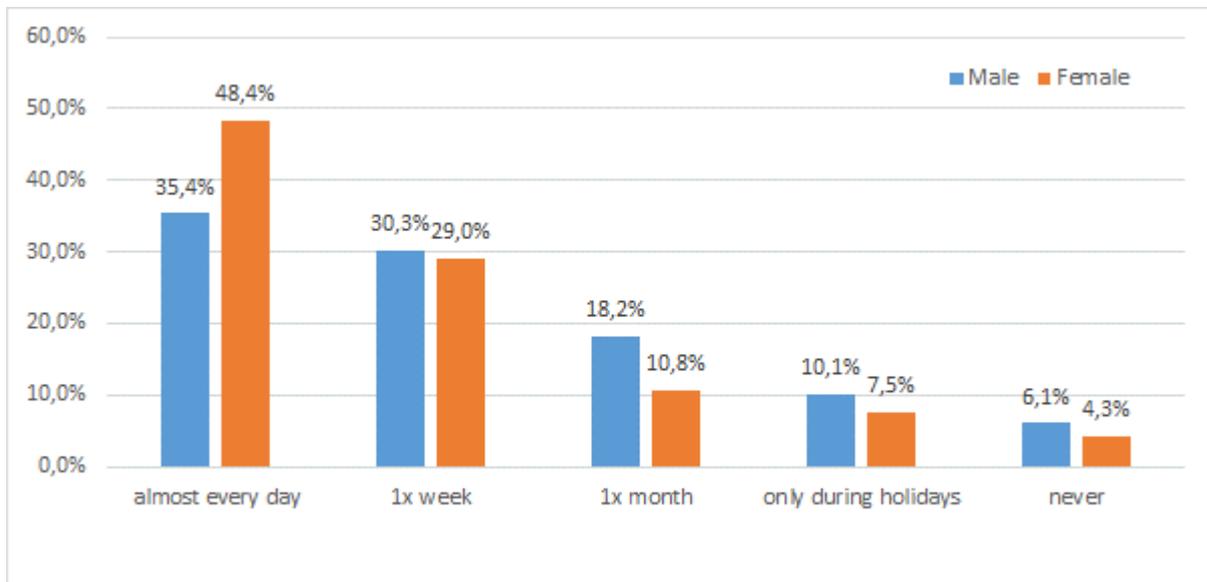


Figure 3.6: The distribution of male and female participants according to their frequency of reading (n=192)

As seen in the figure above, there is more female (48.4%) than male (35.4%) participants who read almost every day, whereas the share of male and female participants who read once per week is almost the same (30.3% for male and 29% for female participants). The situation then turns: among male participants there is a higher proportion of those who read once per month (18.2% as compared to the 10.8% of female participants), only during holidays (10.1% as compared to the 7.5% of female participants), and who never read (6.1% as compared to the 4.3% of female participants). According to the value of Pearson Chi-square statistics, the difference in frequency of reading between male and female participants is not statistically significant (see Table B.7 in Appendix B).

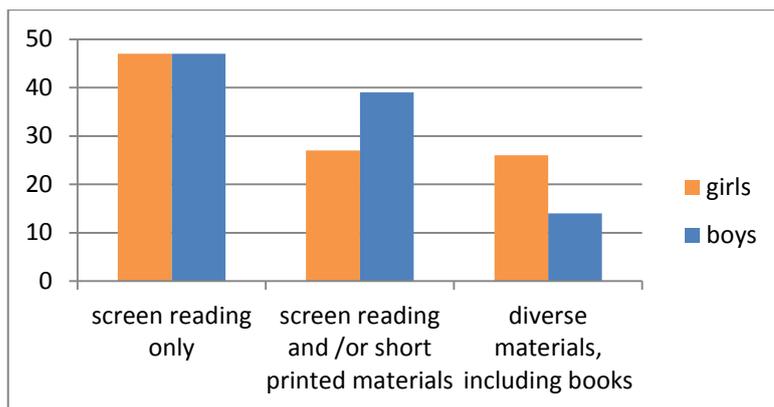


Figure 3.7: The distribution of male and female participants according to their reading profile (n=182)

The figure above presents the distribution of girls and boys, participating in this study, according to their profile as readers of texts in English. Exactly the same percentage (47%) of girls and boys engaged only in screen reading (i.e. reading web sites and/or English subtitles in films). More boys (39%) than girls (27%) read materials from screen and short printed materials (i.e. articles in magazines, comics), while noticeably more girls (26%) reported reading diverse materials of different formats, including longer printed materials, i.e. books in English than boys (14%).

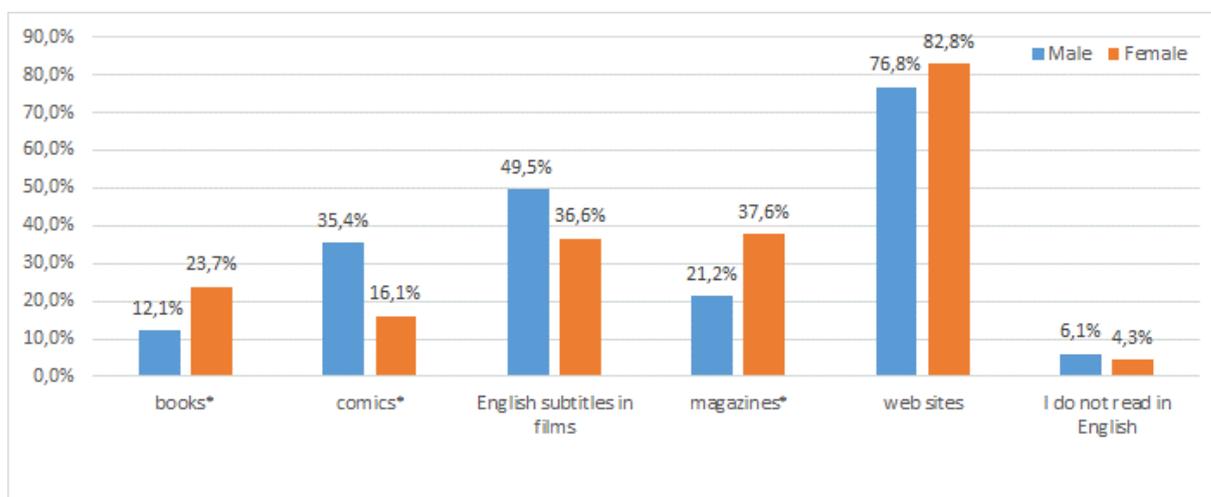


Figure 3.8: The distribution of male and female participants according to the format of text they read in English (n=192)

Both, male (76.8%) and female (76.8%) participants, report to frequently read the content on the web sites. Among female participants, the second most popular material are magazines (37.6%), English subtitles in films (36.6%), books (23.7%), and lastly comics (16.1%). Among male participants, English subtitles in films are

second most popular material they read in English (49.5%), followed by comics (35.4%), magazines (21.2%) and books (12.1%). As shown, female participants read books and magazines more often than male participants. Male, unlike female participants, more often spend their free time by reading comics. There is, however, no difference in the frequency of reading English subtitles in films or web sites between male and female participants (see Table B.8 in Appendix B).

In the second part of this section, the differences in dimensions of EFL reading motivation of female and male participants are presented.



Figure 3.9: Dimensions of EFL reading motivation according to the gender of participants

The shape and direction of the diamond illustrate the sex differences in the influence of individual EFL reading motivation dimensions. The difference is evident in the case of dimensions for which the difference between male and female participants turns out to be statistically significant, namely *EFL reading in social context* and *Family attitudes towards reading and intrinsic motivation for L1 reading* (see Table B.10 in Appendix B). For male participants EFL reading in social context has slightly lower influence on their EFL reading motivation as compared to female participants. On the other hand, *family attitudes towards reading and intrinsic*

*motivation for L1 reading* represents less important factor of EFL reading motivation for female participants as compared to male participants.

Correlation matrix (Table 3.4) shows correlation between the dimensions of EFL reading motivation and frequency of reading in English for boys and girls.

For male participants, there exists a strong negative correlation between the frequency of reading in English and *EFL reading self-efficacy and intrinsic motivation for EFL reading* ( $r=-0,484$ ,  $p=0,000$ ). The same applies to female participants ( $r=-0,553$ ,  $p=0,000$ ). This indicates that both, male and female participants, with higher intrinsic motivation and EFL reading self-efficacy read more frequently.

A strong and statistically significant correlation also exists between the factors *EFL reading in social context* and *Extrinsic motivation for EFL reading* for both, male ( $r=0,477$ ,  $p=0,000$ ) and female participants ( $r=0,482$ ,  $p=0,000$ ). This shows that participants, regardless of their gender, whose motivation highly depends on the social context, are also highly extrinsically motivated for EFL reading.

For male participants, there also exists a moderate positive correlation between *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Family attitudes towards reading and intrinsic motivation for L1 reading* ( $r=0,283$ ,  $p=0,005$ ), meaning that male participants, who reported more positive family attitudes towards reading and are more intrinsically motivated for L1 reading, feel also more efficient and intrinsically motivated for EFL reading.

Among males, there is also a weak positive correlation between *Family attitudes towards reading and intrinsic motivation for L1 reading* and *EFL reading in social context* ( $r=0,202$ ,  $p=0,045$ ). This indicates that male participants, who reported more positive family attitudes towards reading and are more intrinsically motivated for L1 reading, are also largely motivated by the social context of EFL reading.

Gender			Frequency of reading in English	EFL reading self-efficacy and intrinsic motivation for EFL reading	Extrinsic motivation for EFL reading	Family attitudes towards reading and intrinsic motivation for L1 reading	EFL reading in social context
Male	Frequency of reading in English	Correlation Coefficient	1,000	-,484**	-,050	-,028	-,028
		Sig. (2-tailed)	.	,000	,622	,786	,786
		N	99	98	99	99	99
	EFL reading self-efficacy and intrinsic motivation for EFL reading	Correlation Coefficient	-,484**	1,000	,082	,283**	,078
		Sig. (2-tailed)	,000	.	,422	,005	,446
		N	98	98	98	98	98
Extrinsic motivation for EFL reading	Correlation Coefficient	-,050	,082	1,000	,114	,477**	
	Sig. (2-tailed)	,622	,422	.	,263	,000	
	N	99	98	99	99	99	
Family attitudes towards reading and intrinsic motivation for L1 reading	Correlation Coefficient	-,028	,283**	,114	1,000	,202*	
	Sig. (2-tailed)	,786	,005	,263	.	,045	
	N	99	98	99	99	99	
EFL reading in social context	Correlation Coefficient	-,028	,078	,477**	,202*	1,000	
	Sig. (2-tailed)	,786	,446	,000	,045	.	
	N	99	98	99	99	99	
Female	Frequency of reading in English	Correlation Coefficient	1,000	-,553**	,094	-,144	-,092
		Sig. (2-tailed)	.	,000	,372	,170	,382
		N	93	93	93	93	93
	EFL reading self-efficacy and intrinsic motivation for EFL reading	Correlation Coefficient	-,553**	1,000	-,208*	,170	-,012
		Sig. (2-tailed)	,000	.	,045	,103	,910
		N	93	93	93	93	93
Extrinsic motivation for EFL reading	Correlation Coefficient	,094	-,208*	1,000	,176	,482**	
	Sig. (2-tailed)	,372	,045	.	,092	,000	
	N	93	93	93	93	93	
Family attitudes towards reading and intrinsic motivation for L1 reading	Correlation Coefficient	-,144	,170	,176	1,000	,039	
	Sig. (2-tailed)	,170	,103	,092	.	,707	
	N	93	93	93	93	93	
EFL reading in social context	Correlation Coefficient	-,092	-,012	,482**	,039	1,000	
	Sig. (2-tailed)	,382	,910	,000	,707	.	
	N	93	93	93	93	93	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 3.4: Correlation matrix between the dimensions of EFL reading motivation and reading behaviour for male and female participants

For female participants, there exists a weak negative correlation between *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Extrinsic motivation for EFL reading* ( $r=-0,208$ ,  $p=0,045$ ). This indicates that female participants with higher intrinsic motivation and EFL reading self-efficacy do not need that much extrinsic motivation to engage in EFL reading.

**RQ5: Does L1 reading behaviour and motivation transfer to EFL reading behaviour and motivation?**

The results that refer to this research question can be found in the previous sections, particularly section focusing on RQ3, i.e.the influences on EFL reading motivation.

Factors of reading motivation	Frequency of reading					F
	almost every day (N=80)	1x week (N=57)	1x month (N=28)	only during holidays (N=17)	never (N=10)	
	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	
EFL reading self-efficacy and intrinsic motivation for EFL reading	2,919 (0,481)	2,554 (0,502)	2,092 (0,507)	2,277 (0,467)	2,014 (0,473)	23,686**
Extrinsic motivation for EFL reading	2,440 (0,795)	2,691 (0,757)	2,500 (0,694)	2,659 (0,647)	2,260 (0,732)	1,387
Family attitudes towards reading and intrinsic motivation for L1 reading	2,786 (0,516)	2,707 (0,577)	2,561 (0,471)	2,580 (0,620)	2,750 (0,558)	1,563
EFL reading in social context	1,967 (0,683)	2,117 (0,593)	1,810 (0,517)	1,980 (0,629)	1,750 (0,611)	1,590

\*\* Difference is significant at the 0.01 level

Table 3.5: The results of ANOVA for testing the difference in reading motivation between five groups of pupils with regard to the frequency of their reading

The results in the table above show the difference in reading motivation for four groups of voluntary readers in English and a group of participants who reported not reading in English in their free time. As expected, non-readers expressed low EFL reading self-efficacy and intrinsic motivation for EFL reading and low motivation for EFL reading in social context. However, their family attitudes towards reading and intrinsic motivation for L1 reading is almost as high as in frequent readers and higher than in participants who reported reading in English once a week or less often. We can conclude that for this group of participants intrinsic motivation for L1 reading did not transfer to EFL.

As explained in the section on predictors of EFL reading motivation, the results presented in Table 3.3 show low but still statistically significant correlation between the factors *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Family attitudes towards reading and intrinsic motivation for L1 reading* ( $r=0,247$ ,  $p=0,001$ ). This means that generally speaking, participants who reported more positive family attitudes towards reading and were more intrinsically motivated for L1 reading, felt also more self-efficient and intrinsically motivated for EFL reading.

### **3.1.7 Discussion**

The results of the quantitative study of EFL reading motivation of young teenagers are discussed in relation to the relevant literature on (L2) reading motivation (see chapter 2) and according to the research questions, namely the frequency of voluntary reading in English and the format of reading materials, the dimensions of the EFL reading motivation of young teenagers, the influence of EFL reading motivation on their reading behaviour, possible sex differences in reading motivation and reading behaviour and possible transfer of L1 reading behaviour and motivation to EFL reading behaviour and motivation.

## **1) The frequency of voluntary reading in EFL and the format of reading materials**

This section focuses on the findings related to the EFL reading behaviour of the participants, and answers the first research question: How often (frequency) and what kind of texts (format) do participants read in English in their free time?

In some informal conversations with my pupils, prior to this study, I asked them about the frequency of their free time reading in English and was surprised to get a negative answer from a large number of them. It only later became clear that we understood the question in a slightly, but decisively, different way. While I wanted them to tell me about voluntarily reading in English, regardless of the format or topic of texts, they ‘heard’ a question about reading books or literature in English. Once we clarified the misunderstanding they mostly reported reading in English (very) often. A similar sequence of events happened with other students while they were completing the questionnaire. It is evident from their answers that they first ticked ‘never’ to the question on the frequency of reading in English, later, presumably after reading the next question on the possible formats of reading materials, realized the true meaning of the question and chose ‘almost every day’ or ‘1x week’. The analysis of the questionnaire confirms frequent reading in English by the selected population of pupils. More than two thirds of students claimed to read in English frequently (almost every day or once a week), and a significantly low percentage (approx. 5 per cent) claimed not to voluntarily read in English at all. When we analyse the frequency of reading according to age groups, it becomes evident that the frequency dropped between Year 6 (11-year-olds) to Year 8 (13-year-olds) and then rose again, making Year 8 the critical year for EFL reading motivation. The trend in EFL reading seems to follow the trend in L1 reading, where the drop of reading motivation from Year 3 to Year 7 is reported, regardless of the gender (Pečjak and Gradišar 2012, 73). The most motivated for voluntary reading in English in the studied group were 14-year-olds. This, however, might be specific for this group, since, to the best of my knowledge, no other studies report a noticeable rise in (L1 or FL) reading motivation for this age group.

Unlike some other studies of EFL reading motivation (Mori 2002; Takase 2007), where the participants were included into an assigned reading class and the analysed reading in English was limited to reading books, the present study focuses on the participants' voluntary, free time reading in English. Since numerous free time activities that today's adolescents participate in, also reading, moved into the virtual world (OECD 2011, 133), it seemed necessary to expand the range of reading materials and consider very different formats of reading materials, from printed texts to film subtitles and web sites. Also the Programme for International Student Assessment (PISA), in testing reading literacy of 15-year-olds worldwide, concluded that "any definition of reading in the 21<sup>st</sup> century needs to encompass both printed and digital texts" (OECD 2010, 20). PISA 2009 (OECD 2011) was therefore the first that took into account also online reading. Its results show that the participating students reported a high frequency of reading online, either searching for information or engaging in social activities (OECD 2011, 133), even higher than the frequency of reading printed materials (Puklek Levpušček et al. 2012, 52). The results of this study on FL reading are congruent with that. Even though at least one third of the participants reported reading different types of printed materials, i.e. books, magazines and comics, the preferable choice of the majority, regardless of their age, were various web sites in English. In the questionnaires, numerous students noted they read fanfiction stories, lyrics of popular songs, online magazines, instructions for video games, etc. The result is not surprising, since internet reading materials are easily accessible and cover a virtually unlimited range of topics and genres, making it possible for the readers to find texts that suit their needs, interests and levels. This clearly makes online materials in English a preferable choice to the limited selection of printed materials in English in school and public libraries in the area. The second most popular source of texts were subtitles in films; more than 40 % of respondents reported reading English subtitles. In Slovenia, only children's programmes in foreign languages are dubbed, others are subtitled. Consequently, Slovene viewers are used to reading subtitles. On the other hand, the majority of film production on Slovene TV channels or on DVDs is from the English speaking world, therefore subtitles in English do not seem crucial for understanding and fully enjoying the films. This choice of reading materials might be a result of EFL lessons at this school,

where students watch videos in English with English subtitles or without them, and are instructed to make use of the subtitles in English at home as well. At the same time, screen reading combines reading with watching television (or browsing through web sites), which today when reading as a free time activity competes with screen-related activities, seems an attractive option. Printed materials turned out to be less popular than texts on screen, with books being the least popular reading material of all.

The dominance of screen materials as the choice of this group of participants is evident also in the distribution of participants according to their reading profile. The majority of them engaged in screen reading only, while only one fifth read diverse types of texts, including longer printed materials, i.e. books in English. The OECD report on PISA 2000 quotes Smith's study (1996, as quoted in OECD 2002, 108) on patterns of reader practices of adult readers in the USA, which connects reading practices to performance on the literacy scales, and explains that the more diverse materials people read the higher level of proficiency they gain. Also Day and Bamford (2002, 138) stress the importance of access to diverse reading materials, which not only encourages reading in general, but enables a flexible approach to reading, with learners reading for different reasons (to find information, to pass the time, to enjoy themselves, etc.) and in different ways (skimming, scanning, close reading, etc.). The results of PISA 2000 are not directly comparable to these results, since before PISA 2009 electronic texts were not included in testing, however, the percentage of students involved in reading diverse printed materials, including longer, more demanding texts, in PISA 2000 (OECD 2002, 110) was estimated to 22 per cent, very similar to the percentage in this study (20 per cent). This may suggest a connection of this aspect of L1 reading behaviour to EFL reading behaviour. On the other hand, the findings of PISA 2009 show that contrary to common expectations and the results of this study, students who read more frequently online also frequently read a diverse selection of printed materials (OECD 2011, 137). However, this correlation was the highest in the English speaking countries, which might be due to the fact that English is the *lingua franca* of the internet, as well. For readers searching for materials in English outside the English speaking world, the selection on the internet is much wider than in a

bookshop, so these readers might turn to digital texts more often than to printed materials.

Another interesting finding of PISA 2000 (OECD 2002, 118) is a strong link between access to printed material at home (number of books at home, access to books of poetry and classical literature at home) and reading profiles. Students who have access to a larger number of books have a tendency to be more interested in reading a broader range of materials. Similarly, the availability of reading materials is one of the most important variables influencing L2 reading motivation in Day and Bamford's (1998) model of L2 reading motivation. Taking this into account, we can conclude that availability of reading materials in English (with easily available online texts and less available books) strongly influenced the choice of reading materials of the studied group in this research.

Another important variable affecting the frequency of reading and the choice of reading materials is gender, which is discussed in Sex differences in reading behaviour and reading motivation in EFL.

## **2) Dimensions of EFL reading motivation**

Factor analysis of the adapted version of Takase's (2007) reading motivation questionnaire revealed different factors from those found in her research. Four motivational factors that together account for 43.9 % of explained variance were found: EFL reading self-efficacy and intrinsic motivation for EFL reading, extrinsic motivation for EFL reading, family attitudes towards reading and intrinsic motivation for L1 reading and EFL reading in social context. All four factors fit Wigfield and Guthrie's (1997) theory of reading motivation.

The first dimension, explaining the highest proportion of variance, is **EFL reading self-efficacy and intrinsic motivation for EFL reading**. It includes factors that are the most often cited dimensions in reading motivation (Gambrell et al. 1996), namely self-efficacy and intrinsic motivation. The self-efficacy factor includes items that describe self-efficacy beliefs about reading in EFL (t6, t7) and willingness to invest time and effort into EFL reading (t9). The intrinsic

motivation factor includes items describing involvement in EFL reading (t10, t11, t12) and fondness for online materials (t3). Even though the last item does not specify the language of reading materials, the participants seemed to relate online reading with texts and reading in English. Despite the fact that these two items are usually found separate, it is not surprising that they emerged in the same dimension, as they are closely connected. Wigfield and Guthrie (1997) explain that the individual's positive competence and self-efficacy beliefs reveal the fulfilled need for competence (in SDT terms) and facilitate his/her intrinsic motivation. Also in Takase's (2007) study, one of the six factors extracted was *intrinsic motivation for L2 reading*. The factor related to self-efficacy did not emerge, since items related to competence and self-efficacy beliefs in EFL were included by the researcher in the adapted version of the questionnaire only.

The second factor **extrinsic motivation for EFL reading** includes items that relate to interest in EFL reading because it brings external rewards, i.e. public acknowledgment and grades (t24, t25, t26, t27) and an item related to intelligence (t13), which can also be perceived as something generally recognised as positive and desirable, thus bringing recognition. Even though secondary education and employment possibilities (t26, t27) seem as ideas quite distant to an elementary school pupil, they loaded together with items describing factors more closely related to elementary school context, namely grades (t25) and the national assessment test (t24). In research by Takase (2007), one of the factors that emerged was named *entrance-exam related extrinsic motivation*, since it contained items directly related to university entrance examination and success in university entrance examination. It therefore seems that the difference in extracted factors in the two studies occurred due to the difference in the age of the participants. In case the questionnaire was further adapted for an even younger group of participants, extrinsic motivation as a distinct factor might not emerge at all, since researchers (Pečjak et al. 2006, 24) explain that the older the elementary school pupils are the more influential extrinsic motivation is.

The third dimension **family attitudes towards reading and intrinsic motivation for L1 reading** relates to reading in the participants' mother tongue. It includes two factors that Takase (2007) found to be separate, namely *family attitudes towards reading* and *intrinsic motivation for L1 reading*. The items that

loaded on family attitudes towards reading describe family engagement in reading (t21) and parents' influence on the participants' reading in early childhood (t22), while the other six items (t1, t2, t4, t20) relate to intrinsic motivation for L1 reading. It is interesting that there are two items related to library visits in this factor (t22 and t4), which suggests a connection already established by several researchers (check Pečjak et al. 2006, 34), namely a connection between library visits of young teenagers or even adults and their early childhood experiences with libraries, influenced by their parents. Overall, it is not surprising that the two factors loaded together, since numerous studies (e.g. OECH 2002, Pečjak et al. 2006, 34, Pečjak and Gradišar 2012) stress the link between family attitudes and engagement in reading and the children's intrinsic motivation for reading.

The last dimension, explaining the lowest proportion of variance, is **EFL reading in social context**. It includes two items describing the influence of peers (t14, t16). This dimension was not extracted in Takase's (2007) study. The reason for this might be the same as for a different factor solution related to extrinsic motivation for EFL reading, namely the age of the participants. Since Takase's respondents were secondary school students, this might suggest that the influence of peers on one's reading motivation weakens in the late teens.

### **3) Predictors of EFL reading motivation**

The third research question concerned the identification of predictors of motivation for the participants to read materials in English. Only one statistically significant predictor was identified, namely *EFL reading self-efficacy and intrinsic motivation for EFL reading*. *Extrinsic motivation for EFL reading*, *Family attitudes towards reading and intrinsic motivation for L1 reading* and *EFL reading in social context* did not emerge as statistically significant predictors for the whole group of participants. The participants who read more frequently felt more competent and were more intrinsically motivated for reading in English than their peers that read less often. At the same time they did not seem to be motivated by grades and public acknowledgement, i.e. external awards to the same extent, which is not surprising, since it had been explicitly

explained to them prior to the completion of the questionnaire that the focus was on voluntary, free time reading, which they obviously did not link to school-related tasks. Despite the fact that intrinsic motivation for L1 reading did not emerge as a statistically significant factor of influence on EFL reading motivation, the results show that all groups of readers (frequent and occasional) and non-readers alike expressed a relatively high intrinsic motivation for L1 reading, showing that intrinsic motivation is the most powerful factor for motivating the students in their L1 as well. The results of the analysis are thus consistent with findings of Wigfield and Guthrie (1997) and Baker and Wigfield (1999), who reported in their studies that intrinsic motivation more strongly predicted the amount of reading than extrinsic motivation. Even though researchers (Pečjak and Košir 2004, Pečjak et al. 2006) explain that in the last years of elementary school extrinsic motivation becomes a stronger influence on reading and general learning motivation than intrinsic motivation (and Wigfield and Guthrie (1997) performed their studies on younger elementary school pupils – the third and fifth-graders), the results of this and Takase's (2007) study, which also reported on the statistically significant influence of intrinsic motivation for EFL reading, imply that in FL voluntary reading Wigfield and Guthrie's (1997) findings can be generalized to teenage readers as well.

The analysis of data showed also lower self-efficacy and intrinsic motivation for EFL reading, but higher extrinsic motivation for EFL reading for the group of occasional readers (who read once a month or only during holidays) and non-readers. These results correspond to those of Fujita and Noro's (2009) study of Japanese EFL learners participating in an extensive reading programme, which showed the connection between the learners' competence in EFL and reading motivation; better readers developed their intrinsic motivation, while poorer readers developed class-related extrinsic motivation. Moreover, correlation analysis showed that reading motivation of participants who reported higher extrinsic motivation for EFL reading highly depends on the social context, more precisely peer influence. For extrinsically motivated readers in English the source of their motivation were not only grades but also social confirmation and competition with their peers. However, altogether, the participants attached a

relatively low value to the social context in EFL reading, suggesting they perceive reading as a more individualized than social activity.

Despite the fact that intrinsic motivation for L1 did not emerge as statistically significant predictor for EFL reading motivation (as it did in Takase's (2007) study), the analysis revealed a correlation between the factors *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Family attitudes towards reading and intrinsic motivation for L1 reading*. This issue is further discussed in the last section on the transfer of L1 reading behaviour and motivation to FL reading behaviour and motivation.

#### **4) Sex differences in reading behaviour and reading motivation in EFL**

Gender is undoubtedly one of the most important variables in (L2) reading engagement and motivation. This section focuses on sex differences and answers the fourth research question: Are there differences in reading behaviour (frequency of reading and format of reading material in English) and reading motivation between boys and girls?

Numerous studies in different countries have shown that girls read more than boys; on average, they not only spend more time reading, they also tend to read more diverse types of materials than boys (OECD 2002, 116; Puklek Levpušček et al. 2012, 62). Among others, McKenna and his associates (1995, 934) in their study of American elementary school children's reading attitudes came to the conclusion that girls have more favourable attitudes than boys to recreational and academic reading, while Pečjak and her associates (2006) reported that positive attitude towards reading significantly decreases during elementary school years, however, the trend is more noticeable in boys than girls. This study did not measure the amount of reading in terms of time spent reading or the number of pages read, but its results on the frequency of reading show that there were more girls than boys among frequent readers (those who read almost every day or once a week) of materials in English, while boys dominated among occasional readers (those who read once a month or during holidays) and non-readers. The differences, however, are not statistically significant.

As regards the format of reading texts in English, noticeably more girls reported reading diverse reading materials (i.e. on screen, short printed materials and books) than boys, however, among the least diversified readers there is the same percentage of boys and girls. Statistically significant differences were found in the reading of magazines, comics and books, with significantly more girls reading magazines and books and more boys reading comics. These findings mirror those of PISA 2000 (OECD 2002, 117) which show a very similar distribution of diverse readers according to gender (29 per cent of female readers versus 16 per cent of males). In their study, girls identified themselves as readers of newspapers, magazines, books (especially fiction), but not comics, and boys as readers of newspapers, magazines and comics. As they report, the readers more attracted by fiction are girls, and this trend was observed in every country participating in PISA 2000. Moreover, PISA nine years later confirmed that girls read fiction and magazines more than boys, while boys are more likely to read newspapers and comic books ((Puklek Levpušček et al. 2012, 62). The same findings, namely that girls read significantly more literature than boys, were reported also by an international research of reading literacy of 10-year-olds PIRLS 2001 (Pečjak et al 2006, 25), proving that the differences occur before teenage years. Experts have widely debated on possible reasons for these differences and suggested solutions to improve boys' reading engagement. One of the most frequently mentioned causes are to some degree stereotyped reading materials that are used at school. Instead of topics often included in school curriculum, boys prefer reading web sites, journals on sport, electronics and computer games, and comics (Blair and Sanford 1999, as cited in Pečjak et al. 2006; Millard 1997, OECD 2002). Thus, school environments that enable easy access to large amounts of varied reading material and encourage pupils' autonomy in choosing reading materials are of utmost importance especially for them. The fact that the findings of this study of EFL reading agree with those of L1 reading (which PISA and PIRLS are), suggests that certain aspects of reading behaviour in the L1, specifically attitude towards reading and preference for specific format of reading materials, to some extent transfer to reading behaviour in the FL. This topic is further discussed in Transfer of L1 reading motivation and behaviour to EFL reading motivation and behaviour.

Further analysis of the questionnaires revealed some similarities as well as differences between boys and girls in dimensions and predictors of EFL reading motivation. Participants, regardless of their gender, who read a lot in English, were largely motivated by their self-efficacy beliefs and intrinsic motivation for reading in English. For extrinsically motivated readers, the results suggest that their motivation comes more from social recognition from their peers than grades or job possibilities (*EFL reading in social context*). However, for male respondents EFL reading in social context, i.e. the influence of peers had a weaker effect on their EFL reading motivation as compared to female participants. Various studies (Wigfield and Guthrie 1997, Pečjak et al. 2006) show that social reasons for reading are valued especially by girls. They are more motivated to read if they know they will be able to discuss what they have read with their classmates or friends. On the other hand, boys' reading motivation is more influenced by peer competition (Wigfield and Guthrie 1997). Since motivational dimension *EFL reading in social context* is composed of one item related to sharing the reading experience with peers and one item related to peer competition, the results suggest that the influence of social reasons for reading in EFL were stronger than peer competition. The results also show that girls with higher self-efficacy and intrinsic motivation needed less extrinsic motivators to engage in EFL reading than their male peers.

The statistical analysis of the data showed another difference between male and female participants, namely a stronger influence of family attitudes towards reading and intrinsic motivation for L1 reading on EFL reading motivation for male participants as compared to their female schoolmates. This is further discussed in the next section on the transfer of L1 reading motivation to EFL reading motivation.

## **5) Transfer of L1 reading behaviour and motivation to EFL reading behaviour and motivation**

The last section in this discussion attempts to answer the fifth research question, namely: Do L1 reading behaviour and motivation transfer to EFL reading behaviour and motivation?

As regards reading behaviour, namely the frequency of reading and the choice of reading material, it is very difficult to make any clear comparisons, since the data on these aspects of L1 reading for the studied group was not obtained, while PISA 2009 (OECD 2011) was designed in a different way and conducted with slightly older participants (15-year-olds), which makes a direct comparison for a number of issues not possible. However, on the basis of the results for EFL reading and the reported results concerning L1 reading in Slovenia from various studies (Pečjak et al. 2006, Pečjak and Gradišar 2012), also PISA 2009 (Puklek Levpušček et al. 2012), we can to a certain extent compare reading behaviour of Slovene elementary school children in their mother tongue and EFL. We can say that in L1 reading and EFL reading, digital reading occurs more frequently than reading of printed materials. Since digital reading includes not only text processing, but also navigation in a digital environment, we can assume that the participants acquired the set of digital reading skills in their mother tongue first and then used them in FL digital reading. However, since the majority of texts online are in English, the switch from digital reading of materials in Slovene to that in English possibly happened quite early, making the experience with L1 digital reading less influential for EFL digital reading than in the case of printed materials. With regard to printed materials, the findings about sex differences in the frequency of reading, the choice of reading materials and consequently in the reading profiles (discussed in the previous section) suggest that reading habits which the participants developed in their mother tongue influenced and shaped also reading in EFL.

The analysis of the motivational dimensions, their influence on the frequency of reading in EFL and correlations showed two interesting results. Non-readers in EFL reported on positive family attitudes towards reading and expressed

intrinsic motivation for reading in their mother tongue. This clearly shows that their intrinsic motivation was limited to L1 reading and their positive experiences with L1 reading in early childhood and early teens did not transfer to EFL reading. On the other hand, weak, yet statistically significant correlation between the factors *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Family attitudes towards reading and intrinsic motivation for L1 reading* show that on the whole, participants who reported more positive family attitudes towards reading and were more intrinsically motivated for L1 reading, felt also more self-efficient and intrinsically motivated for EFL reading. Further analysis of results, separate for female and male participants, show that this only applies to boys. Thus, while the transfer of L1 reading motivation to EFL reading motivation for girls was not identified, the results show positive relationship between L1 reading motivation and EFL reading motivation for boys. This might suggest that early childhood experiences with reading and positive attitudes towards reading that a child develops through the influence of significant others i.e. parents, which numerous researchers (e.g. McKenna et al. 1995, Pečjak et al. 2006) see as the crucial factor shaping an individual's interest in reading, are more influential for the development of L2/FL reading motivation for boys than they are for girls. However, to understand the matter better, some follow up interviews with non-readers and male readers of English materials should be conducted. In her research of Japanese high school students' motivation for extensive EFL reading, Takase (2007) also studied the relationship between L1 reading and L2 reading, but did not identify a transfer from L1 reading to L2 reading. Yamashita (2004), on the other hand, conducted a study of reading attitudes and EFL extensive reading of Japanese university students, and identified the transfer of the affective domain of reading (attitudes) from L1 to EFL. She, however, did not compare the results of male and female students.

## **3.2 Extensive reading programme and the changes to reading motivation in EFL**

To get an insight into the temporal aspect of reading motivation, as well as the changes and causes of these changes (one of the aims of this research), the readers have to be monitored for a longer period of time. An extensive reading programme provided the context for the qualitative research of motivation in EFL.

### **3.2.1 Extensive reading programme**

This chapter presents the framework and implementation of the extensive reading programme, and its library.

#### **3.2.1.1 Framework of the programme**

The pilot extensive reading programme for senior elementary school pupils was implemented as **an extracurricular activity** at the chosen elementary school. Day and Bamford (1998, 41) propose four ways of including extensive reading in a second language curriculum, namely as a separate, stand-alone course, as a part of an existing reading course or a non-credit addition to it, or as an extracurricular activity. In Slovenia, the national curriculum is implemented and controlled by the Ministry of Education and changed very rarely on the national level. Therefore, to set up an independent extensive reading course in EFL as a part of the school curriculum (with assigned credits, etc.) was not an option. With only three 45-minute EFL lessons per week and a state-prescribed syllabus we also do not organise independent reading courses, which could partly be devoted to a (non-credit) extensive reading course. As a result, I decided that the pilot reading programme will take the form of an extracurricular activity, not connected to any courses in the curriculum, even though some initial activities of the programme did take place within EFL lessons. The reading itself was to take place in the participants' free time, while monthly individual meetings with the students would serve also as counselling sessions, giving the teacher and each

student an opportunity to talk about reading experiences and to address possible problems.

The programme was designed in accordance with the 9 principles of extensive reading, proposed by Day and Bamford (1998). Due to rare opportunities for the teacher to act as a role model of a reader (not being seen to read, but only heard to discuss reading), this principle of extensive reading was not followed in full. Thus, reading within the programme would classify as modified extensive reading on the extensive reading continuum from pure ER to fringe ER (Day 2015, 296).

The desired and planned outcomes of the programme were formulated as the **programme goals**:

- The students will develop a positive attitude toward reading in EFL.
- They will be motivated to read in EFL.
- Their confidence in their EFL reading will increase.
- Their word recognition ability in EFL will improve.
- They will be able to read in EFL fluently without using a dictionary.
- They will learn how to select appropriate reading materials for their interests and language ability.

As with any other activity that follows a packed timetable, the results and accomplishments of everybody involved depend entirely on their interests and motivation. Therefore, the extent to which the set goals would be met depended not only on the duration of the programme, but even more so on its intensity – the amount of reading that would take place.

### **3.2.1.2 The extensive reading library**

For the purpose of EPI Reading Badge competition<sup>4</sup> (for which students read externally selected graded readers and take a test in reading comprehension and vocabulary exercises), the school has compiled a selection of nearly 400 titles of

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<sup>4</sup> EPI Reading Badge, the most widely adopted reading competition in second and foreign languages in Slovenia, is organised yearly by Šolski epicentre, a Slovene provider of materials for FL learning and representative of the world's leading publishers.

graded readers in English (published by Pearson's Penguin Readers, Longman Originals, titles of Express Publishing, Oxford Progressive English Readers, Easy Readers by LaSpiga Languages, Green Apple selection by Black Cat Publishing). Additionally, the school library is stocked with numerous volumes of magazines for EFL students (ELI and Mary Glasgow Magazines), and with encyclopaedias in English. The materials were scattered in different classrooms and various sections of the library, some were kept in storage. Therefore, the first task in organising the extensive reading library was to list the materials in the master inventory of the school library, and to shelve and display them in a separate section, so that students would easily find them. Being a part of the main school library, the security and checkout system became the responsibility of the librarians.



Figure 3.10: Graded readers in colour-coded levels, the English section at the school library (Photo: Anja Pirih)

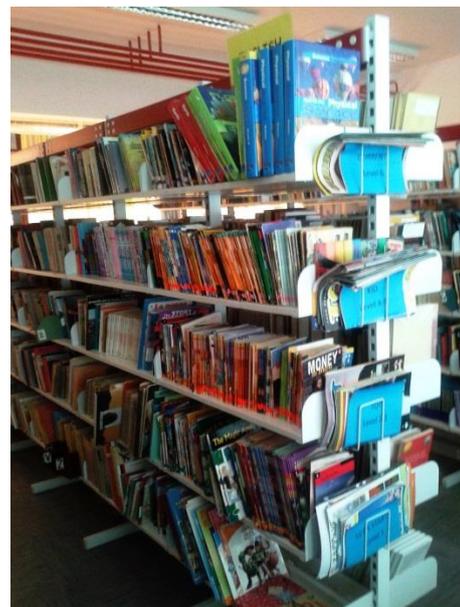


Figure 3.11: Graded readers and magazines in English, the English section at the school library (Photo: Anja Pirih)

Apart from the reference books, all other material in English is language learner literature (Day and Bamford 1998, 53), written for the audience of ESL/EFL learners. This is why the books have been assigned a difficulty level, based on the number of words, the range of vocabulary, the structural and lexical complexity etc., already by the publishers, who, however, use different grading

systems. For the purpose of this extensive reading programme, Pearson's Penguin Readers system<sup>5</sup> was chosen as a model and all other books were levelled according to it. The books were thus organised into 3 levels, intended for very young EFL learners, operating on the word level with numerous illustrations, and based on children stories, and 7 levels suitable for older learners (9 – 15- year-olds). The latter (more specifically, 300 titles of graded readers) were intended for the participants of the extensive reading project. The books were color-coded by levels (a sticker of the corresponding colour was attached to the cover as seen in Figure 3.10) so that students could easily select materials that matched their linguistic abilities.

<b>Level</b>	<b>Number of titles (Number of copies)</b>	<b>Language level (according to CEFR) and Penguin Readers levels</b>
1 (green)	73 (229)	A1 – Easystarts (by Paerson)
2 (blue)	34 (67)	A1 – Beginner (only present tenses)
3 (orange)	50 (102)	A1 – Beginner (present and past tenses) <sup>6</sup>
4 (red)	84 (265)	A2 – Elementary
5 (pink)	33 (84)	A2 – Pre-intermediate
6 (purple)	20 (25)	B1 – Intermediate
7	-	B2 – Upper-intermediate
8 (gray)	5 (7)	C1 – Advanced

Table 3.6: The extensive reading library system of levels and the number of titles / copies available

<sup>5</sup> For the criteria check the Penguin Readers'official web site.

<sup>6</sup> Beginner level (according to Pearson's classification) was divided into two levels by the researcher.

For the purpose of the extensive reading project, it would be more effective to have a classroom library, where students would have immediate access to the materials. Thus, the teacher would get a valuable insight into the process of selection, as well as the interaction between the readers, their suggestions and recommendations. However, for organisational purposes both classes and teachers at this school change rooms constantly, therefore the access to books and other materials in a classroom library would eventually become a problem.

In addition to the library material, the students were offered a selection of my own books, written for native readers of English, which seemed appropriate for this age group and their linguistic level. I organised my own checkout system, and constantly moved my “Let’s read in English!” box from classroom to classroom.

An important addition to the library of this programme, when comparing it to other extensive reading programmes for readers of this age group, are authentic online materials in English. As the results of the questionnaire showed, the surveyed students of this school regularly read online materials in English. In informal conversations with the pupils about their reading habits in Slovene and other languages, I have further learned they have very versatile interests and read about very different topics. Therefore, it became clear that the English section at the school library, predominantly comprised of books of fiction (graded readers) and magazines for teenagers, would not be able to cater for the very diverse tastes of the participants in the extensive reading programme. Keeping in mind the key characteristics of extensive reading, especially the availability of varied reading material on a wide range of topics and of different genres (not only fiction!), as well as the autonomy of readers when choosing the reading materials (Day and Bamford 2002), it seemed essential that the students be given the option of selecting the texts online as well.

### **3.2.1.3 Implementation of the programme**

Even in cases when an extensive reading programme is integrated into the second/foreign language curriculum or implemented as an independent course, and a certain amount of school time is provided for it, the majority of reading (to

achieve the quantity that is one of the key characteristics of extensive reading) is done at home, in one's free time. As Day and Bamford (1998, 91) stress, "out-of-class reading is a crucial component in building the habit of reading." This is even more true for extensive reading programmes that have the status of an extracurricular activity with very little or no time planned for the actual reading and very few teacher-student(s) contact hours. Despite numerous advantages of such an arrangement (e.g. learner autonomy), there is the danger of students becoming insecure and feeling left to their own devices. Oxford and Shearing emphasize that many students do not have an initial belief in their self-efficacy (1994, 21). It is the teacher's responsibility to help them develop a sense of competence through meaningful and achievable tasks (Dörnyei 1994). It is therefore crucial that the participants become well acquainted with various aspects of the programme, since only "students who understand what extensive reading is can be given more freedom" (Day and Bamford 1998, 94). Among the reasons why students might find an extensive reading approach difficult to internalise, Day and Bamford (1998, 118) mention prior experience of learning L2 reading, culturally derived attitudes toward reading, and the traditional perception of teachers' and students' roles. Also Ellis and McRae (1991, 6) stress the necessity for students of extensive reading to make "the leap" from teacher-oriented intensive reading to individual extensive reading. They propose preparation in three areas:

- *psychological preparation* that would make students reconsider their approaches to reading and build their confidence for independent reading,
- *methodological preparation* that would enable students to develop skills and strategies needed for effective L2 reading (e.g. previewing, predicting, guessing unknown words),
- *practice in self-direction* that would guide the students towards autonomy in deciding what, where and how to read and how to self-evaluate one's progress.

With these guidelines in mind, the introduction of the extensive reading approach was carefully planned and the programme was implemented in several stages.

One of the most important aspects of extensive reading is the readers' autonomous status when choosing their reading material. Throughout their schooling, students are not often given the independence and responsibility for their own learning. If they are used to working with teacher-selected texts and reading comprehension activities in course books, freedom to select their own reading material, as well as freedom to stop reading it, are fairly new concepts that not all students feel comfortable with. To prevent their students from getting frustrated due to difficulties in finding appropriate materials, teachers (of extensive reading as well) often preselect suitable materials. This, however, restricts the reader's freedom of choice, which readers themselves highly value (Takase 2007, Nishino 2007, Judge 2011, Aiello 2016). The teachers' responsibility is not to preselect materials, but to guide their students towards autonomy in choosing their reading materials. Therefore, "practice in self-direction" (Ellis and McRae 1991, 6) that would help students of this extensive reading programme to develop their individual system of text selection seemed crucial.

The month prior to the actual start of the extensive reading programme (April 2014), the newly arranged **English section of the school library** was introduced to the students of 6<sup>th</sup> – 9<sup>th</sup> grade (12 to 15-year-olds). We took a closer look at a randomly chosen book, its title, the blurb, the amount of text and illustrations etc., and talked about the students' usual strategies for selecting the printed reading materials. Special attention was also given to the system that was used to classify the materials in the English section into levels and the colour-codes that mark these levels. After this introduction, students were instructed to select and borrow 3 books at different levels of difficulty that they found interesting, and to bring them to the next English lesson.

For the next 3 weeks, the English lessons started with a 15-minute **uninterrupted sustained silent reading (USSR) activity**. First, the extensive reading approach and its key characteristics were explained and discussed, then the students were instructed to read the graded readers they borrowed from the library. For the students who failed to bring their own books, some graded readers of different levels were made available by the teacher. The activity did not include any reading comprehension tests or book reports. The aim of the

activity was to give the students a recreational reading experience in English, where reading is its own reward. In the majority of EFL lessons, they had only been asked to read texts in English for the purpose of doing language exercises (i.e. intensive reading), so it was crucial to change their perception of what reading in English means. The new reading activity that they were asked to do, not having the format of a typical school assignment, was well accepted and eagerly anticipated every school day with English on the timetable, even though the selection of reading materials was limited to graded readers from the school library. Furthermore, with the USSR activity I was given the opportunity to observe individual students reading and to read myself, or to be seen as a reader. An extensive reading instructor is not a traditional teacher who passes on knowledge, but someone who guides his/her students and joins them as a member of a reading community. He/she is an important role model, since “a teacher who does not read can hardly inspire others to do so.” (Bright and McGregor 1970, 69)

However, with the USSR activity the students did not only get ‘the taste of the extensive reading’, they also learnt how to determine **the level of difficulty** that allowed fluent reading without the use of a dictionary. They were instructed to read a few pages of every book they had borrowed from the school library and to make lists of words they did not understand. Day and Bamford (1998, 93) suggest less than four or five unknown words per page, and less than two for beginners (2002, 138). For the purpose of this extensive reading programme which includes readers of different reading abilities, it was decided that the number of unknown words per page should not exceed three to four. If the students counted more words they did not understand on a page, they were to change the book for one at a lower level. Once they found a book they were comfortable with, they could continue reading it. The students were reminded that comfort in reading is connected not only to the level of difficulty, but interests as well. It was once again stressed that in order to build one’s reading fluency, which is one of the main goals of extensive reading (as well as this programme), one should rather read more material that is easier than less material that is harder, and that enjoying oneself while reading is better than

being bored. At this point, students were also allowed to bring books and other reading materials (comics, articles, printed web sites etc.) of their choice.

A question that was raised in connection to the issue of unknown words was, of course, **the use of a dictionary**. To some students, it seemed impossible that they would be able to read in English without one. Following Day and Bamford's suggestion (1998, 122), I asked them to describe their reading habits when they read in Slovene, their mother tongue. Do they check unfamiliar words in a dictionary or do they guess their meaning, maybe even ignore them? The majority explained they would ignore such words or try to guess their meaning, if the words, however, seemed important for the general understanding or were used frequently, they would ask their parents or older siblings for help. None of them reported on using a Slovene-Slovene dictionary. I then tried to draw a parallel between reading for pleasure or to get information in their mother tongue and reading in EFL, reminding them that the direct aim of extensive reading is not to learn English vocabulary, but to practice reading in English. I further explained that to be able to read fluently, they must break the habit of looking up every unknown word, and instead use the techniques of fluent reading (e.g. using the context to guess the (approximate) meaning, ignoring the unknown words). They should focus on the story (the content) and not the language (the form). Finally, I mentioned a study by Luppescu and Day (1993) that focused on the use of dictionaries by EFL students in Japan, and found that a group of students using dictionaries took almost twice as long to read a short story than a group that did not use dictionaries. For these reasons, the use of dictionaries in this extensive reading programme was banned. This decision might seem a bit extreme, however, it is also one of the most successful ways to clarify the difference between intensive and extensive reading, and to help the students build their confidence as readers. The students, however, were allowed to ask other people for help (in the case of the USSR activity the teacher or their classmates), and thus imitate reading for pleasure in their mother tongue.

This first part of the USSR activity, when the students read only graded readers, had another aim, namely to measure the approximate speed of reading. Students were instructed to report on the (approximate) time they needed to finish a book that was well within their comfort zone. This information was important in

setting **the reading target** for the participants in the extensive reading programme. Since participants with lower reading abilities and lower levels of proficiency in EFL chose shorter, easier books on Level 3 - 4, while their classmates who were more fluent and faster readers in EFL chose longer texts on Level 6, all students needed approximately five - six sessions of 15 minutes (approx. an hour and a half) to finish a graded reader of their choice. Therefore, the expected (not required, since the programme was implemented as an activity outside the school curriculum) reading target was set at a book a week (provided that the book was a graded reader), a target Day and Bamford (1998, 85) described as “a good point of departure”. However, this extensive reading programme was designed in accordance with the results of the questionnaire on EFL reading motivation, especially the part on the types of reading materials that the participants reported reading in English. The results show that the majority of reported reading in English takes place on the internet; students read fanfiction stories, lyrics of popular songs, online magazines, instructions for video games, etc. Almost half of the participants reported reading printed materials (books, magazines, comics), and two fifths of them claimed to read English subtitles in films. Based on these findings, the selection of reading materials in English offered to the students in the extensive reading programme went beyond graded readers or any other type of language learner literature, and included literally all types of reading materials one might choose to read. Therefore, the reading target had to be set for very different texts. Since the length of some types of writing (e.g. subtitles, instructions for video games, online articles) might be difficult to measure or estimate by the young readers, it seemed reasonable to express the reading target in terms of time. The USSR activity showed that students needed roughly an hour and a half to read a graded reader of their choice, therefore, this was also the amount of time that the students were expected to spend reading materials in English every week for the duration of the programme.

After three weeks of the USSR activity, the students were instructed to fill in a simple **extensive reading report** (in Slovene) for every text they had read. It included the title of the text, its estimated length / time of reading, and the topic, and 2 multiple choice questions (regarding the format of the reading material

and the reader's opinion of the reading material). The reports were introduced as a way of evaluating the participants of the programme in terms of the reading targets, and of gathering information on their extensive reading habits. Once the reports were prepared, I conducted **individual interviews** with the students, asking them about the materials they had read, their reading habits, and their feedback on the USSR activity.

Going through the introduction of all the stages of the programme, students had a clearer understanding of what the programme was going to be like and whether it would fit into their free time. It was then that I inquired about their willingness to participate further. Since this was a pilot programme, based on individual meetings with the participants outside regular teaching hours, I decided to keep it small and limited the number of participants to 15. After I had formed a group of readers and had a discussion with them about their (reading) habits and expectations, I was able to finalize the format of the programme.

Since researchers of reading motivation (Wigfield and Guthrie 1997, Pečjak and Gradišar 2012) stress the importance of social setting and reading as a social activity, I initially planned to organise a social event focused on reading, "The reading night" for the participants of the programme. The aim of the event would be to form a reading community at school, encourage the readers to exchange information, experiences, give the teacher an opportunity to be seen as a reader, etc. However, in individual interviews with my students I learnt that the majority of them perceive reading as a highly individualized activity; only some expressed a wish to discuss their reading with their peers or adults (including parents and teachers). For this reason I abandoned the original idea of "The reading night".

The EFL extensive reading programme started at the end of May 2014 and finished at the end of January 2015. In the course of the programme, 4 interviews were conducted with the participants (in May 2014, September 2014, November 2014 and January 2015), while the very last interview to evaluate the programme was conducted after the extensive reading programme itself. The timeline of the programme enabled us to get an insight into the participants' EFL extensive reading during summer holidays, the first school semester and a

relatively busy end of the first semester in January. The second semester starts in February and finishes in June, however, it is even busier than the first half of the school year, with a lot of exams and national assessment tests in the beginning of May. For this reason, it was decided that the programme finishes before the second semester.

### **3.2.2 Changes to reading motivation in EFL**

The majority of the studies exploring extensive reading (for review check Chapter 2.2.4) have focused on the measurable impact of extensive reading, for example researching a specific linguistic benefit of extensive reading. The aim of this research, however, is to take a micro perspective on the temporal aspect of motivation for EFL extensive reading, and contextual factors that influence it, as well as the participants' perceptions of extensive reading. In order to do this, a qualitative approach was chosen, more precisely, a case study. According to Creswell (2007, 73), a researcher conducting a case study explores a single or multiple bounded systems (cases) over time, bases his/her research on multiple sources of information and presents the results in a form of a case description. This study as well explores a bounded system (i.e. a group of EFL learners in a Slovene primary school participating in an extensive reading programme in English) over time (9 months), uses multiple sources of information (i.e. interviews, extensive reading reports, questionnaires and observations) and presents the results as a case.

#### **3.2.2.1 Research questions**

1. What are the students' perceptions of EFL extensive reading while participating in the extensive reading programme?
2. Did their motivation to read extensively in EFL change in the course of the extensive reading programme?

3. What were the factors influencing the possible changes in their EFL reading motivation?

### **3.2.2.2 Research setting**

The research setting for the qualitative part of the research was the same as for the quantitative part (see Chapter 3.1.2), as the case study was conducted at the same school. The researcher is also the English teacher of the students participating in the case study. Even though there are three other English teachers working at this school, only the researcher's students were invited to participate, due to the fact that the initial activities of the programme were implemented into the regular lessons, as explained in the previous chapter on extensive reading programme. Shaw and her associates (2011, 14) stress the effect that the data collection environment may have on the responses of children and young people participating in a research. Therefore, the interviews were not conducted in a classroom, since the classroom setting seemed too formal and thus potentially inhibiting, but in a quiet part of the school library (quiet enough to enable recording of the interviews) that provided privacy as well as less formal surroundings.

### **3.2.2.3 Participants**

The participants in the case study were initially 11 students (7 girls and 4 boys) from Grade 8 and Grade 9, aged 13-14; two male students abandoned the programme early, so they were not included in the analysis. However, 1 female student from Grade 8 joined the programme after two months, and was included into the analysis. The final case study group, therefore, included 10 students (8 girls and 2 boys). Prior to the start of the extensive reading programme, which they joined voluntarily, the participants had received at least five years of formal English education (at least 350 hours); two students attended additional English lessons at private language schools, two students have travelled to English speaking countries. The group was very heterogeneous with different English (reading) proficiency levels. In terms of their grades in English, 3 students achieved the highest grade (5 - excellent), 4 students achieved grade 4 (very

good), 2 students achieved grade 3 (good) and one student struggled with English, achieving grade 2 (pass). The table below summarizes background information on the participants (their names are pseudonyms). Personal data in the participants' profiles written below were obtained from the interviews with them.

Name	Gender	Age	Year	L1	Participation in the programme
Mary	F	13	8	Slovene	9 months
Trish	F	14	8	Slovene	9 months
Eve	F	14	8	Slovene	9 months
Maureen	F	14	8	Slovene	9 months
Tom	M	13	8	Slovene	9 months
Alan	M	14	8	Slovene	9 months
Eleanor	F	14	9	Slovene	9 months
Elle	F	14	9	Slovene	9 months
Erin	F	14	9	Slovene	8 months
Ann	F	13	8	Slovene	8 months

Table 3.7: Case study participants and their background information

Mary was not particularly keen on learning languages, except English. She has started learning English at school (her grade was 4/very good), she has never been to an English speaking country or attended any extra English lessons outside school hours. She liked reading magazines and fanfiction in English, but apart from that, she did not use English outside school hours.

Trish has started learning English at school (her grade was 3/good). A year before the programme, her English got worse, which had affected her grades, so her parents had signed her up for private individual lessons with a native speaker, which she continued attending. She attended the English Reading Badge programme and competition every year. She has travelled a lot with her family, and spent three weeks in the USA with them. She expressed a wish to travel and possibly work abroad in the future, and wanted to improve her English for that.

Eve has started learning English at school (her grade was 5/excellent). She attended the English Reading Badge programme and competition every year. She has never travelled to an English speaking country, but was determined to travel, move and work abroad in the future. She was an active singer, who frequently performed in English, and learnt a lot of the language via that. She liked learning Italian, but has never chosen any of the other languages as elective subjects.

Maureen was not particularly keen on learning languages. Despite her good grades in English (her grade was 4/very good), she was not confident about her knowledge. She attended the English Reading Badge programme and competition every year, but rarely used English outside the EFL classroom. She has never been to an English speaking country, but wanted to travel to one in the future.

Tom has started learning English at school (his grade was 4/very good), he was good in Italian as well. He has never attended any extracurricular activities in English (i.e. Reading Badge or competition) or extra English lessons outside school hours. He has travelled abroad, but not to an English speaking country. He was interested in information technology and video games and the majority of his free time was spent on these topics. He had no aspirations for the future.

Alan has started learning English at school (his grade was 4/very good). He was not interested in learning other foreign languages. He has never attended any extracurricular activities in English (i.e. Reading Badge or competition) or extra English lessons outside school hours. He has travelled abroad, but not to an English speaking country. He used English in his free time mainly to read online

and watch films in English. Alan did not know what he would like to do in the future at the time of the programme.

Eleanor liked learning languages, especially English (her grade was 5/excellent) and Spanish, which she has been learning since Grade 7. She attended the English Reading Badge programme and competition every year. She was an enthusiastic and very successful athlete and often travelled abroad for competitions. She has never travelled to an English speaking country, but reported to use English out of school regularly: while travelling, reading online and writing fanfiction stories. She was interested in continuing her studies and later working in tourism.

Elle did not like learning languages, moreover her proficiency in English was the lowest in the group (her grade was 2/pass). She hardly ever used English in her free time, she has never visited an English speaking country or had any additional English classes outside school hours. She, however, was determined to improve her grades in English.

Erin was talented for English and very enthusiastic about learning about the British culture. She was the most proficient of all participants in the programme (her grade was 5/excellent). Her mother was a translator and some members of her family lived in the USA. She attended the English Reading Badge programme and competition every year, in the year of the study she came second in the English language competition on the national level. She travelled a lot, she visited the UK once. She also attended private individual lessons with a native speaker to prepare for the First Certificate in English exam. Her ambition was to study abroad, maybe in the UK. She was a keen reader, she read exclusively in English. She did not like learning Italian, nor has she ever chosen any of the other languages as elective subjects.

Ann started learning English at school (her grade was 3/good), but never attended any extracurricular activities in English (i.e. Reading badge or competition) or extra English lessons outside school hours. She has travelled abroad, but not to an English speaking country. Her mother was a member of the Italian minority and Ann was fluent in Italian. She used it to communicate with her family on her mother's side and liked it as a school subject. She was

diagnosed with learning disabilities in reading, writing and math, and the school provided accommodations for her. Reading difficulties included problems with reading speed, fluency, general vocabulary skills and reading comprehension. Moreover, she had a shorter attention span than her peers and more difficulties expressing herself orally. She had no explicit plans for the future. She joined the programme almost two months after its beginning.

#### **3.2.2.4 Instruments**

In order to be able to do a holistic analysis, multiple forms of data from diverse points of view were used. The most important source of data were semi-structured interviews. As is common with semi-structured interviews, there was also a highly structured section, designed to gain specific (background) information from the participants (Merriam 1998, as cited in de Burgh-Hirabe 2011). In this study, the first interview was structured, all the other interviews were semi-structured (i.e. questions related to the research topic were previously prepared as starting points for further discussion). The semi-structured interviews were used for several reasons. First, they enable an insight into events and concepts that are not directly observable (either because they took place at some other time or place, as the actual reading in this case, or because they concerned an individual's inner world, his/her thoughts and feelings). Moreover, the conversations were used also to give the participants some positive feedback and individualized guidance and support in the course of their extensive reading. In addition to this, a not fully structured approach enables the researcher to guide the participants to the research questions and topics, but at the same time give them a certain degree of power and control over the interview, which was crucial in our far from balanced power relationship. I wanted the interview to resemble more a conversation than an oral exam at school with me in the role of a teacher and the participants feeling as students. Therefore, the interviews initially contained mostly open-ended questions, however, due to reasons explained in the next chapter, I later added additional, also close-ended questions to elicit responses from less communicative or articulate participants.

An important source of information, used in both parts of the study, was a motivational questionnaire, described in chapter 3.1.4, (Appendix A) that was completed by the participants of the case study also at the end of the programme. The data from the questionnaires was included in the analysis.

After each reading, the students filled in extensive reading reports in Slovene (Appendix D). They had to write the title of the text, its estimated length / time of reading, and the topic, and answer 2 multiple choice questions (regarding the format of the reading material and the reader's opinion of the reading material). The purpose of the reports was not only to get the data for our analysis, but also to monitor the participants of the programme in terms of the reading target.

### **3.2.2.5 Procedure and data analysis**

As in any other research, investigating human beings, special attention was given to **ethical considerations**, namely, obtaining the participants' consent and preserving their right to privacy. Once all the aspects of the extensive reading programme were presented to the students during regular English lessons (as explained in chapter Extensive reading programme), some of them volunteered to participate and gave me their verbal consent. I had another discussion with them on extensive reading, to additionally stress some of the guidelines. Namely, they were again asked to read as much as they could in their free time (the suggestion based on my observations during USSR prior to the start of the programme was to read at least one book or other material = an hour of reading a week), they were advised to stop reading any text that they found too difficult and to avoid the use of dictionaries. The data gathering procedures and the recording of interviews were explained to them. At the same time it was stressed that their anonymity would be protected with the use of pseudonyms instead of real names (only I would know their real names and personal information) and that the data was to be used exclusively for research purposes. There was also the question of imbalanced power relationship between the participants – students and the researcher – their teacher. To avoid getting 'appropriate', 'expected' or 'desired' answers, I carefully explained to my students that they were free to abandon the programme whenever and for whatever reason they

might have, that what they did or said would not in any way affect our teacher – student relationship and that whatever they told me during interviews was confidential and would be treated as such. After our discussion, the candidates took home a sheet with the basic information about the research and the consent form for their parents or guardians. Once they returned the signed consent form, we started with the programme and the interviews. The student who joined the programme later went through the same introduction and submitted her consent form later.

In the course of the programme, the participants submitted extensive reading reports in the written form. They used either the forms in Slovene, prepared and distributed by myself (Appendix D), or wrote the requested data on a sheet of paper. Some of them failed to submit the reports (they either forgot or were reluctant to write them), so the data on their reading was gathered through the interviews. Data on three topics, namely the amount of reading, the format of the reading material and the reader's opinion of the read material were gathered and analysed, using descriptive statistics.

Being aware of the fact that children and young people have a shorter attention span than adults (Shaw et al. 2011, 20), I decided to keep interviewing brief and to the point, and conduct five shorter semi-structured interviews (app 15 minutes long) with each participant: one at the start of the programme, to gather background information and ask about their reasons for participating in the programme, three in the course of the programme, to monitor the amount of reading, the possible changes in their EFL reading motivation and the factors influencing these changes, and one at the very end, focusing primarily on their perception of extensive reading experience and evaluation of its results. All the interviews were conducted in Slovene, since this was the participants' and the researcher's mother tongue. Since the majority of students at this age possess only limited metacognitive skills and sometimes struggle to articulate their emotions, or/and are unwilling to share their experiences and talk about them in detail, I often had to ask additional questions, sometimes also closed questions which were then answered with yes/no. To make the interviews easier for them to handle, I prepared questions for interviews 4 and 5 and gave them to the students at the beginning of our meeting, after which they were given some time

to think (and make notes) about the topics of the interview, and only then talk to me about them. My major concern about this approach was that it might encourage the production of ‘appropriate’ answers which would not completely reflect their reality, however, with the choice of setting, my relaxed and non-judgemental approach and additional questions, I consciously tried to minimize this possibility. Nevertheless, I have tried to take these factors into account while interpreting the data. The initial and the final two interviews were not recorded, I took notes in the course of the interview, while interviews 2 and 3 were audio recorded. I transcribed the recordings (raw data) and analysed all the interview data, however, only sections later used as direct quotes, were translated into English. (All the transcripts and recordings were archived by the researcher.)

The data was analysed using inductive coding, with the coding system developed after the close examination of the gathered materials. The analysis in this study followed the stages of inductive coding sequence, as proposed by Ellis and Barkhuizen (2005, as quoted in de Burgh-Hirabe 2011, 94): coding for themes – looking for patterns – making interpretations – building theory. The coding procedure started with close, meticulous reading of the interviews and identification of concepts related to the research questions: how did the participants perceive EFL extensive reading, their motivation to engage in extensive reading in English and factors that influenced their motivation. The identified concepts were then coded (for an example of a coded interview check Appendix C). Once this microanalysis of the data was finished and lists of codes were created, separately for each participant, the lists were analysed, the relationships were identified or checked and the sets of codes – categories were formed. According to Ellis and Barkhuizen (2005, as quoted in de Burgh-Hirabe 2011), a researcher can use five ways to discover patterns: the frequency with which themes occur, the patterns signalled by the participants, similar themes, using the experience of the researcher with the situation under investigation, and consulting the literature and themes related to the study for relevant ideas and expectations for patterns. In this research, the lists of broader categories and codes were compared with those used by de Burgh-Hirabe (2011) in her research of extensive reading motivation in Japanese as a foreign language, and the wording of some was modified. Once I made lists of codes according to

categories and according to participants, patterns and individual profiles became clearer and the findings were written down. In the interpretation of results, extracts (direct quotes) from the raw data (i.e. interviews) were used to substantiate the findings.

The data from the analysis of interviews was triangulated with the data from the questionnaires on reading motivation that the participants completed. Relevant pieces of information were included to complement the analysis of codes that emerged from the questionnaires.

### **3.2.2.6 Results**

The presentation of the data gathered through the interviews with the participants of the programme is organised according to the codes and categories that emerged from the analysis of all interviews; the titles of sub-chapters are in fact categories assigned to the thematically connected set of codes, and each sub-chapter is built around the presentation of these codes. The sub-chapters/categories are organised according to the research questions that they refer to: the participants' perceptions of extensive reading, the possible changes in their reading motivation and influences on these changes.

The categories are presented in the following order:

- 1) Purposes and perceived benefits of extensive reading
- 2) Evaluation of the extensive reading programme
- 3) The choice of reading materials
- 4) Change in reading intensity and attitudes towards extensive reading and EFL learning
- 5) Perceived improvements attributed to extensive reading
- 6) Perceived positive influences on EFL reading motivation
- 7) Perceived negative influences on EFL reading motivation

To enable an insight into the coding procedure, explain the context, but above all to allow the participants' voices to be heard, quotations from interviews are used as well. The source of the quote is shown in the order of the participant's name, the interview number and the question number, using abbreviations (e.g.

Tom.int2.q2 means that the quote is from Tom's answer to question 2 in his second interview).

### 1) Purposes and perceived benefits of extensive reading

In the course of the analysis of the interview data, it became clear that the participants' motives for participating in the programme were closely related to the perceived benefits of extensive reading, i.e. whatever they saw as the advantage of the programme they incorporated into the expected result of their participation in the programme. This is why the two categories and the codes from these categories are discussed together. The codes in these categories are the following:

#### Purposes of extensive reading

- improve English as motive
- learn vocabulary as motive
- improve speaking in English as motive
- improve spelling in English as motive
- do it for fun

#### Perceived benefits of extensive reading

- help English learning
- learn words
- learn how to say things
- learn how to speak to others
- learn a lot in general

Before the start of the programme, all ten participants stated improving their English or specific area of English as the motive for joining the programme, while predominantly language-related benefits were mentioned throughout the programme. This might be due to the fact that language-related benefits were stressed while presenting the characteristics of extensive reading and results from some of the researches prior to the start of the programme. Moreover, the participants might be encouraged to think of almost exclusively language-related benefits due to the research setting. However, in the questionnaires, the majority of them did *not agree* with the statements *I read in English to get a better result on the national assessment test.*, *I read in English to get better grades.* or *I read*

*in English because I will need to do it in secondary school.* Interestingly, not all of them maintained the same motive over time; some participants specified their aim or added another purpose in the course of their involvement in extensive reading. It seems they managed to look beyond the uniform, expected reasons and set more personal goals.

When in Interview 1 Alan was asked about the reasons for doing the extensive reading, he stated he wanted to *learn more vocabulary*. Towards the end of the programme, he explained that in his opinion EFL reading “is good for everyone. If you read, you simply *learn a lot of words*, right?” (Alan.int4.q8)

Elle and Ann decided to join the programme to *improve their English*, and similarly saw the language-related benefits of extensive reading, saying that it was useful because you learn “I don’t know, *how to speak to other people*, and difficult *words*” (Ann.int2.q3) or “because you *learn a lot of words*” and “you know *how to say things* in English” (Elle.int4.q8).

Also Eve, Erin and Eleanor initially (in Interview 1) wanted to participate in the programme mainly to *learn more vocabulary*, but later reformulated their motive according to their personal interests and circumstances. As they explained:

“I want to *learn as much English* as possible, to expand my knowledge of English, because I like travelling and English is such an international language. You can use it everywhere, the majority of people will understand me.” (Eve.int2.q9)

“I usually read for pleasure. But now I have to expand my vocabulary, because I’m going to take this exam...” (Erin.int3.q5)

“... I would like to travel. I want to learn more languages, *to speak English well*, so I can communicate with others on my travels.” (Eleanor.in2.q16)

Similarly, Mary wanted first to *improve her English*, but later added:

“I have problems with spelling, right, and I would like to *improve my spelling*.” (Mary.int2.q13)

In Eleanor’s opinion, reading in English was useful “because you *learn more words* and you expand your vocabulary” (Eleanor.int4.q8), while Eve saw the

benefit of EFL reading in “expanding my thinking and knowledge” (Eve.int4.q8), thus *learning a lot in general*. Similarly, Tom and Trish also stated non-language related benefits:

“I think that everyone should read in English, at least a little, to learn things” (Tom.int3.q2)

“If you saw someone reading in English, what would you think of them?

That they know a lot, understand more.” (Trish.int3.q10)

*Improving their speaking in English* (for travelling around English speaking countries) was stated as a motive for EFL reading by Tom and Maureen alike, while Trish reported to read in English “To learn English, to be able to work abroad when I grow up. Not so much for grades, more for work.” (Trish.int3.q5) and “To *improve my English, ..., learn new words*. Besides, I also like it.” (Trish.int2.q14) It seems that one of the reasons Trish decided to participate in the programme was to simply *read for fun*. Other participants did not explicitly indicate reading for fun as their motive for doing the extensive reading within the programme, but eight of them told me that they had read in English (before the programme) because they liked it, because it was interesting and a lot of fun. Even Ann, who seemed to perceive extensive reading almost exclusively as a learning tool to work on her English, (see section Perceived positive influences on EFL reading motivation), when asked whether she saw reading in English as fun or work, said it was both (Ann.int2.q10). Since the participants stated they had perceived reading in English as a pleasurable activity already before the programme itself, some of them failed to see any difference in their attitudes towards reading in English in the course of / because of the programme itself, as explained in the sub-chapter Change in enjoyment of extensive reading and EFL learning.

## 2) Evaluation of the extensive reading programme

This category includes codes related to participants’ evaluation of different aspects of extensive reading programme. The included codes are as follows:

- positive feelings about extensive reading

- autonomous choice of reading materials
- like interesting materials
- no difficulty finding materials
- like reading in home environment
- reading as an individual activity
- reading in a group
- coping with unknown words
- macho maxim of L2 reading

*Positive feelings about extensive reading.* To my question how they felt about extensive reading, all participants responded positively (e.g. “I like reading in English because it’s fun and relaxing.” (Elle.int4.q9), “It’s relaxing.” (Erin.int4.q7), “It’s OK.” (Tom.int3.q7)). For some of the participants (e.g. Tom), these feelings were not new, hence they responded in less enthusiastic manner, for some (e.g. Elle), however, the positive feelings about reading in English were a rather novel experience, so naturally, they were more excited about the reading and learning experience. (The changes in the enjoyment of extensive reading are discussed in sub-chapter Change in reading intensity and enjoyment of extensive reading and EFL learning.) The overall impression based on their responses was that they did not regret the participation in the programme.

*Autonomous choice of reading materials.* Since the programme was designed in such a way that the participants were absolutely free in choosing their reading materials, I was interested in how much they valued their autonomous status in that regard. Thus, all participants were asked whether they would mind reading teacher-selected materials, and they all responded in a similar way: they would not mind, as long as the texts were interesting. This might suggest they did not value autonomy of choosing their reading material *per se*, but above all wanted their materials to be interesting to them (This is further explained in sub-chapter The choice of reading materials.) The participants were in fact offered books from my personal library, however, only Eve borrowed a copy of *Bridget Jones’s diary*. After the first half, she abandoned the novel, because

“...it didn’t suit me, so I stopped. If it doesn’t attract me, I stop, otherwise I feel forced into reading.” (Eve.int3.q8)

Elle was also rather explicit about her autonomy of choice:

“It’s easier if it’s only me, if I choose them [the texts] on my own.” (Elle.int5.q6)

Similarly Mary explained:

“I like extensive reading, because we all have different topics that we like.” (Mary.int5.q8)

However, some participants reported peer or family influence on their selection of reading materials, which they perceived as positive and not discouraging in any way. (This is further discussed in sub-chapter The choice of reading materials.)

*Like interesting materials.* As explained in the previous section on autonomous choice of reading materials, the participants valued interesting materials above all. They did not differ between materials selected by themselves or other people, but between materials that they found interesting and others. Seven participants (strongly) agreed with the statement *I like reading texts that interest me, regardless of the language.* in the questionnaire. As Trish responded to my question regarding reading teacher-selected materials:

“If the topic interested me, I would read, otherwise I would read less.” (Trish.int5.q5)

Five out of ten participants (Tom, Mary, Maureen, Eve, Eleanor) reported reading mostly online because “this is where I get a lot of interesting texts and articles” (Mary.int5.q3), “those texts seemed more interesting and up-to-date” (Eleanor.int5.q3), and “you can mostly find English texts that are interesting” (Eve.int5.q3). The matter is further discussed in sub-chapter The choice of reading materials.

*No difficulty finding materials.* The participants encountered hardly any problems finding or selecting suitable texts. Materials in English are easily accessible via internet (except for Ann, they all stated they often read online in

the questionnaire), and the readers usually found something that suited their taste and reading ability. When choosing among graded readers and other books in libraries, the participants, however, occasionally faced difficulties in finding suitable materials, not regarding the level of difficulty, but content. Maureen admitted: “I sometimes had [problems], since there were many books I didn’t like.” (Maureen.int5.q5) Some participants reported using their personal criteria they relied on in such situations:

“... if the front page is interesting and nice, I take it and read it.”  
(Ann.int2.q3)

“I checked the blurb to find stuff that was interesting.” (Trish.int5.q2)

“Sometimes I had some problems [choosing], but then I read the blurb and it made it easier to choose.” (Eleanor.int5.q4)

As regards choosing materials according to the level of difficulty, the majority of participants occasionally ignored my instructions to choose easy texts well within their comfort zone. This is presented under code *macho-maxim of L2 reading*.

*Like reading in home environment.* Most extensive reading programmes are integrated into the regular school curriculum, and take place (more or less) in the school environment. This programme, however, took place in the participants’ free time, and the setting, time and pace of reading depended entirely on the participants’ choice. I was therefore interested in the participants’ preference of the setting for extensive reading. Except for Tom, who saw no difference in reading at home or reading at school, the group preferred reading in home environment. Some of them stressed the advantage of having no time restraints (e.g. “you can take more time” (Mary.int5.q6), “At home I would read more because I would be able to read slowly, without time limit.” (Trish.int5.q6) or “I take more time at home.” (Alan.int5.q6)); some of them pointed to the relaxed atmosphere out of school (“I’m more relaxed at home, I often get tense at school.” (Maureen.int5.q6), “Reading in my free time is more relaxed than reading in class.” (Erin.int5.q6)) or the peace they need to focus (“I’m more at peace in my free time.” (Eve.int5.q6), “I find it more difficult to focus in class than at home.” (Ann.int5.q6)). The question, however, remains, whether the

participants actually referred to intensive reading at school, where they were limited in time and possibly experienced pressure to complete the assignment, or managed to indeed compare the two suggested settings for extensive reading. In any case, home environment was perceived as a positive influence on extensive reading in English (as discussed in sub-chapter Perceived positive influences on EFL reading motivation).

*Reading as an individual activity vs. Reading in a group.* In the initial phase of designing the programme, I intended to organise “The reading night”, a social event for the readers. However, in informal conversations with them I learnt that they perceived reading as a highly individualized activity, and eventually abandoned the idea of socializing in the school environment. Nevertheless, I decided to check that again and asked the participants whether they would be interested in sharing their reading experience in a group or not. Tom, Alan and Elle told me that they had never talked to their friends about reading, and were not interested in reading groups. As Tom put it:

“I prefer reading on my own, cause I can concentrate without any interruptions.” (Tom.int5.q9)

Maureen and Trish reported on discussing their reading with friends occasionally, however, they preferred reading on their own. Erin, Eleanor and Eve said they might consider participating in a reading group, since “discussing about what we’ve read might be interesting” (Eleanor.int5.q6), but “only if we took a lot of time selecting the books.” (Eve.int5.q9). Only Ann would choose reading in a group:

“I think it is nicer and more interesting to read in a group, because you can talk about what you’ve read.” (Ann.int5.q9)

*Coping with unknown words.* Before the programme started I had instructed the students to choose easy texts well within their comfort zone, and cope with unknown words in the same way as they would while reading in their mother tongue – guess from context, ignore them or ask people around them for help. I had gone as far as to ban the use of dictionaries, in hope that the students would use the mentioned techniques of fluent reading and focus more on the story than the language. Those participants of the programme that were more proficient and

also felt self-efficacious in EFL reading (Eve, Eleanor, Erin, Mary) claimed they did not use the dictionary but were usually able to guess the meaning from context.

“I, for example, try to get the meaning of the word that I don’t understand from the sentence, from the story. I, for example, read it again, then I try to connect things, guess what it means. If I really can’t get it, I check the dictionary.” (Eve.int2.q7)

The others reported using the dictionary and/or asking their family members for help.

“I ask my mum or I check the computer, the translator.” (Elle.int2.q8)

“I use also google translate but it sometimes translates in a funny way, so I rather ask my sister.” (Maureen.int2.q13)

In the course of the project, as they read more and more, some participants used dictionaries less and developed the technique of guessing from the context (These changes are explained further in sub-chapter Perceived improvements attributed to extensive reading). However, when they found an interesting yet difficult text, rather than stop reading they all reported using the dictionary. This brings us to the last code in this category.

*Macho-maxim of L2 reading.* Despite my instructions to avoid reading difficult texts, to focus on the content and not the language, to develop fluent and not intensive reading, the majority of participants saw extensive reading (at least to some extent) as a learning tool to improve their English and ignored some extensive reading guidelines. Only Tom, Alan and Trish avoided difficult materials. As Alan put it:

“Because I didn’t want to get interrupted.” (Alan.int.5q2)

Eve and Maureen said they had occasionally selected a difficult text, but stuck with it because it was interesting (“Because the topic interested me.” (Maureen.int5.q2) and “Sometimes, because of the interesting theme.” (Eve.int5.q2)) In the same way as some participants did not mind other people selecting reading materials for them, as long as they chose something interesting (see code *Like interesting materials* and sub-chapter The choice of reading

materials), they did not abandon a challenging but interesting text. Furthermore, some participants reported choosing difficult texts on purpose.

“Yes, to challenge myself, gain more knowledge, learn new words.”  
(Elle.int5.q2)

“I chose them [difficult materials] because I was curious of how much I’ll understand. And with reading difficult texts I learnt new words.”  
(Eleanor.int5.q2)

This is what Day and Bamford (1998, 92) call “the macho maxim of second language reading instruction: no reading pain, no reading gain.” and suggest to be avoided at all costs. However, some students inevitably believe that this is the best way to improve. Moreover, Arnold (2009, 13) believes this “could be a sign of their growing intrinsic motivation and self-efficacy”. Either way, it triggered an increase in dictionary use, but also the development of other techniques, described in sub-chapter Perceived improvements attributed to extensive reading.

### **3) The choice of reading materials**

Reading materials are one of the most important factors defining the (extensive) reading experience and reading motivation. Since the participants did not read teacher-selected materials, nor were they limited to a specific format or genre (e.g. only graded readers, only books of fiction), I decided to analyse the factors motivating their choices in this respect. In the course of coding the interviews, it became evident that some influences differed according to the selected format (books, web sites, comics). Consequently, this category includes two sub-categories, namely the influences directing the selection of reading materials in general, and the types/format of texts the participants chose to read and reasons for these particular choices. The codes are the following:

**a) Perceived influences on the choice of reading materials**

- no difficulties finding the materials
- like interesting materials
- like informative materials
- materials available
- preference for originals
- family influence
- peer influence
- like easy texts
- like difficult text (challenge)

**b) Format of reading materials**

- read books
- read online materials
- easy to handle
- no use of library
- no use of computer
- more materials in English
- up-to-date materials

**a) Perceived influences on the choice of reading materials**

*No difficulties finding the materials.* As thoroughly explained in the previous section Evaluation of the extensive reading programme, the participants reported encountering no problems when searching for suitable (i.e. interesting, informative, comprehensible) reading materials. Some of them used personal methods (e.g. checking the blurb), some of them relied on suggestions from others (including family members and peers, as discussed in codes *family influence* and *peer influence*), some let their interests guide them to the suitable materials. Overall, the participants did not report feeling uncertain or lost on account of their independence in text selection. On the contrary, they valued the autonomy they were given in the programme (check *Autonomous choice of reading materials* in the previous section).

*Like interesting materials.* From their responses, it is clear that the participants valued interesting materials above all. Some of them (Alan, Maureen, Trish, Eleanor) mentioned reading less interesting and/or informative materials for school, however, they always selected materials they perceived as interesting (i.e. connected to their general interests or current circumstances, like sightseeing) for voluntary, free-time reading in English. Furthermore, they mostly saw their autonomy of choice or the format of texts as matters of

secondary importance. Since interesting materials were one of the most important positive influences on their reading motivation, they are discussed in detail in Perceived positive influences on EFL reading motivation.

*Like informative materials.* Not all participants who read informative materials did so only because it was obligatory for school. As in every day real-life reading, also in extensive reading that replicates it, readers choose materials to gain information and general knowledge. Tom and Alan both reported searching for texts on how things work, instructions for video games and materials on very specific topics (e.g. sport, healthy eating). Also girls reported reading informative brochures (Eve), information at tourist sights (Eve and Maureen), articles about fashion (Mary) and articles about current affairs (Eve).

*Materials available.* As explained earlier, the participants encountered no difficulties finding and selecting reading materials in English. The school library and the main public library had a good selection of printed materials (books and magazines), however, the main source of texts in English that the participants used were web sites, which were just a click away. Even DVDs with films that the participants reported watching, offered the option of English subtitles, which were often used within this programme. In situations where the participants were without a library or internet access, for example on vacations, their parents made some materials available to them (buying magazines in English for Maureen and Elle, uploading a comic book for Tom). The fact that reading materials in English were available literary on every corner was one of the most important positive influences on their reading motivation, and it was discussed in detail in Perceived positive influences on EFL reading motivation.

*Preference for originals.* Three participants, Erin, Eve and Maureen, mentioned they preferred reading English originals to translations:

“If it’s translated into Slovene, I rather check the English version, because we often translate things in a funny way.” (Maureen.int3.q6)

“For me, it’s easier to read in English. I usually read books in English in their original versions, because I think the translations are horrible.” (Erin.int2.q10)

This obviously influenced their choice of reading materials, predominantly books. Also when selecting online materials they mentioned their preference for texts in English or lack of texts in Slovene (which are discussed in sub-category Format of reading materials), but not in terms of original vs. translation.

It might seem unusual that younger readers make this distinction between literary works in the original language or translations. However, in Slovenia, readers of youth literature and other literary works usually select their materials from a number of translations and not that many originals in Slovene. Taking into consideration that not all publishers invest enough means into high-quality translations, it is highly probable that readers regularly come across poorly translated works and learn to distinguish between good and bad translations. Therefore, we can assume that such experiences with poorly translated originals guided some participants of this programme towards originals in English.

*Family influence.* According to the participants' statements in interviews and questionnaires, family members, especially parents, were involved in their reading on two levels: encouraging their reading in English and providing or influencing the choice of reading materials. The former is discussed in Perceived positive influences on EFL reading motivation, the code in this sub-category focuses on the latter.

Alan, Erin, Maureen, Trish and Elle reported getting reading materials in English from their parents, who either bought them books (Erin) or magazines (Maureen, Trish and Elle), or borrowed books for them from libraries (Alan and Trish). However, only Alan and Tom told me that their parents actively influenced their choice of reading materials. As Tom explained:

“I didn't read a lot of books. I read internet articles, about health and diets, what my mother gave me, because we changed our diet to a healthier one, so I read about that. We watched films with subtitles, for example, there was this Finnish film, so we selected English subtitles. Then we went on holiday and we...” (Tom.int2.q1)

“...my dad uploaded a comic book onto my tablet.” (Tom.int3.q5)

However, Tom did not at any point complain over this, or saw this involvement as a threat to his autonomy as a reader, but described it as something common and even positive. Alan, as well, seemed to have full confidence in his parents' choices. A conversation we had on this topic went like this:

I: Whose encouragement do you value the most? Your parents', teachers' or friends'?

Alan: Well, adults know best what is good for you.

I: What do you think? If each of them suggested a book in English, which would you read first?

Alan: Well, I would probably first read the one that my parents told me to read. (Alan.int3.q9-10)

Maureen reported checking web sites suggested by her sister, and seemed willing to follow other people's suggestions. When I asked her about the method of selecting her reading material, she told me: "Other people direct me." (Maureen.int2.q15)

*Peer influence.* Unlike family members, peers did not seem to influence the participants' reading that much. Only Maureen *agreed* with the statement *I like reading in English because my friends like it as well.* in the questionnaire. Hardly anyone reported talking to his/her friends about reading. They occasionally exchanged interesting pieces of information, for example Alan:

"No, we don't talk about it. Well, if it's something funny, if you read something amusing, you tell the others." (Alan.int3.q8)

Three participants (Trish, Eleanor and Eve), however, reported that peers influenced their choice of reading materials or vice versa. They explained:

"...if you find something interesting, you tell the others to go and read it." (Trish.int3.q7)

"I'm now following this application, you read about your favourite serial, you read about things made up by fans, you can even write or read published stories of fans. My friends told me about it, friends from school, I like it a lot." (Eleanor.int2.q2)

“Sometimes we talk about it, if we’ve read something interesting. And then one of us would say, go to that and that website, and you’ll find it.” (Eve.int3.q11)

*Like easy texts. Vs Like difficult texts (challenge).* Despite my specific instructions to avoid difficult texts that force one into intensive reading approach instead of fluent reading, only Tom, Alan and Ann reported searching for easy texts, while Erin, Mary, Elle, Eleanor and Eve admitted reading difficult materials on purpose, to learn more. The approach that Day and Bamford (1998) call *the macho-maxim of L2 reading* is explained in Evaluation of the extensive reading programme.

#### **b) Format of reading materials**

*Read books.* All participants reported reading books during the programme. However, not all of them read them for pleasure, some chose books only because they were on the English Reading Badge or home reading list. Eleanor, Trish, Mary, Tom and Maureen reported reading graded readers from the school library, but only as prescribed materials for the English Reading Badge or home reading. Alan, however, reported reading detective novels and enjoying it, and Erin read a lot of novels in English. Only Ann and Elle preferred graded readers to other materials, at least at the beginning of the programme. They explained it was also because they did *not use the computer* often:

“I still mostly read books. I don’t read that many web sites, because I don’t use the computer that often.” (Elle.int3.q9)

“I mostly read books, I don’t really read online, because I don’t have that much time.” (Ann.int2. 5)

Elle and Ann were the weakest readers in the group. It is also possible they started with graded readers because those enabled relatively fluent reading on the appropriate level of difficulty, and only when they gained some confidence moved to authentic materials online.

Tom explained he did not read the books because “I don’t go to the library.” (Tom.int5.q3). However, it is difficult to determine which of these is the cause and which the consequence.

Eleanor reported reading predominantly books that were compulsory for school and during summer Agatha Christie’s detective stories or romantic novels. However, when I asked her which format did she prefer – books or web sites, this is what she said:

I: Which one do you prefer? If you had fanfiction published in a book format, what would you choose?

Eleanor: A book.

I: Why?

Eleanor: Because it’s easier for me to read things in a book format than online, when I sometimes get a headache. (Eleanor.int2.q5-6)

Eleanor valued the content, not the format. It was not that she spent a lot of time in front of the computer, and consequently also read a lot online. On the contrary, she found the book format *easier to handle*, however, this did not determine her choice either. Her friends had suggested reading materials, which she found interesting and started reading, despite the fact that they were web sites. Interesting materials were the ones that influenced her choice.

Also Trish mentioned liking books because the format was easy to handle:

“I read mostly in the evening because then I go to sleep more easily. That’s why I prefer reading books, because it’s easier than on the computer.” (Trish.int2.q21)

It seemed that her daily (reading) habits also influenced her choice of reading materials. Similarly, towards the end of the programme, she read more and more online, “Because I found things while surfing the net.” (Trish.int5.q3)

*Read online materials.* All participants reported reading web sites in English. Tom, Maureen, Mary and Eve voluntarily read almost exclusively online (but only Maureen and Eve confirmed it in the questionnaire, by ticking *agree* for the statement *I only like reading in English on the internet.*), others combined it with printed materials and films. The most frequently used argument why they preferred online materials was the easy availability of interesting materials (see

Evaluation of the extensive reading programme). They reported finding more materials they perceived as interesting in English than in Slovene, even lack of texts in Slovene. Since this positively influenced their reading motivation, the matter is further discussed also in Perceived positive influences on EFL reading motivation. From some of their answers (as Trish's explanation from interview 5 written above) it is evident that the choice of format went hand in hand with their daily habit of spending a certain amount of time on the computer. Also Mary explained she read online because of interesting texts and "... I don't have the time to go to the library." (Mary.int5.q3). Reading online was simply convenient.

However, Eve and Eleanor pointed to another advantage of online texts, namely their *time relevance* and low cost. As they explained:

"I mostly read online because those texts seemed more interesting and up-to-date" (Eleanor.int5.q3)

"I could buy it [a magazine], but it's pretty expensive, so I rather read on the internet. Maybe not all of it is there, but the majority of articles are. ...

In English I read online because I can go directly on the website, original, and read things there. I get more details. By the time the printed version is out, things might change." (Eve.int3.q6-7)

Elle and Ann started reading authentic online materials more in the second part of the programme. Elle explained she did it to find informative materials, while Ann said: "... because I find it more difficult to focus on the book." (Ann.int5.q4)

#### **4) Change in reading intensity and attitudes towards extensive reading and EFL learning**

*Change in reading intensity.* Unlike other categories, discussed in this chapter, this section presents results gained by examining the interviews with participants as well as their extensive reading reports. Initially, it was planned that the participants would regularly submit their reading reports, for me to keep track of

the number of texts read, their format, the amount of time spent reading and first impressions. The majority of participants, however, failed to keep and/or submit their records for the length of the whole programme. This was probably due to several reasons. Some of them were possibly related to the format of the reading materials. Namely, a great deal of reading took place in an online environment, where texts typically have nonlinear structure. Therefore, the participants found it difficult to keep track of the number of texts read. When asked about the amount of reading per day, Eleanor answered:

“I don’t know, it’s hard to say, because I read online.” (Eleanor.int2.q13)

They also failed to list the titles, so during interviews they usually reported on the topic they read about online. However, the amount of reading can stand for the number of items read or the amount of time spent reading. Remembering to keep track of that presented another challenge for the participants. All of them except for Elle and Ann reported to read in English at least a few times a week prior to the start of the programme already, which meant that reading was so intertwined with other free time activities, it was difficult to note exact times spent in front of the computer, television, magazines, or even brochures for tourists on their vacations abroad. As a result, the participants sometimes reported exact times (mostly when they read books), but predominantly they reported the estimates, i.e. the average amount of time spent reading every day or every week. Only Erin, who extensively read books (not graded readers, but books written for the English speaking readers) throughout the programme, reported the number of pages read. Reading time or number of the words read, as well as the materials according to the format are shown in Table 3.6 below. Since such estimates are bound to be subjective and not easily comparable, they were not used to make comparisons among participants in terms of their reading intensity, but to get an insight into the changes in the reading intensity of each individual participant. Nevertheless, the participants in the table are sequenced according to the estimated amount of time spent reading materials in English.

	May – Aug 2014 <b>15 weeks</b>	Sept – half Nov 2014 <b>11 weeks</b>	half Nov 2014 – Jan 2015 <b>11 weeks</b>
Erin	(15 books) <b>338 pp / week</b>	(20 books and web sites) <b>223 pp / week</b>	(14 books and web sites) <b>95 pp / week</b>
Tom	(3 films + internet) <b>7 h / week</b>	(3 books + 6 films + 4 comic books + internet) <b>10 h / week</b>	(comic books + internet) <b>10 h / week</b>
Eve	(1 book + 3 magazines + internet + brochures) <b>1 h / week</b>	(4 books + internet) <b>1.5 h / week</b>	(3 books + internet) <b>5 h / week</b>
Eleanor	(6 books + 4 films + internet) <b>1.75 h / week</b>	(5 books + 1 film + internet) <b>3 h / week</b>	(internet) <b>2.5 h / week</b>
Alan	(2 books + 4 films + internet) <b>1.5 h / week</b>	(2 books + 2 films + internet) <b>1 h / week</b>	(2 books + 2 films + internet) <b>2.5 h / week</b>
Maureen	(magazines + internet) <b>0.5 h / week</b>	(5 books + 3 films + internet) <b>3 h / week</b>	(3 books + internet) <b>1.5 h / week</b>
Elle	(2 books + internet) <b>0.3 h / week</b>	(9 books + internet) <b>1.5 h / week</b>	(4 books + 3 magazines + internet) <b>1 h / week</b>
Trish	(magazines) <b>0.25 h / week</b>	(5 books + internet) <b>1 h / week</b>	(3 books + 1 film + internet) <b>1.5 h / week</b>

Ann	(9 books + 4 films + internet) <b>1 h / week</b>	(4 books + 1 film) <b>0.75 h / week</b>	(8 books + internet) <b>0.6 h / week</b>
Mary	(2 books + 4 films + internet) <b>0.5 h / week</b>	(1 book + 3 films + internet) <b>0.5 h / week</b>	<b>(internet)</b> <b>0.5 h / week</b>

Table 3.8: Estimated reading time or number of the words read, and the format of materials read in the three parts of the programme

Even though the participants were instructed to read at least 1 book / 1 hour a week, only half of them (Erin, Tom, Eve, Eleanor and Alan) managed to meet the recommended amount throughout the programme. However, three out of five participants (Maureen, Elle and Trish) that did not reach the reading target in the course of the whole programme, managed to do so in the second half of the programme. As shown in Figure 3.12 below, there were roughly three patterns of change in EFL reading motivation in the course of the programme, namely the increase in motivation, the decrease in motivation and no change. EFL reading motivation of 7 participants (Tom, Eve, Eleanor, Alan, Maureen, Elle, Trish) increased, Ann experienced a decrease in motivation, and Mary's motivation had not changed but remained stable at a lower level. Erin, whose motivation decreased, is not included in the graph, since she did not report the time reading but the number of pages. Only two participants experienced a steady increase or decrease, all the others reported ups and downs in their motivation in the course of the programme, with more or less noticeable differences in the time they spent reading in English in the first 15 weeks, the middle 11 weeks or the last 11-week period of extensive reading within the programme.

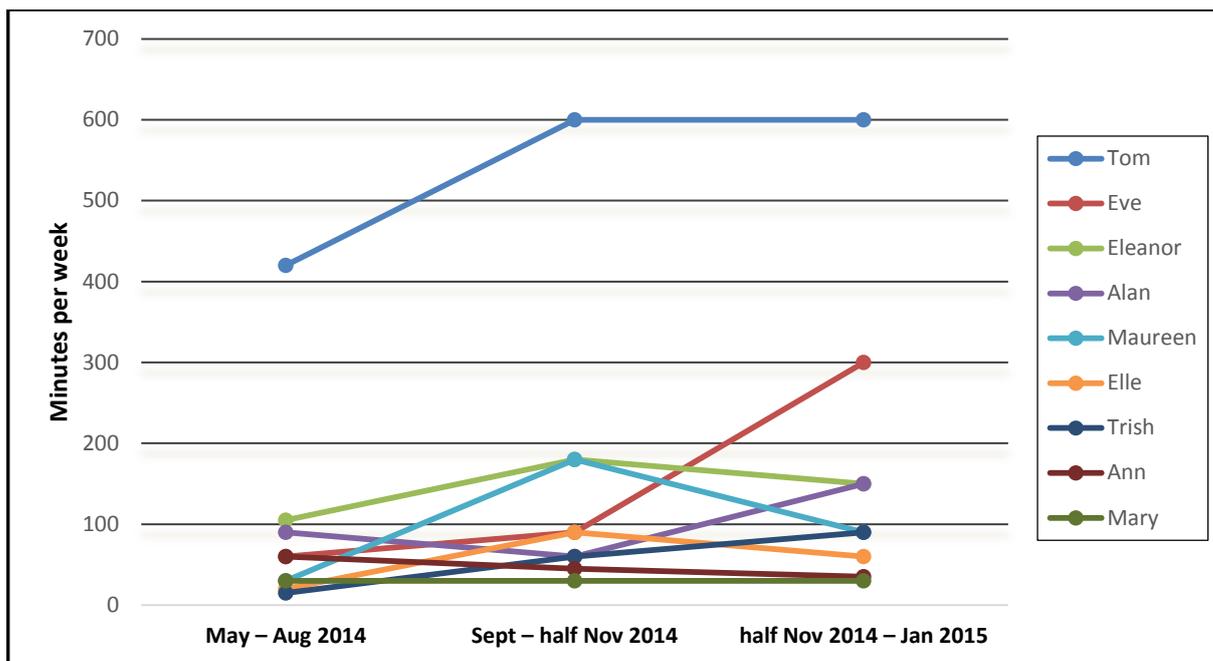


Figure 3.12: Estimated time (minutes / week) the participants spent reading in English

The biggest part of the first 15 weeks were summer holidays, when the majority of the participants travelled and found little time to read in English or otherwise. (The negative influences on extensive reading motivation will be discussed in Perceived negative influences on EFL reading motivation.) However, once they got back into the school rhythm and the set schedule of schoolwork and extra-curricular activities, and once we started with the interviews, they started reading more. (The positive influences on extensive reading motivation will be discussed in Perceived positive influences on EFL reading motivation.) The second and the third part of the programme took place during the first semester of the school year 2014/15. Both of the two semesters finish with a busy few weeks of exams, presentations and assignments, which normally leave less free time for the students. The participants who reported a general increase in the time spent reading, if compared to the first 15 weeks, and a decrease between the second and the third part of the programme (Eleanor, Maureen, Elle) stated that the reason was a lot of schoolwork, sometimes also being busy with free time activities. However, Eve explained that she did not abandon reading during the exam period, because

“... it [reading] relaxes me most of the time.” (Eve.int4.q6)

For Alan and Trish, whose reading intensity reportedly increased throughout the programme, time off school (Christmas holidays for Alan and illness for Trish) seemed crucial for the positive reading trend during the last 22 weeks of the programme. Summer holidays had a similar effect on reading intensity of Erin and Ann, the strongest and one of the weakest readers in the group. They reported having more time during summer, which resulted in more time spent reading, while an abundance of schoolwork and free time activities during the first semester of the school year took its toll on extensive reading. (This is further explained in Perceived positive influences on EFL reading motivation and Perceived negative influences on EFL reading motivation.) There was only one participant in the programme whose reading intensity did not change but remained stable at a lower level, and that was Mary.

*Change in attitudes towards extensive reading and EFL learning.* The codes in this category are the following:

- no change in attitudes, liked it before
- EFL reading easier
- EFL reading more enjoyable
- want to read more in English
- EFL learning easier
- want to learn more English

All the participants had at least some experience with reading in English before they decided to join the programme. They all reported to read at least a few times a month in English outside EFL classroom, in their free time, so the reading experience within the EFL extensive reading programme was not novel to them. Moreover, all the participants reported (very) positive feelings towards reading in English (as seen in the first column of the table below). We can assume that these favourable feelings (at least partially) motivated them to join the programme, even though they mostly expected language learning benefits (check Purposes of extensive reading) and only Trish mentioned *reading for fun* along other reasons for participating in the programme. In addition to the positive feelings that were expressed at the very start of the programme (as their answer to my explicit question), and despite the fact that I did not ask such questions about their reading

enjoyment in the following interviews, some participants spontaneously reported some changes in this area.

	Interview 1	Interviews 2, 3	Interviews 4, 5
Erin	enjoys reading in English		no change in attitudes, liked it before
Tom	likes reading in English		
Eve	enjoys reading in English		no change in attitudes, liked it before EFL learning easier
Eleanor	enjoys reading in English		want to learn more English wants to read more in English
Alan	likes reading in English	EFL reading more enjoyable	EFL reading more enjoyable
Maureen	likes reading in English		
Elle	likes reading in English	wants to read more in English	EFL reading more enjoyable
Trish	likes reading in English		
Ann	likes reading in English		EFL reading more enjoyable EFL reading easier
Mary	likes reading in English	EFL reading easier wants to read more in English	

Table 3.9: Codes for changes in attitudes towards reading in English and EFL learning

As seen in the table, no negative impact was identified. Tom, Maureen and Trish did not refer to their reading enjoyment in the course of the programme. Since they started with positive feelings, we can assume that the programme had no affective impact on them, or they simply focused more on language and reading-related improvements (explained in Perceived improvements attributed to extensive reading). Erin reported to experience *no change in attitudes towards EFL reading, as she liked it before* the programme already. As she explained:

“Before the programme I read in the same way, the same materials about the same topics. The programme didn’t change it, I read the same amount of texts and I like it the same as I did before.” (Erin.int5.q1)

In the first interview, Erin reported reading in English every day and enjoying it. From her comment, we can assume her already strong positive feelings did not change. As a result, she strongly agreed with the statement *Reading in English is my hobby*. in the questionnaire. The other six participants, however, mentioned some changes in the way they perceived EFL reading. Eve and Eleanor, who both stated they enjoyed reading in English at the beginning of the programme, reported positive influence on how they felt about EFL reading and learning. In interview 4, Eve explained that her reading and the way she felt about reading *did not change*, as she *liked it before*. However, when she evaluated the programme in the last interview, she mentioned that the most memorable thing about extensive reading was that it made *EFL learning easier*:

“...that I did not have to spend so much time learning English, because I learnt a lot of things that we talked about in school from books.” (Eve.int5.q8)

Similarly, when asked about changes that she attributed to extensive reading, Eleanor explained how it encouraged her to *learn more English*:

“I read more and I know more words. ... and I want to learn even more words and more English.” (Eleanor.int4.q11)

It seems that Eleanor’s increase in the amount of reading that she noticed and reported in the course of the programme, contributed to her perception that she had improved, which further motivated her to learn more English. She later mentioned also positive influence on reading in English itself:

“I think it [reading in the course of the programme] had impact, since it encouraged me to *read even more*.” (Eleanor.int5.q1)

Eleanor, the same as Erin, agreed with the statement *Reading in English is my hobby*. in the questionnaire, she ticked *I agree* also for the statement *Of all English tasks, I like reading the most*.

It seems that the two relatively strong readers (Eve and Eleanor) already had very positive feelings of enjoyment connected to reading in English, and

therefore perceived mostly increase in motivation to learn English. The other four participants, Alan, Elle, Ann and Mary, all reported reading less frequently in English at the start of the programme, and later reportedly read relatively less than Eve and Eleanor. Thus, they noticed changes in their reading enjoyment and / or their motivation for reading in English, which might suggest that their positive feelings towards reading in English, which they mentioned in Interview 1, were not as strong as they were for Eve and Eleanor, and further evolved during the programme. Thus, Alan described his *reading in English as more enjoyable*:

“... in general, I find it more interesting. I feel better.” (Alan.int3.q12)

Ellen, who in Interview 1 said she read in English once every fortnight and found it interesting but difficult, showed noticeable improvement in her English during English lessons in the middle of the programme. When asked how she would explain it, she said:

“I think it’s because of reading. I learnt a lot of new words and a lot of English in general. Now I feel motivated *to read more*.” (Elle.int3.q1)

Towards the end of the programme she again noticed “an obvious improvement” (Elle.int4.q11) and described her reading enjoyment in these words:

“I like reading in English because it’s fun and relaxing. ... More than before.” (Elle.int4.q9)

At the beginning of the programme, Ann reported reading in English once a week, but she explained that she progressed really slowly due to difficulties with reading comprehension and poorer vocabulary. Therefore, her main objective was to improve her English (see Purposes of extensive reading). However, as she observed her improvement, she commented on the affective changes as well:

“I read faster and the more books I read in English, the more it interests me. Because I read a lot in English, I started to like it more.” (Ann.int4.q11)

“In the beginning, I found reading difficult, but later it got faster and easier, and I realized that I too can read in English.” (Ann.int5.q8)

It seems that her improvement in reading, more precisely in reading speed and comprehension (check Perceived improvements attributed to extensive reading) resulted in reading enjoyment as well. Despite these changes towards more positive attitudes to reading in English, none of the three participants agreed with the statement *Reading in English is my hobby.*, however, Alan and Ann ticked *I agree* for the statement *Of all English tasks, I like reading the most.* Mary, on the other hand, did not read more, her reading intensity did not change during the programme. Nevertheless, when she reported an improvement in comprehension I asked about any other changes to her reading as a result of this perceived progress and she answered:

“It is easier, much easier, and I’m even more drawn to it.” (Mary.int3.q3)

Contrary to my expectations, Mary did not report reading more in the following months. The reasons for this might be lack of free time due to school work and her engagement in gymnastics (as explained in Perceived negative influences on EFL reading motivation).

### **5) Perceived improvements attributed to extensive reading**

In interviews 2- 5, the participants were asked about the changes in their reading. They mostly talked about improvements related to language areas and skills in using language. Thus, in this category I represent the codes for areas in which the participants noticed improvements due to extensive reading, other than change in intensity or enjoyment (discussed in the previous sub-chapter). The codes are the following:

- comprehension
- reading speed
- reading fluency
- vocabulary
- less use of dictionary  
or translator
- improved speaking
- improved writing
- improved general English
- critical thinking

*Comprehension.* An improvement in understanding of the text was one of the most frequently identified improvements. Erin, who saw hardly any change, for better or worse, in her reading, since it had been on a very high level before the programme itself, and Tom, who had seen himself as a skilled reader of web sites in English at the start of the programme already, were the only two participants that did not report understanding more due to extensive reading. However, Tom reported using translator less often (explained in code *less use of dictionary and translator*), and Erin reported learning a lot of new words (explained in code *vocabulary*); both identified improvements seem closely related to comprehension.

Some participants who noticed improvement in comprehension described it in these words:

“I don’t know, I don’t talk in English, so I don’t know. Maybe I’ll notice it [progress] now, when the school starts... But I understand more when I read.” (Alan.int2.q9)

“I read the same amount, similar things, but I understand texts a lot better and my English got better.” (Maureen.int5.q1)

“Yes, before this summer, there were some words I didn’t understand. During summer, if I read a book and didn’t understand some things, I read it again and I understood a lot more. I really improved.” (Eve.int2.q5)

It seems that Eve exposed herself to multiple encounters with the same text on purpose, as a learning technique. She no longer read only for pleasure, but to improve her linguistic knowledge. In this way she invested more energy into the development of her English vocabulary and understanding. In the same interview, Eve connected understanding with *the flow* experience:

I: “So, you read faster and understand more?”

Eve: “Yes, and then I’m drawn into it even more, because there are not some many unknown words, I understand more.” (Eve.int2.q6)

Trish and Elle noticed a significant improvement in this area and mentioned improved comprehension in 3 of the 4 interviews. They both identified it as a positive influence on their EFL reading motivation. In Elle’s words:

“I read in English a bit more. I read in Slovene, too, but more in English, because I see that it really helps me in better understanding of some texts.”  
(Elle.int3.q8)

Most of the participants felt that faster comprehension went hand in hand with the faster reading speed, reading fluency and richer vocabulary (to be discussed next).

*Reading speed.* Improved reading speed was perceived by the majority of participants. Since it was not measured with tests, moreover it was impossible to draw any conclusions from reading reports (due to different formats of reading materials and only approximate reading times given), the estimated improvement in reading speed was grounded entirely in the participants’ personal perception. In their estimates, the participants often connected the improvement in reading speed with better understanding:

“Yes. I read faster and I understand a lot more words which I didn’t before.”  
(Ann.int4.q10)

“It [reading] changed quite a bit. When I read in English now, I read things a lot faster than I did before. And my understanding is a lot better.”  
(Elle.int2.q7)

Better understanding probably speeded the process of reading, however, the participants themselves did not recognise the causal relationship.

*Reading fluency.* Seven participants noticed that they had been able to read more fluently since they began extensive reading (for example “My reading is more fluent, and easier.” (Trish.int3.q1)), and five of them (Alan, Maureen, Ann, Elle and Eve) paired reading fluency with reading speed. However, only Eve elaborated on the connection:

“I read faster, remember more, understand more. If a book has, for example, 50 pages, I read it in an hour if I don’t take any breaks. It’s much more fluent.”  
(Eve.int2.q5)

Reading fluency is closely connected with the development of sight vocabulary (i.e. words that readers are able to recognise automatically) and general vocabulary knowledge, gained through reading large amount of material.

*Vocabulary.* Not only participants who mentioned learning words as a benefit or motive for joining the extensive reading, also others perceived that their vocabulary had improved because of extensive reading. Thus, richer vocabulary was the most frequently mentioned improvement attributed to extensive reading in this programme. This is in accordance with Day and Bamford's (1998, 16) belief that L2 readers who read extensively, i.e. read a lot of varied and interesting materials slightly below their current level of acquisition, can increase their general vocabulary knowledge through incidental acquisition. Participants of this programme, for example, reported "I gained some vocabulary." (Erin.int5.q7), "I read more and I know more words." (Eleanor.int4.q11). Elle and Mary explained that they had learnt certain words through numerous encounters with them. In Mary's words:

"I didn't read about other things. Because I've read about the same things, I now know those words that I didn't know before, because I've seen them so many times, I now understand them." (Mary.int3.q2)

As Day and Bamford (1998, 16) explain, the result of such multiple encounters with printed words is that they become automatically recognised by the reader, i.e. they enter the reader's sight vocabulary.

However, when some participants selected more difficult texts (at *i plus 1* level of acquisition) on purpose, with the goal of learning more vocabulary (see *Macho-maxim of L2 reading* in Evaluation of the extensive reading programme), their vocabulary acquisition would better be explained through Krashen's comprehensible input hypothesis.

*Less use of dictionary or translator.* Closely connected with improved understanding and richer vocabulary is the less frequent use of dictionary or translator. Five participants did not mention this improvement: four of them (Erin, Mary, Eleanor, Eve) because they had not been using either dictionary or translator before the programme, as they told me in Interview 1, and Elle, who evidently still relied on the help of a dictionary, despite reported improvement in comprehension. Those participants who reported on less use of a dictionary or translator, mentioned also better understanding of texts, richer vocabulary and reading fluency. For example, Trish explained:

“I understand a lot more English, I don’t need the dictionary anymore.”  
(Trish.int5.q7)

Ann mentioned another strategy, characteristic of fluent reading:

“I read faster and I don’t use the dictionary that often, I try to guess the meaning of the word by myself.” (Ann.int5.q7)

Despite the fact that one half of the participants who reported using the dictionary or translator at the beginning of the programme, as they read extensively in English realized they do not need it (that often), and that the other half started reading extensively without such help, the participants also challenged themselves with more difficult texts and sacrificed fluency for intensive vocabulary learning, which forced them into dictionary use once again (as explained in sub-chapter Evaluation of the extensive reading programme).

*Improved speaking and improved writing.* After he explained how he had learned new words while reading in English, Tom reported improving his speaking and writing as well. He, however, did not elaborate on what led to that improvement. Eve, on the other hand, described her strategy for improving her writing:

“Now, when I’m doing my English homework, if I’m writing some sentences, I don’t use the translator at all. Instead, I try to find it in some other similar text, and then I see, aha, this is where I made a mistake, this seems better. ... Just the other day I read something and I saw, aha, you made a mistake here, and I corrected it right away.” (Eve.int3.q5)

It seems that Eve was quite conscious of her goal to learn new vocabulary and improve her English in general through extensive reading. She distanced herself from extensive reading principles, but at the same time developed strategies that helped her evolve as a fluent EFL reader and speaker.

*Improved general English.* Four participants, Mary, Alan, Elle and Maureen, explicitly attributed their improvement in English to extensive reading. Elle commented on her obvious improvement, noticed in the EFL classroom, in the following way:

“I think it’s because of reading. I learnt a lot of new words and a lot of English in general. Now I feel motivated to read more.” (Elle.int3.q1)

In the middle of the programme, when asked to evaluate himself as a reader, Alan said:

“I’m so so. I’m not very good, but I’ve improved, I’m better. Before I only watched videos, I didn’t know that much English, now I know more.” (Alan.int3.q11)

*Critical thinking.* Towards the end of the programme, when asked whether she saw reading in English as cool/socially desirable and liked to be seen reading in English, Eve responded:

“Sure, I can tell the others my opinion, for example the difference between the original and the translation. For sure.” (Eve.int4.q4)

In the same interview, she explained that she liked reading in English because she preferred originals to translations, a reason she had not mentioned in any of the previous interviews. Also Erin mentioned her preference for originals as opposed to translation (explained further in *The choice of reading materials*), however, she did it at the beginning of the programme and not only later. Although not explicitly stated as an improvement attributed to extensive reading, it seems that Eve’s perceived ability to articulate her preference for a specific type of material developed in the course of the programme, therefore it could be interpreted as one of the improvements due to extensive reading.

## **6) Perceived positive influences on EFL reading motivation**

In this category, codes that denote participants’ perceptions about what contributed to sustain and/or increase their motivation to do extensive reading are discussed. The following codes are included:

- stick to the set goal
- family and peer influence
- home environment
- extensive reading is helpful

- extensive reading is fun and relaxing
- extensive reading is part of routine
- interesting and informative materials
- materials available / lack of materials in Slovene
- time to read / absence of school work
- likes the language
- progress

*Stick to the set goal.* In the first interview after the summer holidays, two participants, Alan and Mary, reported reading more than before the programme and explained that the cause was their commitment to the programme. In their words:

“During summer I read more. I had hardly ever read in English before, then I joined this programme and now I read more.” (Alan.int2.q2)

“Because this was our assignment, right, so I decided to do it, right, and I tried to read more.” (Mary.int2.q4)

These answers might be the answers designed to satisfy their teacher / the researcher, something they thought was expected from them, especially since in my experience students do not usually worry about school during main holiday period and holiday assignments are not the usual practice at this school. However, both Alan and Mary later mentioned the influence of their parents (who had signed the consent form for the programme and had been informed about this assignment as well), so I assume the mentioned influence worked in combination with other encouragements, not explicitly mentioned here.

*Family and peer influence.* In the questionnaires, there were three statements referring to the family attitude towards reading, namely *My family reads a lot.* *My parents took me to the library when I was little.* and *My parents (and other family members) read books to me when I was little.* All participants *agreed* or *strongly agreed* with the first and the third statement, indicating that their families valued reading and that their upbringing included reading as a family activity. However, the participants of this programme were not children anymore, but still young enough for their parents’ more or less active

involvement in their schooling. Therefore, I asked the readers about their parents' current involvement in their free time reading (in English). All participants, except for Elle, reported their parents' more or less explicit encouragement and support on two levels: encouraging their reading and providing or influencing the choice of reading materials. In the questionnaires, seven participants *strongly agreed* or *agreed* with the statement *My parents encourage me to read in English*. Erin and Ann mentioned less explicit encouragement by their parents. Erin told me her parents would buy her books in English and talk to her about the books that she had read, but

“In the beginning they had nothing to do with my reading in English, I started by myself.” (Erin.int3.q9)

Ann, on the other hand, reported reading books she had found in her father's private library. None of them thought their parents' involvement had any impact on their reading in English. Other participants mentioned more explicit family interventions, which were, however, received well. Mary, for example, perceived her parents' encouragement as very positive:

“They know I read in English. It's not that they bring me books home, but they like it that I read. It's such a good encouragement.” (Mary.int3.q12)

Trish, however, described her parents' involvement as slightly annoying, but not to such an extent that it would influence her reading motivation negatively:

“Yes, they know and encourage me, they like it that I read in English. They tell me to read an English book once in a while, they bring me stuff from the library, from Koper. ... Yes, because they bug me, tell me to read things in English and so.” (Trish.int3.q3)

In Eve's case it seems that her mother was an important influence when Eve was little and helped to develop her daughter's good reading habits that functioned as a positive influence on her reading motivation in the course of EFL extensive reading as well.

“I read a lot before, too, because my mom used to tell me to read, that I would do better at school, that I would learn more. ... Ever since I was little she

told me to read, gave me picture books. This is a habit I've had since I was little.” (Eve.int2.q2)

The two participants that were influenced by their parents the most were Tom and Alan. According to their answers, their parents were an important influence on the choice of reading materials (explained further in The choice of reading materials), however, they were involved in their reading activities as well. In Interview 2, I and Tom had the following exchange:

Tom: “We watched films with subtitles, for example, there was this Finnish film, so we selected English subtitles. Then we went on holiday and we...”

I: “You keep saying we. Does your whole family read in English?”

Tom: “Yes, I and my dad always together, and my mom usually in Italian.” (Tom.int2.q1-2)

Later, he again mentioned his parents:

“My mom and dad encourage me to read in English a lot, also because I'm good at languages. For example also Italian, also in Italian I had to read a book and in English my dad uploaded a comic book onto my tablet.” (Tom.int3.q5)

He later says that “if they had not encouraged me, I wouldn't have read less.” Nevertheless, it was evident that they were very supportive, even demanding when it came to his learning languages, most of all English.

Four participants, namely Alan, Trish, Eleanor and Eve mentioned also peer influence on their reading in English, predominantly on their choice of reading materials (see The choice of reading materials). Eleanor, however, described also an informal reading/writing community she and her friends spontaneously formed:

“I stick to this serial that I'm reading about, I even started writing a little bit, then my friends read what I've written, point to my mistakes, I read their stuff, and so on.” (Eleanor.int2.q17)

*Home environment.* The participants' preference for reading at home as opposed to reading at school is discussed in the sub-chapter Evaluation of the extensive reading programme, under code *Like reading in home environment*. What the

participants especially pointed to was the relaxed atmosphere and no time pressure, which they associated with school. The positive influence that home environment obviously has on the participants' reading, especially for young readers in elementary school, speaks in favour of extensive reading programmes designed as extra-curricular activities or at least activities that take place predominantly outside school premises.

*Extensive reading is helpful.* The participants joined the programme due to perceived reading and language related benefits. In the course of the programme they indeed noticed predominantly linguistic improvements (as explained in Perceived improvements attributed to EFL extensive reading), and any such notion that extensive reading helped them improve their English positively influenced their reading motivation. Erin had a very specific goal, namely to pass the First Certificate exam, therefore she hoped to develop her vocabulary. Apart from being fun, she perceived extensive reading as helpful, as well. In interview 3 also Maureen explained that she purposefully engaged in extensive reading before tests, to revise and prepare.

*Extensive reading is fun and relaxing.* When asked about their motive for joining the extensive reading programme, only Trish mentioned reading for fun as one of the reasons. The other participants seemed more focused on language-related benefits and goals (check Purposes of extensive reading). However, in the course of the programme, seven other participants stated that the fun of reading and its relaxing effect motivates them to continue with the activity. They, for example "...find it more interesting. It makes me feel good." (Alan.int3.q12), "I read for pleasure." (Erin.int3.q5) or "I like reading in English because it's fun and relaxing." (Elle.int4.q9) and "I read mostly in the evening because then I go to sleep more easily." (Trish.int2.q21) Towards the end of the programme, in the busy exam period when a lot of participants reported a decrease in reading motivation (check Change in reading intensity) and explained the negative influences that contributed to that (check Perceived negative influences on EFL reading motivation), Eve explained that her motivation to read did not decrease, since reading "...mostly helps me to relax." (Eve.int4.q5)

*Extensive reading is part of routine.* Eve and Eleanor were among those participants who managed to reach the reading target in the course of the whole programme and increase their amount of reading as they proceeded with extensive reading. Moreover, they were not only successful students, but very active in their free time as well (Eve an active singer and Eleanor a successful athlete), thus fully occupied during holidays and school days alike. One of the things that separated them from the other readers was the fact that they managed to fit extensive reading into their daily routine. In interview 3, to my question about reading in a daily routine, Eleanor explained:

“Yes, I read every day, I sit behind a computer and I read.” (Eleanor.int3.q2)

Eve went even further:

“Now this is already a routine for me. If I don’t read, I feel weird, it seems as if something is missing, I even get confused.” (Eve.int2.q10)

In the last third of the programme, the busy exam period, when some participants reported decrease in their reading intensity due to negative influences, that are discussed in the following section, Eleanor read a bit less (from 3h/week to 2.5h/week), but still well above the reading target, while Eve read even more than in the second third of the programme (from 1.5h/week to 5h/week). We can assume that getting reading to fit into their daily routine helped them to maintain and even increase their motivational intensity even during a period busy with school work.

*Interesting and informative materials.* As already explained in The evaluation of the extensive reading programme and The choice of reading materials, the participants valued interesting materials above all. For example: “I read about what interests me.” (Trish.int3.q4), “...I got interested in fashion, so I started reading about that.” (Mary.int2.q12). They were even prepared to lose autonomy of their choice of reading materials, providing that those were interesting. However, in the course of the programme, Erin reported reading a book which she would not choose herself but someone else recommended. She was not sure she would like to repeat that, but:

“Yes, I read it. It wasn’t as interesting as other books, but OK, I’ve read it. In fact, it started to interest me what happens in the end, so I finished it.” (Erin.int3.q2)

Some participants were very explicit about their interests:

“Crime stories, detective novels, that’s what I find interesting. And on the internet, if something interests me, sport, or how something works. This is often not in Slovene. And Wikipedia.” (Alan.int2.q6)

“I started watching the Italian news with my parents, and I went on youtube, I found that BBC, browsed a little bit and now I read their articles.” (Eve.int3.q2)

“I also read articles. If for example something interests me, if I need something, I look for it on the internet in English.” (Erin.int2.q7)

In the majority of cases, the participants reported following their interests, searching for information on the topics that interest them and eventually reading them. In this extensive reading programme, which was designed in such a way that the readers were not limited to a specific type of material (e.g. literature, graded readers, newspaper or magazine articles) or specific topics (that would for example fit the curriculum), the material selection replicated real-life situations when people read to get information, for pleasure and general understanding.

*Materials available / lack of materials in Slovene.* Especially those participants who searched for interesting or informative materials on the internet (Alan, Tom, Erin, Maureen, Mary, Eleanor and Eve), reported lack of materials in Slovene or at least finding more texts in English. As Erin and Eve explained:

“Because I find more in English. It makes no sense searching in Slovene and then in English as well.” (Erin.int2.q9)

“I was working on my presentation and most of the web sites I found were in English. Besides, it’s easier to find things in English than Slovene.” (Eve.int3.q7)

However, Ann, who preferred reading in Slovene said:

“... if I feel like reading in English, if there are no Slovene books, then I read something in English.” (Ann.int2.q13)

Lack of materials in Slovene, especially online and on certain current events, directed the readers towards materials in English and slowly shaped their reading habits as well. Closely related to this code is the availability of materials. Especially in the first third of the programme, during summer holidays, some participants reported reading in English, because materials were simply there, easily available. To my question on how much they had read during summer, Eve, Trish and Maureen explained:

“A lot, because I was on holiday in Greece and things were described in Greek, Russian and English, and English was the easiest for me. So I then read a lot of brochures that they gave us, maps, information about sights and so. I don’t usually read these kinds of things, but I did there.” (Eve.int2.q1)

“Mostly magazines... We were in Thailand and there were more magazines in English...” (Trish.int2.q3)

“Our cousins from Canada came to visit, so I talked and read a lot. Because we took them on trips, I read texts about sights.” (Maureen.int2.q7)

Materials in English that are read because they are available may not function as a long-lasting influence that would shape one’s reading habits, but they were certainly a positive influence on reading motivation for some of the participants in this programme.

Due to the crucial role of materials in extensive reading and this programme as well, the influences on the choice of reading materials are discussed in a separate category later on.

*Time to read / absence of schoolwork.* Since extensive reading was a free time activity with hardly any links to the curriculum, it depended greatly on the free time available to the participants. Voluntary reading competed not only with work for school but also a number of other free time activities, socializing, etc. It was therefore not surprising that one of the most important factors influencing the amount of reading and the time dedicated to reading was absence of schoolwork or the amount of free time at the participants’ disposal. As a result,

some participants (Ann, Erin, also Alan) found it easier to read during holidays than during school year. Alan explained what he had managed to read:

“And a crime novel my mother brought me in December, so I read it during holidays when I had no schoolwork.” (Alan.int4.q1)

And Mary: “In summer I read in my free time. When I had nothing else to do, I read.” (Mary.int2.q10)

Elle described her reading habits: “I simply read when I have time. I don’t have anything set, twice or three times a week, when I have time. If I have a lot at school, I read less or I don’t read.” (Elle.int2.q11)

For Trish it was an illness that gave her the opportunity to read more:

“Yes, I was in bed because of chickenpox and I read. If I have to study a lot, I get tired quickly, but when I was ill, I didn’t have to study, so I read.” (Trish.int4.q2)

An abundance of schoolwork or other free time activities are simply the other side of the same coin. Their distinctly negative impact on the participants’ reading is explained in Perceived negative influences on EFL reading motivation.

*Likes the language.* Positive attitudes towards the English language were one of the most distinctive positive influences on EFL reading motivation, reported by the participants. Six of them (Tom, Maureen, Trish, Mary, Eve, Eleanor) stated they liked reading in English because they liked the language, for example “because I like the language.” (Trish.int4.q9), “because, in general, I like English.” (Maureen.int4.q9), “Besides, English is my favourite language.” (Eve.int2.q8) and “I really like English, the language.” (Tom.int2.q9)

In Slovenia, English has become the language of the free time for younger generations, due to various reasons, most significantly the media, the internet, online communication etc. Some statements by the participants reveal that they associated reading in Slovene with school assignments and reading in English with free time:

“Now I read more in English. I mean, in my free time. For school we have to read also in Slovene, but if I can choose it’s in English.” (Eleanor.int3.q5)

“In Slovene I usually read for school, books, stories, while in my free time I read in English. More web sites, I don’t really read books.” (Maureen.int2.q11)

Erin, a keen reader of books and web sites in English explained:

“I don’t read in Slovene in my free time at all, only what is obligatory for school.” (Erin.int2.q2)

English is no longer perceived as only the official language of the UK, the USA and other English-speaking countries and thus closely connected to the culture of English-speaking nations, but as a *lingua franca* and thus to some extent a neutral and culture-free tool for communication with the whole world. This is evident from some of the statements made by the participants, like:

“English is such an international language. You can use it everywhere, the majority of people will understand me.” (Eve.int2.q9)

To my question whether she liked reading out of interest for the culture of English-speaking nations, Trish answered:

“No, not that, I like common English, for speaking to everyone.” (Trish.int3.q10)

Because English is used for communication in practically all areas of interest, also materials in English on different topics, of different genres, etc. are easily accessible all the time and mostly for free. The availability of materials in English and sometimes also lack of materials in Slovene was an important influence for reading motivation also for the participants of this programme, as explained in code *materials available / lack of materials in Slovene*.

*Progress.* Seven participants (Alan, Maureen, Trish, Mary, Ann, Elle, Eve) were satisfied noticing the progress they had made, which encouraged them to read even more. Especially participants who reported reading less or less frequently in English before the programme (Alan, Maureen, Trish, Mary, Ann, Elle) noticed the improvements. For example, Maureen said:

“Of course, practice makes perfect and the more I read the better I get. I watch a lot of films and serials in English, ... sometimes I set subtitles in English, to practice.” (Maureen.int4.q11)

Ann seemed very satisfied when she explained the difference in reading before and during the programme:

“In the beginning, I found reading difficult, but later it got faster and easier, and I realized that I too can read in English.” (Ann.int5.q8)

When asked to make a similar comparison, Elle explained:

“My reading got more fluent and faster. I can see an obvious improvement.” (Elle.int4.q11)

## **7) Perceived negative influences on EFL reading motivation**

In this section, codes concerning perceived negative influences on the participants' motivational intensity to read extensively are discussed. The following codes are included:

- no time to read
- busy with schoolwork
- busy with free time activities
- busy with family activities
- materials not interesting

*No time to read.* All participants faced lack of time that they would dedicate to reading extensively. For the majority of them that happened in the first part of the programme, during school holidays, or at the end of the programme, the time busy with exams. Their comments indicate that this feeling negatively influenced their motivational intensity, just as time to read and absence of schoolwork had a positive influence (as explained in Perceived positive influences on EFL reading motivation). For example, Tom said “I read less because I didn’t have time” (Tom.int4.q1) and Maureen explained “I didn’t read because I didn’t get round to it” (Maureen.int2.q1). The data suggests that there were roughly three causes that made the participants feel that they had no time

for extensive reading, namely being busy with schoolwork, free time activities or family activities.

*Busy with schoolwork.* An abundance of schoolwork was a problem for all the participants at least once during the programme. It turned out to be the strongest negative influence on their reading motivation in that time. The majority of them mentioned being busy because of school in January, at the end of the first semester, when there is normally a lot tests, presentations etc. Some of their comments went as follows:

“I read less because there were tests and I had to get oral grades.”  
(Alan.int4.q1)

“I didn’t read a lot because I had a lot at school and I was tired in the evening and didn’t manage to read.” (Trish.int4.q1)

“I read a book I borrowed from your library, about Bridget Jones. I managed to read about half of it. Then things for school started piling up, so I quit for a while.” (Eve.int3q1)

In Alan and Trish’s case, lower reading intensity they reported in January (due to a lot of schoolwork) did not greatly decrease the overall intensity of that period (Trish went from reading approx. 1h/week to 1.5h/week, while Alan spent 2.5h/week reading, in comparison to 1h/week in the preceding weeks), since they also reported the positive impact of Christmas holidays and free time due to an illness.

For Maureen, Elle, Ann and Eris it was different. An abundance of schoolwork and stress connected to it influenced their reading in English, which became less frequent and less intense in the last weeks of the programme. However, Erin and Ann both reported lack of time due to schoolwork as early as September, and the reading records show they dedicated less and less time to extensive reading in English. Erin explained:

“I read in English very little now, about twice a week, because I have a lot of other things, for school and the violin.” (Erin.int2.q2)

When I asked Ann about what she had read during summer, she told me:

“Nine books, the short ones. One a week. Now, during school, I don’t manage as much, cause I have to study a lot and I can’t. I really have to study a lot and I can’t read this much. I only read a book or two a month.” (Ann.int1.q8)

Erin, when compared to the others, still read a lot in English, but estimated she did not read as much as during summer holidays. Ann, on the other hand, had to invest a lot of energy and focus into reading, especially reading in English (due to her learning disability), which she managed only during holidays, while during school year she invested that energy into schoolwork.

*Busy with free time activities.* Erin, Mary, Ann and Eleanor all mentioned their extra-curricular activities (athletics, gymnastics, violin) and how much time they invested into them. Their engagement varied depending on the season and even the weather, but in any case, it affected extensive reading. At the beginning and during the programme, Erin mentioned being busy with violin lessons:

“I read a bit less, because I can’t. I practise the violin a lot, that’s why I don’t have time for reading.” (Erin.int3.q1)

She was preparing for a very selective audition at the music conservatory and was under a lot of stress, trying to balance her schoolwork and violin practice. Eleanor, on the other hand, was an active athlete and reported reading less because nicer weather meant more intense training, which took a lot of her free time (Eleanor.int4.q1). When I talked to Mary, another engaged athlete, about reasons for less intense reading, our conversation went like this:

I: Why, in your opinion, did you read less books?

Mary: I didn’t have time, I had to study.

I: Is there any other activity that you had to skip or do less because of schoolwork?

Mary: Sure, sometimes I had to skip trainings, as well, because I was that busy.

I: Which one do you rather skip, training or reading?

Mary: I don’t know, it depends. If I find time in the evening. For example, I finish my training at eight, then I read and go to sleep. If I can, I read. (Mary.int3.q9-11)

Even though she avoided a straight answer, it seems that in her case schoolwork and extra-curricular activity negatively influenced her reading intensity.

*Busy with family activities.* Especially in our first interview after the school holidays, the participants who reported reading less in the preceding weeks told me the reason were family vacations.

“I didn’t exactly read a lot, because we were travelling, we were always somewhere. I only read some magazines.”(Alan.int3.q5)

However, in Trish’s case her family vacation had a negative...

“I didn’t read a lot. We were on vacation, so I didn’t manage to read.” (Trish.int2.q1)

... as well as a positive impact on her reading in English:

“Mostly magazines... We were in Thailand and there were more magazines in English...” (Trish.int2.q3)

Also for Eve (who visited Greece) and Maureen (who went to Croatia), being abroad at tourist destinations was in fact a positive influence because materials in English were easily available there (see Perceived positive influences on EFL reading motivation).

*Materials not interesting.* As explained in Evaluation of the extensive reading programme, Eve was the only student who borrowed a book from my private library, but also abandoned it after the first half, saying:

“...it didn’t suit me, so I stopped. If it doesn’t attract me, I stop, otherwise I feel forced into reading.” (Eve.int3.q8)

In the same way as the other participants and Eve explained that interesting materials (among other things) were the reason they read in English, Eve was very clear about not reading something she did not like. Alan also explained he did not read graded readers because “I didn’t like the topics” (Alan.int5.q4). Because of the voluntary nature of the programme and free choice of materials, not a lot of participants reported having problems with uninteresting materials. The participants probably left some texts unread, however, leaving a book unread is more memorable than changing a website because it was not interesting.

### **3.2.2.7 Discussion**

The findings of this study are discussed in relation to the relevant literature on extensive reading and (EFL) reading motivation (see chapter 2) and according to the research questions, namely the participants' perceptions of extensive reading, the changes in their reading motivation and influences on these changes.

#### **1) Perceptions of extensive reading**

This section focuses on the findings related to the perceptions of extensive reading and the programme, and answers the first research question: What are the students' perceptions of EFL extensive reading while participating in the extensive reading programme? The following topics are discussed:

- Perceived improvements
- Use of a dictionary and guessing from the context
- Reading materials
- Autonomy in selecting materials, place and time of reading

In conclusion of this section, the achievement of the set programme goals is discussed.

#### **Perceived benefits / improvements**

The participants of the programme not only expressed positive feelings towards EFL extensive reading, but perceived also numerous benefits they derived from it. There were no tests done to substantiate these beliefs or perceptions, since the study was based solely on self-report data from the participants, however, also de Burgh-Hirabe (2011, 214) concluded that perceptions have an important impact on reading and learning a foreign language. The improvements in the participants' reading abilities, which they attributed to extensive reading, included improved comprehension, increase in reading speed and fluency, gains in vocabulary and the development of reading strategies which contributed to the decrease in their use of dictionary (e.g. guessing from context), which is discussed next. The perceived improvements are closely related to the motives

that the participants had for joining the programme and the benefits they attributed to extensive reading as a L2 learning approach. They mostly decided to participate for reasons connected to EFL learning (e.g. to improve specific skills in English, learn vocabulary), presumably because these benefits were also presented to them as most commonly reported results of extensive reading approach in the presentation of the programme. We can assume that this was the reason for their focus on language-related benefits and improvements.

The findings on the perceived improvements correspond to the findings of numerous studies of extensive reading, which investigated the impact that extensive reading has on L2 reading ability, and found improvements in various areas, most noticeably reading comprehension, reading speed or fluency and reading strategies (e.g. Asraf and Ahmad 2003, Arnold 2009, Nishino 2007, Tanaka and Stapleton 2007, Robb and Susser 1989, Mason and Krashen 1997, Bell 2001), as well as vocabulary knowledge.

Gains in vocabulary knowledge were the most frequently mentioned improvement attributed to extensive reading in the programme. The participants reported that their recognition vocabulary has expanded and that they have learnt new words. This is in accordance with Day and Bamford's (1998, 16) belief that L2 readers who read extensively can increase their general vocabulary knowledge through incidental acquisition, and findings of numerous previous studies that focused on vocabulary gains (e.g. Hafiz and Tudor 1990, Cho and Krashen 1994, Horst 2005, Leung 2002, Arnold 2009). The participants estimated that their improved vocabulary knowledge further positively influenced understanding, reading speed and reading fluency. As numerous participants took on extensive reading with the aim of learning vocabulary or improving their general English, they approached the programme as the learning opportunity and applied certain strategies or techniques into their reading to be even more successful in achieving their aims. One of the participants, Eve, exposed herself to multiple encounters with the same text on purpose, to consolidate the vocabulary she had learnt before. Additionally, all female students, contrary to my instructions, at least once in the course of the programme, purposely challenged themselves by selecting texts that were beyond their ability level; Day and Bamford (1998, 92) call this approach "*the*

*macho maxim* of second language reading instruction: no reading pain, no reading gain.” The participants’ personal goal to learn more vocabulary encouraged them to redesign the extensive reading programme, however, the change did not seem to negatively affect their EFL reading motivation. Arnold (2009, 1), who encountered a similar trend with advanced German as a foreign language learners, argues that this could be “indicative of learners’ growing motivation and self-confidence.” This could be true for this group of participants, since they argued they chose such materials primarily because of the challenge or interesting materials and that the extra learning of vocabulary was the improvement that followed. Only Erin, who joined the programme solely to expand her vocabulary, stated that as the reason for her macho-maxim approach. Furthermore, almost all participants that chose this approach expressed positive reading self-efficacy beliefs.

This research also suggests a transfer effect to other skills, namely writing. Two participants of the programme perceived their writing in English improved due to extensive reading. This finding is in accordance with some of the previous researches (Elley and Mangubhai 1981, Hafiz and Tudor 1989, de Burgh-Hirabe 2011) and supports “the widely held notion that we learn to write through reading” (Day and Bamford 1998, 37). However, it must be noted that this improvement was noticed by the participants who by the end of the programme reported reading significantly more than the rest of the group.

### **Use of dictionary and guessing from context**

One of the key characteristics of extensive reading is the relatively fast reading of easy materials (Day and Bamford 2002). Therefore, before the programme started the students were instructed to choose texts well within their comfort zone of English proficiency, and avoid the use of dictionary. Instead, they should cope with unknown words in the same way as they would while reading in their mother tongue – guess from context, skip those that were not important for the whole text or ask people nearby for help. The aim was to guide the participants towards using the techniques of fluent reading and focusing on the story and not the language. The analysis of the data revealed that at the start of the programme

seven participants still used a dictionary or a translator. However, in the course of the programme all but one reported less frequent use of a dictionary or a translator due to an improvement in understanding and richer vocabulary, and also because they developed their ability to guess from context. This strategy was the one most frequently mentioned by the other three participants, who reported using contextual guessing prior to the programme already.

According to the participants, their ability to guess the meaning of unknown words from the context and consequently no or little need for the dictionary went hand in hand with their perceived improvements in vocabulary knowledge and text comprehension, discussed earlier. This connection has been confirmed by previous researches (Grabe and Stoller 2002, Day and Bamford 1998). So was the development of various reading strategies through extensive reading, among them also contextual guessing, which was one of the main findings of Nishino's (2007) longitudinal case study. Similarly as in this research, the two participants of Nishino's study developed the ability to use various strategies of dealing with unknown words without being explicitly taught how to use them.

Alongside more fluent reading of materials, easy enough to allow contextual guessing, some participants engaged in less fluent reading of interesting but more difficult texts (i.e. the macho-maxim approach, discussed earlier). This type of reading triggered an increased use of a dictionary or a translator once again. Unlike the participants of some of the previous extensive reading studies (Leung 2002, de Burgh-Hirabe 2011), the participants of this research did not report a decrease in reading motivation or loss of the flow experience, since the texts they engaged in were perceived as difficult but highly interesting.

### **Reading materials**

Extensive reading, as described by Day and Bamford (2002), is reading of interesting and understandable materials that are below the reader's linguistic ability. This should enable reading at a fast speed without heavy reliance on dictionaries. Therefore, until recently the traditional reading materials for extensive reading have been graded readers and, to a lesser extent, newspaper and magazine articles. Furthermore, in the majority of extensive reading

programmes (Hafiz and Tudor 1989, Bell 2001, Nishino 2007, de Burgh-Hirabe 2011) the participants read teacher-preselected materials, predominantly graded readers or children's books that were supposed to enable this relatively fast reading without the dictionary. However, according to the principles of extensive reading, the students should have access not only to easy materials but also diverse materials on a wide range of topics (Day and Bamford 2002). No matter how large the English section at a school library is, it cannot provide the same range of texts as World Wide Web. Therefore, the participants of this programme were given freedom to choose not only printed materials to their liking, but reading materials of any format, including film subtitles and above all web sites (as explained in chapter Extensive reading programme).

The analysis of the interviews and their reading records shows that almost all participants voluntarily chose and read both printed as well as online materials, however, they predominantly read authentic materials on the internet and young adult as well as adult literature for native speakers, and to a lesser extent graded readers from the school library. More proficient readers chose graded readers solely as obligatory for the Reading Badge competition or home reading, while they chose authentic materials for their voluntary, free-time reading. The expressed preference for authentic texts mirrors the results of other studies of extensive reading in which the participants expressed a greater liking for authentic over graded materials as well, finding them more interesting or real than graded readers (Nishino 2007, Aiello 2016). In Nishino's study, the two students started with graded readers, but as they developed into more independent readers, they started choosing authentic materials over graded readers, which further enhanced their reading motivation. Since the researcher preselected only a limited number of authentic texts, the students were eventually left without them, and as a result their reading motivation decreased. A similar transition to authentic texts that followed an improvement in understanding and reading fluency took place in this research as well. Two participants, Ann and Elle, who perceived themselves as less skilled readers in English, started with graded readers before moving to online sources. At the end of the programme they both expressed preference for online materials. De Burgh-Hirabe, whose beginner students of Japanese as a foreign language

preferred graded readers to children stories because they found authentic stories too difficult, explained their choice with Nation's (2005, in de Burgh-Hirabe 2011, 222) argument that graded readers are the most suitable materials for elementary and intermediate ESL readers because of the students' limited vocabulary. As the results of this study confirm, once the students expand their vocabulary and notice improvements in reading comprehension, they feel competent enough and thus motivated to move from graded readers to authentic materials.

The analysis of the data shows that in this programme online reading materials were selected for a variety of reasons. They were perceived as more interesting, informative, up-to-date, even cheaper, but above all easily accessible and available. The participants, who pursued their interests and searched for informative and interesting materials on the selected topics, reported finding significantly more online materials in English than in Slovene, their mother tongue. In the course of time, some students abandoned the search of online materials in their mother tongue altogether and incorporated reading texts in English into their daily routine. When abroad, they reported reading texts (brochures, tourist information boards, magazines) in English, because this was the language they knew best besides Slovene, however, materials in Slovene were not available. The participants did not have to invest a lot of effort into searching and selecting materials in English, because they were available wherever they went, only the format changed (magazines, brochures, books, web sites). This situation might be specific for speakers of languages from smaller language communities (approx. 2.5 million people speak Slovene as their native language) with a limited-range publishing; in today's globalised world they come in contact with global languages, such as English, on daily basis. In Slovenia, English has become the language of the free time of younger generations, which reflects in the findings of this research as well.

Another interesting factor connected to the choice of reading materials appeared in the analysis of the interviews. Three of the participants who read books of literature in English explained that one of the reasons for doing that was their preference for English originals as opposed to Slovene translations. This motive is closely connected to the specific linguistic context explained before. In spite

of not so small a production of literary works for young adults and adults in the Slovene language, more than half of the titles in bookstores and libraries are translations from other languages (UMco 2014, 62), predominantly English. Taking into consideration that not all publishers invest enough means into high-quality translations, it is highly probable that readers regularly come across poorly translated works and learn to distinguish between good and bad translations. Such experiences with poorly translated originals might have guided the participants of this programme towards originals in English as well.

The majority of participants reported reading also English subtitles in films. In Slovenia, only children's programmes in foreign languages are dubbed, others are subtitled. Consequently, Slovene viewers are used to reading subtitles. However, since the vast majority of the foreign language programme is in English, English subtitles are more a learning technique than a technique that would enhance the enjoyment in the film.

### **Autonomy in selecting materials, place and time of reading**

Numerous studies (Takase 2007, Silva 2009, Arnold 2009, Judge 2011) have shown that the autonomy in selecting reading materials, which is one of the key features of extensive reading (Day and Bamford 2002), makes an important difference in L2 reading motivation. Especially Silva (2009) and Arnold (2009), who designed extensive reading programmes with online materials, stressed the importance of learner independence in selecting the materials according to their interests and L2 proficiency. Paraphrasing Jones (1998, in Silva 2009, 3), Silva even states that reading instruction with the principles of self-direction and autonomy can strengthen the readers' intrinsic motivation and their feeling of self-empowerment.

In this programme, where the selection and reading of texts took place in the participants' free time with no assistance of the teacher, it seemed necessary to tackle the issue of autonomy in two steps: firstly, to help the students become skilled in their independent selection of reading materials, and secondly to give them autonomy of choice of what, where and when they read.

To avoid the problems of finding and selecting the appropriate texts, they were given detailed instructions on how to estimate the level of difficulty of texts other than graded readers and magazines for EFL learners, how to select English subtitles in films, and where to find suitable printed materials (as explained in chapter Extensive reading programme). The analysis of the data revealed that the participants encountered no problems finding appropriate online texts and some minor problems finding interesting books. They, however, overcame these problems by applying their personal selection criteria, such as an interesting front page or appealing blurb. When it came to the autonomy in choosing the texts they would read, their answers revealed an interesting position. The participants did not seem to value their autonomous status *per se*. They were willing to read teacher-selected materials, as long as they found them interesting. Some participants reported peer and family influence on their selection of reading materials, which they perceived as positive and not discouraging in any way. This seems to correspond to results of numerous studies of extensive reading (Leung 2002, Takase 2007, de Morgado 2009, Judge 2011, Briggs and Walter 2016) that stress the importance of interesting materials for the development of reading motivation.

Since the programme was not part of the school curriculum, there was no designated place for reading or schedule that the participants had to follow. They were encouraged to read relatively fast, but the speed of their reading was up to them. Except for Tom, who saw no difference in reading at home or reading at school, the group preferred reading in home environment. Some of them stressed the advantage of having no time restraints, some of them pointed to the relaxed atmosphere out of school or the peace they needed to focus. They predominantly read when they found the time, only two participants managed to incorporate extensive reading into their daily routine. It seemed that this was what helped them maintain relatively high reading intensity in spite of their numerous extracurricular activities. De Burgh-Hirabe (2011) reports of a similar finding in her case study of extensive reading, where three of her readers managed to read significantly more than other because of the established reading routine and self-regulation.

### **The achievement of the programme goals**

When the extensive reading programme was designed, the desired outcomes were formulated as the programme goals. They were as follows:

- The students will develop a positive attitude toward reading in EFL.
- They will be motivated to read in EFL.
- Their confidence in their EFL reading will increase.
- Their word recognition ability in EFL will improve.
- They will be able to read in EFL fluently without using a dictionary.
- They will learn how to select appropriate reading materials for their interests and language ability.

The analysis of the data from the interviews and reading reports showed that the participants expressed positive feelings toward EFL extensive reading and were more or less motivated to read in English. Their reading motivation varied in the course of the programme (as explained later), however, almost all read in English more and more often than they had done before the programme. They perceived numerous reading and learning-related improvements, many of them noticed more or less obvious progress in their reading. The most frequently mentioned improvement attributed to extensive reading was improvement in vocabulary knowledge, which positively influenced also reading fluency. The majority of participants reported not using the dictionary or using it less than before the programme and instead developing the ability to guess the meaning of unknown words from context. They relied on the help of a dictionary or a translator predominantly when they found a difficult but interesting text that they perceived as a challenge. They reported hardly any difficulties finding the appropriate reading materials. However, when they encountered problems related to the selection of materials, they solved them without the teacher's assistance, and thus proved their autonomous status in this regard. I can say that the goals of the programme were achieved, which only confirms the widely accepted belief that extensive reading is an effective approach to teaching L2 (reading).

## **2) Change in EFL reading motivation and its influences**

This section aims at answering the second and third research question by discussing the changes in EFL reading motivation, as experienced by the participants of the 9-month-long extensive reading programme in English, and the factors that influenced these changes. The factors are discussed in relation to the relevant studies, most noticeably similar studies of L2 reading motivation by Nishino (2007) and de Burgh-Hirabe (2011), as well as Wigfield and Guthrie's (1997) theory of reading motivation, Day and Bamford's (1998) expectancy value model of L2 reading motivation and de Burgh-Hirabe's (2011) dynamic model of motivation.

### **Change in EFL reading motivation**

As shown in the analysis of the data, there were roughly three patterns of change in EFL reading motivation in the course of the 9 months while the programme lasted, namely the increase in motivation, the decrease in motivation and no change. If we look at the length of the whole project, EFL reading motivation of 7 participants increased, 2 participants experienced a decrease in motivation, and one participant's motivation had not changed but remained stable at a lower level. However, only two participants experienced a steady increase or decrease, all the others reported ups and downs in their motivation in the course of the programme, with more or less noticeable differences in the time they spent reading in English in the first 15 weeks, the middle 11 weeks or the last 11-week period of extensive reading within the programme. Similar observations were reported by de Burgh-Hirabe (2011, 224) in her study of extensive reading in Japanese as a foreign language. She explained that the noticed patterns were formed from the interplay of several different influences, which dynamically changed over time. It is evident that reading motivation is in fact a complex and dynamic process and should be treated as such.

## **Major factors influencing EFL reading motivation**

Several factors that positively or negatively influenced EFL reading motivation of the participants emerged through the analysis of the data. The major factors are the following:

- Goal to improve their English
- Perceived progress
- Family influence
- Interesting and available reading materials
- Positive attitude towards the English language
- Intrinsic value of EFL reading
- External demands (exams, schoolwork)
- Distractions (free time activities, family activities)

The participants expressed their **goal to improve their knowledge of English**, in particular vocabulary, at the very start of the programme. This evidently guided a lot of their reading in the course of the whole programme, since they constantly reported of their progress in this field, and applied strategies to enhance improvements in vocabulary and general English. Eve, for example, exposed herself to multiple encounters with the same text on purpose, as a learning technique, and a number of participants read difficult, challenging texts i.e. took *the macho-maxim* approach to learn more. In the course of the programme they perceived extensive reading as a helpful activity, enabling them to learn more vocabulary, develop their reading abilities and help other areas of their English learning. The **perceived progress**, described by Ann in these words: “In the beginning, I found reading difficult, but later it got faster and easier, and I realized that I too can read in English.”, was identified as a positive influence on their EFL reading by the majority of participants. Nishino (2007) and de Burgh-Hirabe (2011) also identified this influence. The realisation of achievement that Nishino’s students felt once they were able to read graded readers in English comfortably, motivated them to go further and take on reading authentic materials. Students in De Burgh-Hirabe’s research preferred graded readers to authentic children’s books in Japanese, however, they also expressed satisfaction seeing they were making progress, for example moving to higher

level books. The more her students read the more improvements they noticed which motivated them further.

Researchers (Sweet 1997, Wigfield and Guthrie 1997) have found that active and good readers come from families that value books, encourage reading and participate in reading. The students in this research also reported favourable family attitudes towards reading and active participation in reading activities. However, more than half of them reported the **influence of family members**, in particular their parents, also on their reading in English, more specifically the choice of their reading materials. Their parents reportedly not only encouraged them to read but also provided or, in the case of the two boys, actively participated in shared reading activities and/or selection of reading materials in English. The participants did not oppose the 'interference' but regarded it as acceptable, even helpful. This finding is interesting, since it contradicts the results of some studies (Pečjak and Peklaj 2006) which show that the relationship between autonomy in the selection of reading material and reading motivation is higher in boys than in girls. It is possible, however, that in the case of most girls in this group, their parents did not see the need to get involved. Various researchers (Blair and Sanford 1999, as cited in Pečjak et al. 2006; Millard 1997) reported that boys prefer reading topics that are rarely included in the school curriculum, and are thus often regarded by their teachers and parents as uninterested in reading and in need of additional stimulation. It is possible that Tom and Alan's parents felt the need to direct them to topics and formats they found more appropriate. In her study, de Burgh-Hirabe (2011) did not mention family influence. However, it is not clear whether because it is limited to a certain age group (meaning that secondary school students in her case study no longer accepted their parents' suggestions and/or that their parents stopped playing an active role in their teenage children's education), or maybe characteristic of a specific cultural context (Slovenia vs New Zealand). Nishino (2007), on the other hand, researching the reading motivation of her daughter and niece, mentioned support from the tutor (in her case also family member) as a possible factor influencing the participants' motivational changes.

As explained in the previous section on the perceptions of extensive reading and the programme, one of the strongest factors that positively influenced the

participants' reading were also **interesting and easily available authentic reading materials** in English. The students expressed less or no interest in graded readers, which they perceived as less interesting and connected to school (home reading and the English Reading Badge competition), and predominantly read books for native speakers of English and/or web sites. This finding corresponds to the results of Nishino's (2007) study and contradicts de Burgh-Hirabe's (2011) results, however, as de Burgh-Hirabe explains, the reasons for this difference in perception of reading materials is the proficiency level of the participants. For beginner and intermediate language students graded readers seem to be a better choice than authentic materials which demand a higher level of L2 knowledge.

When asked about their motives for reading in English, the participants often mentioned they **liked the English language**. However, they seemed to perceive English not as the official language of the UK, the USA and other English-speaking countries and thus closely connected to the culture of English-speaking nations, but as a neutral and culture-free global language for communication with the whole world. In contrast to de Burgh-Hirabe's participants, who perceived extensive reading as positive because it enabled them to learn about the target culture, in their case Japanese, the participants in this study were explicit about their positive attitudes towards the English language and not the culture of the English speaking nations. They were interested in popular global culture, sports and technology. When they described their aspirations for the future, some of them mentioned travelling or even working abroad. However, only a few mentioned working in the countries with English as the first language. The majority of them seemed to perceive the knowledge of English simply as an indispensable skill of citizens of the world. Therefore, instead of referring to the Gardnerian concept of integrative motivation, which presupposes the desire to have contact with native L2 speakers and to interact with L2 cultures, we should use Yashima's (2002, 57) term 'international posture', which includes the focus on the foreign and international affairs, readiness to interact with intercultural partners, etc. Furthermore, as already explained, in Slovenia English is frequently used in free-time activities of younger generations, and in this way perceived as part of their own (sub)culture. A shift in focus from an external reference group to the internal domain of self and identity, proposed by

Ushioda (2006, 150) might be the best approach in explaining this motivational factor.

The participants perceived extensive reading in English as a helpful activity that is also fun and relaxing. It must be noted that the majority of participants (except Alan, Elle, Maureen and Ann) read in English on a daily or weekly basis and enjoyed it before the start of the programme. They all reported experiencing the *flow* (Csikszentmihalyi 1990), i.e. they were “drawn into the story” and lost track of time when reading in English, prior to the start of the programme. We can therefore assume that they were already motivated by the **intrinsic value of reading**, and started pursuing mastery goals (Ames 1992), for example vocabulary expansion, improvement of their reading and general language skills, as an addition to their already established reading enjoyment.

Among the two most influential factors that shaped the course of EFL reading motivation during the project were **external demands**, predominantly school-related, and **distractions** connected to the participants’ extra-curricular and family activities. Both of these factors negatively influenced the participants’ reading motivation. According to the data from the interviews, extra-curricular activities (sports) had only limited effect in limited periods of time, except in Erin’s case, when her investment of time and energy into violin practice with the aim of being accepted to music education on secondary level influenced her reading intensity in two thirds of the programme. On the other hand, family activities, predominantly family vacations in the first third of the programme, had positive and negative impacts. Namely, some students reported reading less, due to lack of time or lack of materials, while for the others family trips abroad enabled easy access to reading materials in English. School-related external demands influenced reading predominantly in the last 11 weeks of the programme, since this time coincided with the end of the school term and consequently numerous examination and assignments. The negative influence of schoolwork affected all participants, however, Eve, Alan and Trish to a lesser extent, since they managed to take advantage of time off school or perceived reading as an opportunity to relax between assignments. In Erin’s case, however, an external demand (i.e. the Cambridge exam) functioned as a powerful motive to read extensively, shifting her focus on instrumental benefits of reading (e.g. improvement in vocabulary). Nishino (2007) and de Burgh-Hirabe (2011) report

about similar, yet to some extent different findings. Both researchers report a decrease in the amount of reading due to important assessments and the related lack of time. However, while some de Burgh–Hirabe’s students perceived extensive reading to be instrumental to the national examination and were therefore motivated by the perceived utility value of reading, Nishino’s participants felt extensive reading had little relevance to the skills and knowledge required to pass their entrance examinations and discontinued their extensive reading. A behaviour that helped de Burgh-Hirabe’s students retain their reading motivation was the use of self-regulatory strategies (e.g. establishing a routine), which have proven to be effective also for Eve and Eleanor, the participants of this programme.

### **EFL reading motivation and reading motivation models**

The results of this study support Day and Bamford’s (1998) model of L2 reading motivation in most of its dimensions, the strongest being reading materials and sociocultural environment. However, in some aspects the results cannot be explained within this model, so they are discussed primarily within the framework of Wigfield and Guthrie’s (1997) theory of reading motivation.

It has already been explained that interesting **materials** were decisive for the participants’ reading. They reported being willing to read also teacher-selected materials, thus giving up some of their autonomy in selecting texts, as long as those were interesting. When Eve selected a book she later found boring, she left it unread, however, when she came across a difficult yet interesting text, she finished it. In the majority of cases, the participants pursued their individual interests (Hidi and Renninger 2006) and read materials connected to those topics; occasionally, however, they reacted to the situational interest, which was triggered by an external environmental stimuli (Hidi and Renninger 2006), like a trip or vacation abroad. For example, they reported reading texts on tourist destinations they would not read otherwise. Interest that guided the students in their selection of reading materials is an important factor that facilitated the participants’ intrinsic motivation in reading and their reading involvement, which manifested in the *flow experience*, reported by all participants of the programme.

One of the sub-components under ‘materials’ in Day and Bamford’s (1998) model is the ‘attractiveness’ of materials. In trying to find interesting books, Ann decided to check the attractiveness of the material (i.e. how interesting the front page looked). We could speculate whether online materials were more frequently selected than books due to their attractiveness, however, what counted as attractive for the students was not determined by this study.

Day and Bamford (1998) further claim that the linguistic level of reading materials is crucial for the development of L2 reading motivation. According to them, only easy texts (they suggest L2 learning materials) have a positive influence on motivation to read in a foreign language. Their principles of extensive reading (Day and Bamford 2002) start by stressing that reading materials for extensive reading are easy. However, as this and some other studies (Arnold 2009, de Burgh-Hirabe 2011) have shown, this might be true for beginner readers, but not all. Challenging materials can motivate L2 readers the same as easy materials. Some participants of this and Arnold’s (2009) extensive reading programme chose difficult texts to challenge themselves, a move that Arnold described with reference to Wigfield and Guthrie’s (1997) theory as a sign of growing intrinsic motivation and self-efficacy. Indeed, challenge is not a category that we can find in Day and Bamford’s model, however it was well defined by Wigfield and Guthrie (1997). According to them, students who perceive (even difficult) reading material as challenging and feel competent and efficacious at reading, not only develop higher intrinsic motivation, but are less anxious as well. The participants of this study reported investing additional time and effort into these interesting but challenging materials above their level of proficiency, and consequently learning a lot. The improvement in vocabulary knowledge they perceived influenced their reading comprehension and fluency. It seems that the feeling of progress fulfilled their need for competence (in SDT terms) and facilitated their intrinsic motivation. This finding emerged from the data because the reading materials were not preselected. Even though Day and Bamford strongly recommend reading language learner literature in extensive reading programmes, I decided to give the students autonomy and leave the selection of materials entirely to them. Another result of this autonomous selection, which enabled an insight into the readers’ preferences, was the finding that the students’ preferred authentic materials to graded readers. However, as

has already been explained, some studies have confirmed (Nishino 2007, de Burgh-Hirabe 2011) that preference for graded readers or authentic materials relates greatly on the proficiency level of the readers. The more proficient the readers are or feel, the more they are drawn to authentic texts. Two participants in this study started with graded readers, too, and moved to authentic online materials as the perceived improvement in their reading abilities.

Day and Bamford's (1998) model also suggests that the availability of reading materials has an impact on L2 reading motivation. This has been confirmed by the present research. The availability of reading materials, which is everything but a problem when it comes to materials in English in today's globalised world, did not influence only the amount of reading in English, but also the format and the content of the texts. On several occasions the students reported reading whatever was available (e.g. tourist brochures or magazines in English while travelling abroad, informative texts for school assignments or instructions for use in English, because a Slovene version was not available). This was also one of the reasons why they preferred online materials, namely that they were easy to find, at their fingertips at any time of the day.

Day and Bamford (1998) further claim that L2 reading motivation depends on the students' **reading ability in L2**, i.e. that students with low reading ability are likely to have low expectations of success, and, as a result, tend to have lower motivation to read. However, with an extensive reading approach, these readers can choose materials which are well within their reading comfort zone, and in this way experience success, which should increase their motivation to read. The participants of this extensive reading programme were invited to join it regardless of their reading and general English proficiency. Consequently, they were not tested in that regard, nor was their EFL reading ability established in any other way except through their own beliefs and perceptions. Based on these, we identified four less proficient readers (Elle, Ann, Alan and Trish). On the basis of the results of the data analysis, we can claim that for neither of them their assumingly less developed reading ability meant lower reading motivation for EFL extensive reading. Only Ann experienced a decrease in motivation, which, however, was influenced more by external demands (schoolwork) i.e. sociocultural environment than by her reading ability in English.

There are two interesting findings of this study that can be discussed in relation to the third dimension in Day and Bamford's (1998) model, i.e. **L2 reading attitudes**. One is the positive attitude towards the English language (discussed earlier in Major factors influencing EFL reading motivation) that proved to be a very strong influence on the participants' EFL reading motivation. However, it is interesting because of the shift in the perception of English that it reveals. English is no longer seen as some nations' native language and in this way inseparably connected to their culture, but a global culture-free linguistic tool that is very much part of the participants' everyday life as well. The other finding is related to L1 reading attitudes, which are seen by Day and Bamford (1998) as one of the crucial sources in shaping L2 reading attitudes. The participants of this extensive reading programme all reported favourable family attitudes towards L1 reading and active participation in L1 reading activities in the past and at the time of the programme. However, not all of them reported reading a lot in their mother tongue when they were little. Those who did, reported reading much less in their teenage years, which mirrors the findings of studies (Pečjak and Gradišar 2012, 73) that show the drop in L1 reading motivation from Year 3 in Slovene elementary schools (8-year-olds) to Year 8 (13-year-olds). The analysis of the questionnaires showed that the majority of participants (all except Trish, Mary and Tom) liked reading in Slovene, as well as in English. They, however, often connected reading in Slovene with school assignments and reading in English with voluntary reading in their free time. For a clear answer on the transfer of the affective domain of reading from Slovene to EFL, a more thorough research of various reading attitude variables (e.g. comfort, anxiety, value) is needed, nevertheless, it seems that L1 and EFL reading attitudes for this group of readers are related. Since the students' mother tongue in which they first acquired literacy is Slovene and their exposure to texts in Slovene is much greater than to texts in English, in spite of the easy availability of the latter, this indicates that L1 reading attitudes transferred or influenced EFL reading attitudes.

The last dimension in Day and Bamford's (1998) reading motivation model is **sociocultural environment**, which they perceive as less influential than materials and L2 reading attitudes. However, this study, as well as Nishino's

(2007) and de Burgh-Hirabe's (2011) studies, shows that the influence of contextual factors is much stronger and important than originally assumed. Some factors like the sociolinguistic context of English in Slovenia and family encouragement (discussed in Major factors influencing EFL reading motivation, Family influence) had a strong positive influence on EFL reading motivation of the participants. The fact that Slovenia promotes L2 and FL learning through its educational system and otherwise, shows in the value that the Slovenes attach to the knowledge of foreign languages, above all English. On the other hand, the globalisation with a strong influence of online media has to some extent integrated the English language as the modern *lingua franca* into different parts of the world, also Slovenia. This contributed not only to the availability of the reading materials in English (as discussed in Reading materials, Perceptions of extensive reading), but also to the participants' very positive attitudes towards the English language (discussed in Major factors influencing EFL reading motivation) which shape also their EFL reading attitudes. On the other hand, the analysis of the interviews with the participants identified a contextual factor with a strong negative influence on the EFL reading motivation, namely external demands, most prominently school work (discussed in Major factors influencing EFL reading motivation, External demands). School work with exams and assignments concentrated at the end of each school semester, one of which coincided with the end of the extensive reading programme, had a very negative impact on the reading motivation of the participants. Only those students who managed to find time off school and spent some of it reading or perceived reading as a relaxing activity that could take place alongside the exams, increased the amount of reading, all the others were too preoccupied with studying and read less.

To summarize, the motivation to read in EFL for this group of readers can be explained within the framework of Day and Bamford's (1998) model of L2 reading motivation, with some alterations. First, the two most influential dimensions seem to be reading materials and sociocultural environment, which influenced the participants' EFL reading attitudes as well. Day and Bamford (1998) regarded the sociocultural dimension as less important, which however several studies (Takase 2007, Nishino 2007, de Burgh-Hirabe 2011), including

this one, opposed. Second, some factors (e.g. challenge, progress) are better explained with Wigfield and Guthrie's (1997) theory of reading motivation, most noticeably competency and efficacy beliefs, and intrinsic motivation.

### **EFL reading motivation and de Burgh-Hirabe's (2011) dynamic model of motivation**

Building on the knowledge about the unstable nature of motivation, especially during lengthy learning processes, such as several-months-long extensive reading programmes, and the importance of factors that help the learner sustain motivational impulse for a considerable period of time, de Burgh-Hirabe (2011) developed a dynamic model of motivation for extensive reading in a foreign language (described in Research on extensive reading and L2 reading motivation). It includes influences from the process model of L2 motivation, proposed by Dörnyei and Ottó (1998), and Day and Bamford's (1998) model for extensive reading. The model is composed of three phases, namely project preactional, actional and postactional phase, while project actional phase is further divided into ER preactional, actional and postactional subphase. To evaluate the dynamic nature of EFL reading motivation in the course of this extensive reading programme, it was checked how several identified motivational factors fit the model and its phases.

The project (or programme) preactional phase concerns decisions to participate in the extensive reading project/programme. In this study, the participants, who made a more or less enthusiastic commitment to the programme, were asked about their motives for joining. Their perceptions about the potential benefits of the programme included EFL learning benefits, especially vocabulary improvement, one participant mentioned a contextual influence, more precisely an external demand in the form of a Cambridge exam, while the majority expressed also positive attitudes towards the English language and reading in (Slovene and) English. Even though only one participant explicitly mentioned intrinsic pleasure of reading, they all reported reading voluntarily in English more or less frequently before the programme, therefore, it can be assumed that

they mostly perceived reading as pleasurable, but did not see the need to stress that.

The factors in the project actional phase and its subphases seemed to differ according to the time section of the extensive reading programme. In the first 15 weeks, most of which were during summer holidays, decisions to read in English (preactional subphase) were mostly shaped by interesting and available materials, the intrinsic pleasure of reading and perceived progress in reading abilities. Two participants reported reading because of their commitment to the programme (self-regulation). When students reported reading less, it was mostly due to distracting influences, namely family vacations and the connected lack of time. Once the participants started reading (actional subphase), the motivation was sustained by interesting materials. The participants did not report the use of self-regulation strategies. When evaluating an individual extensive reading experience, which influenced the future reading, the participants focused on the perceived progress they were making, mostly connected to language-learning benefits. In the next 11 weeks, the participants' motivation still depended upon interesting and available materials, but the influence of the sense of autonomy to choose when and where one would read, of positive attitudes towards the English language and perceived progress in dealing with unknown words became stronger. Also family influence was an important factor, especially with the two boys in the programme. Two participants read less than before due to increasing (music) school demands. In the actional subphases, students not only stuck to interesting materials and abandoned the choices they had found boring, some also managed to fit their reading into everyday routine, which helped in sustaining the motivational impulse (self-regulation). The evaluation was influenced by the positive feelings of progress and self-efficacy beliefs, based on the noticed improvements in reading and general English. In the last 11 weeks, which coincided with the period busy with exams and assignments, the situation changed once again. The decision (not) to read was often influenced by increasing external demands (school work), while other factors remained more or less the same.

In the postactional phase, concerned with the participants' evaluation of extensive reading after the project had ended, the participants made positive evaluations, stressing mostly the perceived progress in dealing with unknown

words and improvements in vocabulary knowledge, reading speed and comprehension, as well as the autonomy of the place and time of reading.

The case study supports de Burgh-Hirabe's (2011) model, which successfully shows how motivational influences in each stage of the reading process interact and thus contribute to the dynamic EFL reading motivation of the participants.

#### 4. CONCLUSION

The focus of this research was on reading motivation in English as a foreign language of young adolescents in Slovenia. The study set out to meet three main aims: firstly, to get an overview of reading behaviour and reading motivation in EFL for the mentioned age group, more specifically the frequency of voluntary free time reading in English, the format of the chosen reading materials and various aspects of the reading motivation in EFL; secondly, to design and implement a voluntary extensive reading programme in English for young adolescents at a chosen school; and thirdly, to discover how the participants of the programme perceive their experience with extensive reading in English, how their motivation to read extensively in English changes in the course of the programme and what influences these changes. In order to achieve the set aims, a mixed methods research with complex self-report dataset was chosen. The quantitative approach with motivational questionnaires was used to get an overview of reading behaviour and reading motivation in EFL, and the qualitative case study with interviews and reading records were used to get an insight into the participants' perceptions of extensive reading in English, the changes in their reading motivation and influences on those changes. The results were interpreted within the theoretical framework of Wigfield and Guthrie's (1997) theory of reading motivation, Day and Bamford's (1998) expectancy value model of L2 reading motivation and de Burgh-Hirabe's (2011) dynamic model of motivation to read extensively in L2.

<p><b>Aim 1:</b> An overview of reading behaviour and reading motivation in EFL for young Slovene teenagers</p>
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The analysis of the motivational questionnaires and the interpretation of results provided a valuable overview of the reading behaviour and motivation in EFL for a group of young teenagers (11 – 14-year-olds) in Slovenia. As the results show, the majority of young adolescents, girls and boys alike, frequently read in English in their free time. It is not surprising that most of their reading in English, as numerous other free time activities, takes place online, where the

pupils find free reading materials on a virtually unlimited range of topics and genres. Printed materials turned out to be less popular than digital texts (including subtitles in English), with books being the least popular reading material of all. Reading diverse reading materials (digital and printed texts of different length), which is the precondition for gaining higher levels of proficiency, is only mentioned by one fifth of the surveyed population.

The participants' EFL reading motivation proved to be a multidimensional construct, with four identified components: EFL reading self-efficacy and intrinsic motivation for EFL reading, extrinsic motivation for EFL reading, family attitudes towards reading and intrinsic motivation for L1 reading, and EFL reading in social context. However, only one statistically significant predictor of motivation for the participants to frequently read materials in English was identified, namely EFL reading self-efficacy and intrinsic motivation for EFL reading. Despite the fact that intrinsic motivation for L1 reading did not emerge as a statistically significant factor of influence on the frequency of EFL reading, the results show that all groups of readers (frequent and occasional) and non-readers alike expressed high intrinsic motivation for L1 reading, showing that intrinsic motivation is the most powerful factor of influence on the frequency of reading, in L1 as well as FL. Moreover, correlation between the factors EFL reading self-efficacy and intrinsic motivation for EFL reading and Family attitudes towards reading and intrinsic motivation for L1 reading show the transfer of L1 reading motivation to EFL reading motivation, however, only for boys. It seems that early childhood experiences with reading and positive attitudes towards reading that a child develops through the influence of his/her parents are more influential for the development of L2/FL reading motivation for boys than they are for girls. The results also show that girls with higher self-efficacy and intrinsic motivation need less extrinsic motivators to engage in EFL reading than their male peers. Some sex differences appeared also in the choice of reading materials in English. It was found that significantly more girls read magazines and books than boys, who prefer reading comics. These differences are true for L1 reading as well, which suggests that preference for a specific format of reading materials to some extent transfers from L1 to EFL reading.

**Aim 2:** Design and implementation of a voluntary extensive reading programme in English for young teenagers at a Slovene elementary school

Some of the findings of the quantitative research of EFL reading motivation were considered in designing and implementing an extensive reading programme. Especially frequent digital reading of online materials in English was taken into account and influenced the decision that texts for extensive reading were not limited to printed materials, or only graded readers that are traditionally seen as the most suitable option for extensive reading in a foreign language. The participants were therefore given complete autonomy in selecting not only the place and time of reading, but above all reading materials. The introductory activities of the programme, set to teach the students how to select materials at the appropriate level of difficulty, how to find suitable graded readers or magazines in the English section of the school library, and how to avoid the use of a dictionary, were included in English lessons at school, however, the rest of the programme took place outside the curriculum, in the participants' free time. The programme therefore differed from the majority of extensive reading programmes in a sense that it was a voluntary extra-curricular activity with no external benefits in the form of grades or extra points, and no explicit teacher surveillance. Thus, the question of motivation for extensive reading and ways of maintaining it over a longer period of time became even more relevant.

**Aim 3:** An insight into the participants' perceptions of extensive reading in English, changes in their motivation and the factors influencing these changes

The extensive reading programme that lasted for 9 months provided an opportunity for the study of the temporal aspect of reading motivation. The data from the interviews, conducted with the participants, and reading reports that the participants submitted in the course of the programme, enabled me to observe and analyse the changes to the participants' reading motivation and influences on these changes. When the extensive reading programme was designed, the

desired outcomes were formulated as the programme goals. I was therefore first interested in the participants' perceptions of extensive reading and the programme, to see whether the programme goals were achieved. The results from the coded interviews showed that the participants expressed positive feelings toward EFL extensive reading. They perceived numerous reading and learning-related improvements, many of them noticed more or less obvious progress in their reading. The most frequently mentioned improvement attributed to extensive reading was improvement in vocabulary knowledge, which positively influenced also reading fluency. The majority of participants reported not using the dictionary or using it less than before the programme and instead developing the ability to guess the meaning of unknown words from context. They relied on the help of a dictionary or a translator predominantly when they found a difficult but interesting text that they perceived as a challenge. They reported hardly any difficulties finding the appropriate reading materials. However, when they encountered problems related to the selection of materials, they solved them without the teacher's assistance, and thus proved their autonomous status in this regard. The goals of the programme were achieved, which only confirms the widely accepted belief that extensive reading is a highly effective approach to teaching L2 (reading).

In this research, the participants' motivation to read extensively was determined by the amount of time they spent reading, and in the case of one participant, the number of pages read. The participants' EFL reading motivation was dynamic, and all the participants experienced ups and downs in reading intensity. However, the analysis revealed three patterns. Motivation of seven participants increased over time, two students' motivation decreased and one student's motivation remained the same. Only two participants experienced a steady increase or decrease, all the others reported more dynamic changes in their motivation in the course of the programme. Thus, the data from the interviews was used to identify the factors that influenced these changes.

The analysis revealed numerous positive and negative influences on the participants' reading motivation. One of the most significant positive influences was the goal to improve their knowledge of English, in particular vocabulary, which the participants set at the very start of the programme. It evidently guided

a lot of their reading, since they constantly reported of their progress in this field, and applied strategies to enhance improvements in vocabulary and general English. One participant exposed herself to multiple encounters with the same text on purpose, as a learning technique, and a number of participants read difficult, challenging texts i.e. took *the macho-maxim* approach to learn more. Another positive influence mentioned by the participants was the influence of family members, in particular their parents. They reportedly not only encouraged them to read but also actively participated in shared reading activities and/or selection of reading materials in English. The participants did not oppose the 'interference' but regarded it as acceptable, even helpful. However, the strongest factors that positively influenced the participants' reading were interesting and easily available authentic reading materials in English. The students expressed less or no interest in graded readers, which they perceived as less interesting and connected to school assignments, and predominantly read books for native speakers and/or web sites in English. Online reading materials were selected for a variety of reasons, most often because they were perceived as more interesting, informative, up-to-date, even cheaper, but above all easily accessible and available. Another interesting factor connected to the choice of reading materials was expressed by the participants who read books of literature in English, namely their preference for English originals as opposed to Slovene translations. I can assume that they had experiences with poorly translated originals and turned to English books. When asked about their motives for reading in English, the participants often mentioned they liked the English language. However, they seemed to perceive English not as the official language of English-speaking countries and thus closely connected to the culture of English-speaking nations, but as a neutral and culture-free global language for communication with the whole world. Consequently, they were not interested in learning about the culture of the English-speaking nations, but learn a language that has already become part of their world as well. The two most influential factors that weakened the participants' reading motivation were external demands, predominantly school-related, and distractions connected to the participants' extra-curricular and family activities. The influence of family activities, mostly vacations, was especially strong in the first months of the programme, during summer holidays, while school-related external demands influenced EFL

reading motivation during the last third of the programme, which coincided with the end of the school term and consequently numerous examination and assignments. Motivation to extensively read in EFL for this group of participants thus proved to be complex and dynamic.

Despite relevant findings and achieved aims, this study has certain **limitations**. The findings cannot be generalised to a wider population. Both, the quantitative study with questionnaires and the qualitative case study research aimed to gain an overview and understanding of the perspectives of students in a particular setting, namely young Slovene teenagers, students of EFL at a semi-urban Slovene elementary school. Moreover, the extensive reading programme that the participants of the case study attended was not part of the school curriculum, but a voluntary free-time activity, and thus differed from obligatory programmes, where students are awarded grades or credits. Therefore, the findings of this research will be most helpful and relevant to those working in similar settings. Another characteristic of this study is that the researcher was also the participants' English teacher. Despite my attempts to minimize the effect of the natural power imbalance between me (an adult, the researcher, the teacher) and the participants (children, students), it might have affected the research in some ways. Their voluntary decision to join the programme might have been to a certain extent an attempt to suit the teacher; their answers in the questionnaires and the interviews might not have reflected their true thoughts and feelings, but what they thought would be a desired and expected response. Even additional questions in interviews for those participants who struggled with self-reflection or found it difficult to articulate their perceptions, thoughts and feelings, might have influenced their answers. Next, the research is based on self-report data. When the participants reported progress or specific improvement in reading and general English, no test was conducted to confirm their beliefs and measure actual gains. However, the improvements that they perceived positively influenced their reading and learning motivation, which very possibly resulted in actual progress. Also the amount of extensive reading in English, which was used in determining motivational change and the patterns of change, was not an

accurate figure but an estimate, since many participants failed to record their reading fully and had to rely on their memories.

The results of this study offer various **pedagogical implications** for teachers and reading instructors. On the one hand, extensive reading has proven to be an effective and motivating way of teaching FL reading. The participants perceived numerous improvements and affective benefits that raised their self-efficacy beliefs and motivated them to continue reading in English. On the other hand, certain principles of extensive reading, suggested by Day and Bamford (1998), have shown to be less effective than others. One of the most important ingredients of successful extensive reading is a selection of reading materials that exceeds graded readers and other formats of printed materials. The participants' reading preferences suggest that it is of utmost importance to include online materials and authentic texts of other formats into extensive reading programmes and to give the participants autonomy in choosing what they want to read. Since the availability of reading materials appeared to be as important as an interesting content, a class library might be a better option for printed materials than an English section at a school library. Despite the fact that extensive reading as part of the school curriculum, for example as an uninterrupted sustained silent reading activity within EFL lessons, might offer additional reading time to students and thus reduce the negative influence of the lack of time due to external demands and distractions, the participants expressed strong preference for reading in home environment with no time restraints. I therefore believe that extensive reading should be implemented as a free-time activity outside the regular school programme. However, it might prove successful to combine individual reading out of school with a semi-organised reading community at school (e.g. book club). Especially girls expressed a tendency to share their reading experiences with friends and other peers.

This study showed the importance of authentic online reading materials for the frequency of reading and reading motivation in EFL, which previous studies failed to investigate. Therefore, **future research** should move focus from reading printed materials, predominantly books, to different aspects of digital

reading in L2/FL and its impact on L2/FL reading motivation for different age groups.

In addition, further research on extensive reading in the Slovene context would be needed. Extensive reading is in Slovenia an approach less taken. Consequently, we lack experience in implementing extensive reading programmes and empirical evidence in the benefits of extensive reading in different settings. I hope that this pilot extensive reading programme for teenage learners of EFL and the analysis of its perceived benefits will encourage other FL teachers in Slovenia to implement or research extensive reading in their context. Namely, small-scale action research projects by Slovene elementary as well as secondary school teachers and university professors exploring different ways of implementing extensive reading and measuring its influence might prove fruitful.

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## APPENDIX A

### The motivational questionnaire – Slovene version

#### MOTIVACIJA ZA BRANJE V ANGLEŠČINI

Dragi učenec/učenka!

Prosim te, da izpolniš spodnji vprašalnik o branju in motivaciji za branje v angleščini (del projekta "Beremo angleško"). Vprašalnik je anonimen, prosila pa bi te, da odgovarjaš iskreno, drugače rezultati ne bodo verodostojni.

Hvala za sodelovanje!

Anja Pirih

1. Spol:  M  Ž

2. Starost: \_\_\_\_\_

3. V angleščini prostovoljno berem (pogostost):

skoraj vsak dan

samo med počitnicami

1x na teden

nikoli

1x na mesec

4. V angleščini prostovoljno berem (vsebina):

knjige

revije

stripe

besedila na internetu

angleške podnapise pri filmih

drugo: \_\_\_\_\_

ne berem v angleščini

TRDITVE	1 SPLOH SE NE STRINJAM	2 SE NE STRINJAM	3 STRINJAM SE	4 POPOLNOMA SE STRINJAM
1. Rad/a berem v slovenščini.				
2. Raje imam branje kot gledanje TV.				
3. Pogosto berem na spletu (internet).				
4. Pogosto obiskujem šolsko in splošno knjižnico.				

5. Rad/a berem samo tista angleška besedila, v katerih vse razumem.				
6. Pri angleških bralnih nalogah sem uspešen/na.				
7. Branje v angleščini mi ne dela težav.				
8. Težja besedila v angleščini mi predstavljajo izziv.				
9. V angleščini rad/a berem, tudi če to zahteva dodaten trud in več časa.				
10. Od vseh nalog pri angleščini so mi najljubše bralne.				
11. Branje v angleščini je moj hobi.				
12. V angleščini berem samo, če je obvezno.				
13. V angleščini berem, zato da bi bil/a pametnejši/a.				
14. V angleščini berem, zato da bi bil/a boljši/a od sošolcev.				
15. Starši me vzpodbujajo k branju v angleščini.				
16. Rad berem v angleščini, ker to počnejo tudi moji prijatelji.				
17. V angleščini rad/a berem, a le na spletu (internet).				
18. Več berem v tistem jeziku, v katerem najdem več besedil, ki me zanimajo.				
19. V angleščini rad/a berem, samo če si lahko sam/a				

izberem besedila.				
20. Branje je pomembno za razširjanje obzorij.				
21. Doma veliko beremo.				
22. Ko sem bil/a majhnen/na, so me starši vozili v knjižnico.				
23. Ko sem bil/a majhnen/na, so mi starši (ali drugi družinski člani) brali knjige.				
24. V angleščini berem, zato da bi boljše pisal/a test na NPZ.				
25. V angleščini berem, zato da bi imel/a boljše ocene.				
26. V angleščini berem, zato ker vem, da bomo tudi v srednji šoli morali brati v angleščini.				
27. Branje v angleščini vadim, zato ker bi v prihodnosti rad/a dobil/a boljšo službo.				
28. Raje berem krajše odlomke v bralnih nalogah kot daljša besedila brez nalog.				
29. Ko berem v angleščini, preverim neznane besede v slovarju.				
30. Znati govoriti v angleščini je bolj pomembno kot znati brati.				
31. Raje imam poslušanje kot branje v angleščini.				
32. Branje v angleščini vadim, zato ker bi rad/a iskal/a informacije v angleščini na spletu in pošiljal/a e-maile..				

## The motivational questionnaire – English version

### READING MOTIVATION IN EFL

Dear student!

I would like you to fill out the questionnaire on reading and reading motivation in English as a foreign language that you can see below. The questionnaire is anonymous, but it is important that you give honest answers, otherwise I won't be able to interpret the data properly.

Thank you for your cooperation!

Anja Pirih

1. Gender:  M  F

2. Age: \_\_\_\_\_

3. I voluntarily read in English (frequency):

almost every day

only during holidays

1x week

never

1x month

4. I voluntarily read in English (format):

books

magazines

comics

web sites

English subtitles in films

other: \_\_\_\_\_

I do not read in English

STATEMENTS	1 I STRONGLY DISAGREE	2 I DISAGREE	3 I AGREE	4 I STRONGLY AGREE
1. I like reading in Slovene.				
2. I prefer reading to watching TV.				
3. I often read online.				
4. I often use school or public libraries.				
5. I only like reading in English when I understand all the words.				

6. I am successful at reading tasks in English.				
7. I am good at reading in English.				
8. Difficult English passages present a challenge.				
9. I like reading in English even if it requires additional time and effort.				
10. Of all English tasks, I like reading the most.				
11. Reading in English is my hobby.				
12. I only read in English if it is obligatory.				
13. I read in English to be smarter.				
14. I read in English to compete with my classmates.				
15. My parents encourage me to read in English.				
16. I like reading in English because my friends like it as well.				
17. I only like reading in English on the internet.				
18. I like reading texts that interest me, regardless of the language.				
19. I only like reading in English when I can choose my own materials.				
20. Reading is important to broaden my horizons.				
21. My family reads a lot.				
22. My parents took me to the library when I was little.				
23. My parents (and other family members) read books to me when I was little.				

24. I read in English to get a better result on the national assessment test.				
25. I read in English to get better grades.				
26. I read in English because I will need to do it in secondary school.				
27. I read in English to get a better job in the future.				
28. I prefer reading shorter passages with exercises to longer texts without exercises.				
29. When I read in English I check unknown words in a dictionary.				
30. Speaking in English fluently is more important than reading in English fluently.				
31. I prefer listening than reading in English.				
32. I read in English to be able to search for information on-line.				

## APPENDIX B

### Reading motivation in EFL – additional data

Table B.1: Skewness and kurtosis coefficients for the observed variables (n=192)

	Skewness	Kurtosis
t1 I like reading in Slovene.	-,764	,483
t2 I prefer reading to watching TV.	,542	-,350
t3 I often read on-line.	-,723	-,025
t4 I often use school or public libraries.	-,079	-,433
t5 I only like reading in English when I understand all the words.	,150	-,908
t6 I am successful at reading tasks in English.	-,563	-,063
t7 I am good at reading in English.	-,387	-,708
t8 Difficult English passages present a challenge.	-,535	-,534
t9 I like reading in English even if it requires additional time and effort.	-,240	-,642
t10 Of all English tasks, I like reading the most.	,601	,321
t11 Reading in English is my hobby.	,869	,733
t12 I only read in English if it is obligatory.	-,463	-,784
t13 I read in English to be smarter.	,088	-,767
t14 I read in English to compete with my classmates.	1,211	1,437
t15 My parents encourage me to read in English.	-,138	-1,051
t16 I like reading in English because my friends like it as well.	,884	,260
t17 I only like reading in English on the internet.	,245	-,622
t18 I like reading texts that interest me, regardless of the language.	-,389	-,618
t19 I only like reading in English when I can choose my own materials.	,010	-,897
t20 Reading is important to broaden my horizons.	-,992	,889
t21 My family reads a lot.	-,129	-,722
t22 My parents took me to the library when I was little.	-,367	-,758
t23 My parents (and other family members) read books to me when I was little.	1,160	1,579
t24 I read in English to get a better result on the national assessment test.	,198	-1,000
t25 I read in English to get better grades.	-,159	-,822
t26 I read in English because I will need to do it in secondary school.	-,055	-,945
t27 I read in English to get a better job in the future.	-,487	-,798
t28 I prefer reading shorter passages with exercises to longer texts without exercises.	-,038	-1,146
t29 When I read in English I check unknown words in a dictionary.	-,129	-1,047
t30 Speaking in English fluently is more important than reading in English fluently.	-,108	-,841
t31 I prefer listening than reading in English.	,274	-,895
t32 I read in English to be able to search for information on-line.	-,165	-,893

Table B.2: Likelihood ratio test for frequency of reading according to the age of participants

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Likelihood Ratio	21,028 <sup>a</sup>	12	0,050*

<sup>a</sup> 8 cells (40,0%) have expected count less than 5. The minimum expected count is 1,98

\*. Association is significant at the 0.05 level.

Table B.3: Reliability statistics for factor solution

<b>Factor</b>	<b>N</b>	<b>Cronbach <math>\alpha</math></b>
EFL reading self-efficacy and intrinsic motivation for EFL reading	7	0,801
Extrinsic motivation for EFL reading	5	0,852
Family attitudes towards reading and intrinsic motivation for L1 reading	6	0,744
EFL reading in social context	2	0,620

Figure B.1: Scree plot (eigenvalue for each individual factor)

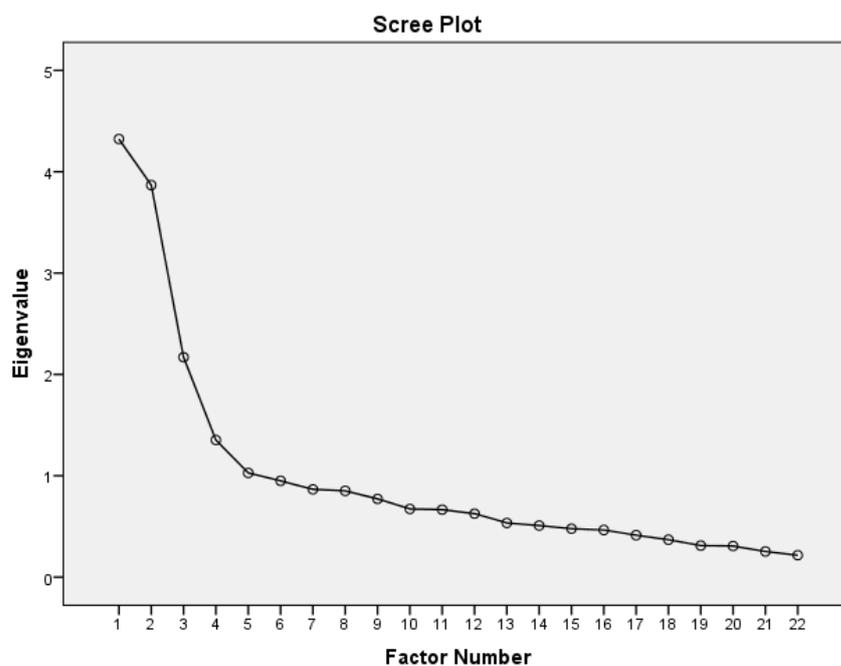


Table B.4: Test of data adequacy

Determinant		,000
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,805
Bartlett's Test of Sphericity	Approx. Chi-Square	1438,342
	df	231
	Sig.	,000

Table B.5: Total variance explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,323	19,651	19,651	3,820	17,364	17,364	2,802	12,736	12,736
2	3,868	17,581	37,232	3,364	15,290	32,653	2,761	12,549	25,285
3	2,170	9,862	47,094	1,611	7,324	39,977	2,403	10,925	36,210
4	1,353	6,148	53,242	,866	3,934	43,912	1,694	7,702	43,912
5	1,028	4,671	57,914						
6	,950	4,318	62,232						
7	,866	3,936	66,168						
8	,851	3,869	70,038						
9	,772	3,507	73,544						
10	,673	3,059	76,603						
11	,666	3,027	79,630						
12	,627	2,848	82,478						
13	,534	2,429	84,907						
14	,509	2,312	87,219						
15	,478	2,172	89,391						
16	,465	2,114	91,506						
17	,414	1,880	93,386						
18	,369	1,677	95,063						
19	,311	1,413	96,476						
20	,306	1,393	97,869						
21	,253	1,150	99,019						
22	,216	,981	100,000						

Extraction Method: Principal Axis Factoring.

Table B.6: Bonferroni post hoc test

**Multiple Comparisons**

Bonferroni

Dependent Variable	(I) I voluntarily read in English (frequency)	(J) I voluntarily read in English (frequency)	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
EFL reading self-efficacy and intrinsic motivation for EFL reading	almost every day	1x week	,36474097*	,08524762	,000	,1372802	,5922017	
		1x month	,82678894*	,10788551	,000	,5389250	1,1146529	
		only during holidays	,64131475*	,13114791	,000	,2913812	,9912483	
	1x week	almost every day	-,36474097*	,08524762	,000	-,5922017	-,1372802	
		1x month	,46204798*	,11320270	,000	,1599965	,7640995	
		only during holidays	,27657379	,13555569	,257	-,0851208	,6382683	
	1x month	almost every day	-,82678894*	,10788551	,000	-1,1146529	-,5389250	
		1x week	-,46204798*	,11320270	,000	-,7640995	-,1599965	
		only during holidays	-,18547419	,15082265	1,000	-,5879046	,2169562	
	only during holidays	almost every day	-,64131475*	,13114791	,000	-,9912483	-,2913812	
		1x week	-,27657379	,13555569	,257	-,6382683	,0851208	
		1x month	,18547419	,15082265	1,000	-,2169562	,5879046	
extrinsic motivation for EFL reading		almost every day	1x week	-,25122807	,13099066	,340	-,6007198	,0982636
			1x month	-,06000000	,16593971	1,000	-,5027381	,3827381
			only during holidays	-,21882353	,20182682	1,000	-,7573107	,3196637
1x week	almost every day	,25122807	,13099066	,340	-,0982636	,6007198		
	1x month	,19122807	,17440362	1,000	-,2740922	,6565484		
	only during holidays	,03240454	,20884132	1,000	-,5247978	,5896069		
1x month	almost every day	,06000000	,16593971	1,000	-,3827381	,5027381		
	1x week	-,19122807	,17440362	1,000	-,6565484	,2740922		
	only during holidays	-,15882353	,23236208	1,000	-,7787808	,4611338		
only during holidays	almost every day	,21882353	,20182682	1,000	-,3196637	,7573107		
	1x week	-,03240454	,20884132	1,000	-,5896069	,5247978		
	1x month	,15882353	,23236208	1,000	-,4611338	,7787808		
	family attitudes towards reading and intrinsic motivation for L1 reading	almost every day	1x week	,07894737	,09353108	1,000	-,1705997	,3284944
			1x month	,22448980	,11848570	,359	-,0916378	,5406174
			only during holidays	,20588235	,14411012	,929	-,1786129	,5903776
1x week	almost every day	-,07894737	,09353108	1,000	-,3284944	,1705997		
	1x month	,14554243	,12452917	1,000	-,1867096	,4777944		
	only during holidays	,12693498	,14911868	1,000	-,2709234	,5247934		
1x month	almost every day	-,22448980	,11848570	,359	-,5406174	,0916378		
	1x week	-,14554243	,12452917	1,000	-,4777944	,1867096		
	only during holidays	-,01860744	,16591317	1,000	-,4612747	,4240598		
only during holidays	almost every day	-,20588235	,14411012	,929	-,5903776	,1786129		
	1x week	-,12693498	,14911868	1,000	-,5247934	,2709234		
	1x month	,01860744	,16591317	1,000	-,4240598	,4612747		
	EFL reading in social context	almost every day	1x week	-,15029240	,10869517	1,000	-,4402983	,1397135
			1x month	,15714286	,13769566	1,000	-,2102382	,5245239
			only during holidays	-,01372549	,16747454	1,000	-,4605586	,4331076
1x week	almost every day	,15029240	,10869517	1,000	-,1397135	,4402983		
	1x month	,30743525	,14471895	,210	-,0786844	,6935549		
	only during holidays	,13656691	,17329513	1,000	-,3257959	,5989297		
1x month	almost every day	-,15714286	,13769566	1,000	-,5245239	,2102382		
	1x week	-,30743525	,14471895	,210	-,6935549	,0786844		
	only during holidays	-,17086835	,19281249	1,000	-,6853047	,3435681		
only during holidays	almost every day	,01372549	,16747454	1,000	-,4331076	,4605586		
	1x week	-,13656691	,17329513	1,000	-,5989297	,3257959		
	1x month	,17086835	,19281249	1,000	-,3435681	,6853047		

\*. The mean difference is significant at the 0.05 level.

Table B.7: Pearson Chi-square test for frequency of reading according to the gender of participants

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,440	4	,350

Table B.8: Pearson Chi-square test for format of text in English according to the gender of participants

Format of material		Value	df	Asymp. Sig. (2-sided)
Books	Pearson Chi-Square	4,378	1	0,036*
Comics	Pearson Chi-Square	9,202	1	0,002**
English subtitles in films	Pearson Chi-Square	3,270	1	0,071
Magazines	Pearson Chi-Square	6,260	1	0,012*
Web sites	Pearson Chi-Square	1,076	1	0,299

\*\* . Association is significant at the 0.01 level.

\* . Association is significant at the 0.05 level.

Table B.9: Group descriptive statistics of EFL reading motivation according to the gender of participants

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EFL reading self-efficacy and intrinsic motivation for EFL reading	Male	98	2,5233236	,56399580	,05697218
	Female	93	2,6466974	,59560331	,06176119
Extrinsic motivation for EFL reading	Male	99	2,6020202	,78376118	,07877096
	Female	93	2,4666667	,71707942	,07435767
Family attitudes towards reading and intrinsic motivation for L1 reading	Male	99	2,5925926	,54462027	,05473640
	Female	93	2,9086022	,52274136	,05420575
EFL reading in social context	Male	99	1,8585859	,77604572	,07799553
	Female	93	1,5913978	,54146659	,05614747

Table B.10: Independent samples test for differences in reading motivation between male and female participants

	Gender	N	Mean	Independent samples test	
				t	Sig. (2-tailed)
EFL reading self-efficacy and intrinsic motivation for EFL reading	Male	98	-,0929007	-1,325	0,187
	Female	93	,0827829		
Extrinsic motivation for EFL reading	Male	98	,0429501	0,530	0,597
	Female	93	-,0276408		
Family attitudes towards reading and intrinsic motivation for L1 reading	Male	98	-,2589805	-4,355	0,000**
	Female	93	,2746101		
EFL reading in social context	Male	98	,1713030	2,861	0,005**
	Female	93	-,1717506		

\*\* . Difference is significant at the 0.01 level.

## APPENDIX C

### Sample of an annotated interview transcript – Slovene version

#### Eve, pogovor 2

(Prade, šolska knjižnica, 11/9/2014, 12:45)

#### 1. Zanima me, koliko ti je med poletjem uspelo brati v angleščini?

Dosti, ker sem bila med poletjem na počitnicah v Grčiji in so bile stvari opisane v grščini, ruščini in angleščini in je bilo zame lažje v angleščini, zato sem potem dosti brala brošure, ki so jih dali, zemljevide, opise znamenitosti in tako. Takih stvari po navadi ne berem, tam pa sem jih.

materials available

#### 2. Ali zaradi programa več bereš v angleščini?

Ma sem tudi prej veliko brala, ker mi je mama dosti govorila, da naj berem, da mi bo šlo boljše v šoli, da bom več znala. Mi drugače jezik ne dela nekih problemov. Mogoče se je za malo povečalo, ma ne tako dosti.

encouragement from parents

slight increase

#### 3. Te je mama vzpodbujala za branje nasploh ali prav za branje v angleščini?

Ma ne ravno vzpodbujala. Pač od majhnega mi je govorila, naj berem, mi je dajala slikanice. To je potem že nekaj, kar mi je v navadi od majhnega.

#### 4. Se je mama tudi drugače vključevala, brala s tabo, te vozila v knjižnico?

Ja, ja, vedno.

#### 5. Ali se je tvoje branje med poletjem še v čem spremenilo?

Ja, pred poletjem kakšnih besed nisem razumela. Med poletjem pa, če sem brala knjigo, kakšnih stvari nisem razumela, potem sem jo prebrala še enkrat in sem potem ful več razumela. Sem kar napredovala.

improved understanding

Hitreje berem, več si zapomnim, več razumem. Če ima knjiga recimo 50 strani, jo preberem v eni urici, če nimam nekih pavz vmes. Bolj tekoče mi gre.

progress

mult. encoun. this strategy

fluency

#### 6. Torej bereš hitreje in več razumeš?

Ja in potem bolj padem noter, ker je manj besed, ki so mi tuje, več razumem.

flow

#### 7. Kaj pa če naletiš na besede, ki jih ne razumeš?

Ma recimo, najprej poskusim iz povedi razumet besedo, ki je ne razumem, iz dogajanja. Grem recimo brat nazaj, pa poskusim povezati, ugibat, kaj pomeni. Če ne gre, pa grem potem v slovar pogledat.

strategies

#### 8. Kako bi primerjala svoje branje v ang in slo.?

Oboje imam rada, ma raje berem v angleščini. Zato ker tiste stvari, ki mene zanimajo, recimo na internetu so v angleščini, mogoče še v kakem drugem jeziku, ki ga jaz ne razumem, ne. In potem berem več v angleščini, ker berem gossip in to in to dobim v angleščini. Pa še angleščina je moj najljubši jezik.

interesting materials available

likes the language

## Sample of an annotated interview transcript – English version

### Eve: Interview 2

(Prade, school library, 11/9/2014, 12:45)

#### 1. I would like to know how much you managed to read in English this summer.

A lot, because I was on holiday in Greece and things were described in Greek, Russian and English, and English was the easiest for me. So I then read a lot of brochures that they gave us, maps, information about sights and so. I don't usually read these kinds of things, but I did there. *materials available*

#### 2. Do you read in English more because of the program?

I read a lot before, too, because my mum used to tell me to read, that I would do better at school, that I would learn more. I don't have any problems with the language, though. Maybe I read a bit more, but not much. *encouragement from parents*

#### 3. Did your mum encourage you to read in English or read in general?

Not exactly encourage. Ever since I was little she told me to read, gave me picture books. This is a habit I've had since I was little. *slight increase in amount of r*

#### 4. Did your mum get involved in any other way, read with you, took you to the library?

Yes, yes, always.

#### 5. Has your reading changed in any other way since this summer?

Yes, before summer, there were words I didn't understand. But during summer, if I read a book and didn't understand some things, then I read it again and understood a lot more. I really made progress. *strategy*

*program*  
*r. speed* I read faster, remember more, understand more. If a book has, for example, 50 pages, I read it in an hour if I don't take any breaks. It's much more fluent. *improved understanding*  
*r. fluency*

#### 6. So, you read faster and understand more?

Yes, and then I'm drawn into it even more, because there are not some many unknown words, I understand more. *flow*

#### 7. What about when there are words that you don't understand?

I, for example, try to get the meaning of the word that I don't understand from the sentence, from the story. I, for example, read it again, then I try to connect things, guess what it means. If I really can't get it, I check the dictionary. *strategy*

#### 8. How would you compare your reading in English and Slovene.

I like it either way, but I prefer reading in English. Because the things that interest me, for example on the internet, are in English. Maybe in some other language that I don't understand. And so I read in English more, because I read gossip and stuff and I get that in English. Besides, English is my favourite language. *interesting materials in English available!*

*likes the language*

## APPENDIX D

### Sample of a student's reading report

Eleanor Jun - Sept

Naslov	The Twits		
Format	Knjiga	internetna stran	podnapisi v filmu strip
Obseg	86 strani / _____ besed	Čas	43 ur
Tema	književnost		
Mnenje	Kako ti je bilo besedilo vseč? Zelo! Še kar. Dolgočasno/neumno .		

Naslov	The Vampire diaries - to serija		
Format	Knjiga	internetna stran	podnapisi v filmu strip
Obseg	_____ strani / _____ besed	Čas	45 ur min
Tema	književnost		
Mnenje	Kako ti je bilo besedilo vseč? Zelo! Še kar. Dolgočasno/neumno .		

Naslov	TALES OF MYSTERY AND IMAGINATION		
Format	Knjiga	internetna stran	podnapisi v filmu strip
Obseg	54 strani / 1000 besed	Čas	1 ur
Tema	književnost		
Mnenje	Kako ti je bilo besedilo vseč? Zelo! Še kar. Dolgočasno/neumno .		

Naslov	ROLE MODELS		
Format	Knjiga	internetna stran	podnapisi v filmu strip
Obseg	_____ strani / _____ besed	Čas	97 min
Tema	književnost		
Mnenje	Kako ti je bilo besedilo vseč? Zelo! Še kar. Dolgočasno/neumno .		

Naslov	KIT KITTREDGE		
Format	Knjiga	internetna stran	podnapisi v filmu strip
Obseg	_____ strani / _____ besed	Čas	96 ur min
Tema	književnost		
Mnenje	Kako ti je bilo besedilo vseč? Zelo! Še kar. Dolgočasno/neumno .		