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Types of Motivation Which Establish a Habit of Reading in English

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The purpose of the present study was looking for the types of motivation which establish the habit of reading autonomously. While Mori (2004) found predictors of the amount of reading for students for whom 20% of their grade depended on their quantity of reading, this research focused on students who were not forced to read by external factors.

While the benefits of ER (Extensive Reading) such as incidental learning of vocabulary, improving reading fluency, and building up writing skills, examined by the enormous studies, ideal ER has not existed yet and ER programs can vary depending on the belief of a practitioner. In terms of materials, while *Graded Readers* is used commonly because they enable novice readers to enjoy ER in their own levels, advanced readers can enjoy other kinds of reading, such as magazines and news articles on the Web and comics. Present study examined what kind of reading learners are using to capture the image of readers who establish a habit of reading in English. In terms of the context where ER is carried out, it is conducted both outside the class and in class commonly. While one of the purposes of education in Japan is to foster autonomous (MEXT, 2010) and students should start their ER by themselves at some future time, ER in class is effective to change their attitudes towards ER and stimulate their interest.

In the situation, where learners are not controlled by the environment, motivation is necessary for conducting ER by themselves. One of the purposes of the ER in class should be to foster motivation which contributes to reading out-of-class and lifelong learning.

The present study tried to find specific motivations which contribute to the amount of reading and establish the habit of reading autonomously. It included three significant points as follows: Firstly, the participants in the present research were not forced to read by the environment. Secondly, the present research explored not only the motivation but the kinds of reading of learners who have a habit of reading. Thirdly, factors of integrative motivation were investigated again

The questionnaire used in this study consisted of two parts. The first part originated from the questionnaire used by Mori (2002) which was based on *Motivational for Reading Questionnaire* developed by Wigfield and Guthrie (1995) and Gardner's theory (Gardner, 1979, 1980, 1985, 1988, 2000, 2001). It examined four factors of motivation for reading in a foreign language, such as *intrinsic value of reading, extrinsic utility value of reading, importance of reading, and reading efficacy*. *Intrinsic value of reading* which included *reading challenge, reading involvement, and reading avoidance*, examined how they like or dislike reading. Items of *extrinsic utility*

*value of reading* referred to students' thinking of how useful reading in a foreign language was. In addition, a new *extrinsic utility value of reading* item was added to examine their short-term orientation. Items of the *importance of reading* referred to thinking in English is necessary to improve their general intelligence. Items of *reading efficacy* referred to how they feel about their reading ability. In addition to that, open-ended question was asked to cover the anything else which can affect their motivation.

The second part measured the amount of reading in English per week and what kind of reading they read in English. In this question, I excluded time when they read in English because it was required in class. The amount of four kinds of reading materials, that is, books, magazines, comics, and news articles were counted.

The results of questionnaire showed their habits of reading. The average time of reading in English for not assignment was 109 minutes in a month. However, a standard deviation is 250 minutes, which was twice long as average. Based on the results, learners (N=185) were divided into three groups by the amount of time, such as learners who read more than one hour per week (N=24), less than one hour per week (N=38) and learners who never read in a month autonomously (N=82). In terms of motivation, the learners who read more than one hour per week got the highest score in positive items. However, there was some exception. On the item, "I read books in English to get higher

score at English proficiency examination, such as *TOEIC* and *TOEFL*”, the group which read more than one hour per week got the lowest score. Moreover, at the *reading efficacy*, which is feeling of their reading ability, the scores of the group which read more than one hour per week was the lowest. In terms of kinds of reading in English, 36 students choose book, 12 students choose magazines, 30 students choose news article, and 7 students choose comics. While learners who read more than one hour tended to read only books or books plus other kinds of reading, learners who read less than one hour per week tended to read news articles.

Each item was examined by hierarchical cluster analysis. According to the results, almost all the items belonged to the same groups in Mori’s (2002) analysis and the new item was close to some items of *extrinsic utility value of reading*. However, the item of motivation for understanding other culture was far from the other items of *extrinsic utility value of reading* and close to other integrative orientation item which focuses on internationalization.

Learners who read more than one hour per week and learners who never read autonomously were evaluated by *t*-test. The items of *reading challenge*, *reading work avoidance* in *intrinsic value of reading* and one of *integrative orientation items* in

*extrinsic utility value of reading* showed statistical differences. These items showed small but statistical differences in the test of the effect size.

As a result, this study suggests the followings. Firstly, *reading challenge* and *reading avoidance* were motivation which established a habit of reading in English. Though it is hard to make students enjoy reading by external forces, such as an instruction, letting students have experience of reading a book by themselves can be a good trigger of ER.

Secondly, one of the characteristics of autonomous readers in English is to think that “By being able to read in English, I hope to understand more deeply about lifestyles and cultures of English speaking countries”. In hierarchical cluster analysis, this item was categorized with the cluster which included items of integrative orientation to the importance of reading, “Reading in English is important in that we need to cope with internationalization” and far from the other extrinsic utility items. The cause of the difference can be difference of levels in integrative motivation. Learners who have weak version of integrative motivation expect not living in a foreign country but using English in Japan to communicate with foreign people. Reading motivation for going abroad was clustered with items, getting a jobs which use what they read in English and high scores on *TOEIC* and *TOEFL*. Nowadays, because many companies require

English skills to university students, going abroad becomes an effective way to pass company entrance examinations. That is, motivation for going abroad may not refer to strong integrative motivation for being a member of other community, but refers to weak integrative motivation. The item of understanding more deeply about life styles and cultures of English speaking countries is different from the weak integrative motivation.

However, even in the same cluster, strong integrative motivation, while items about internationalization did not show statistical difference between groups of more than one hour per week and no reading, motivation for understanding other culture's difference was significant. The difference of two items refers to the original concept of integrative motivation mentioned by Gardner (2001) and international posture advocated by Yashima (2002). The big fans of reading in English tend to regard reading as a tool to get knowledge of the English community.

Thirdly, this study indicates that *reading efficacy*, that is, how learners feel about their reading ability, did not statistically relate to the amount of autonomous reading in English. Both people who are good at and not good at reading English, there is possibility to become autonomous readers.

The tendency of good readers suggest the aim of the ER in junior and senior high school. ER in class can be effective at the beginning with care to avoid students' pains of reading. At the same time, following one of objectives of Course of study (MEXT, 2010) "deepening their understanding of language and culture" (p. 1) is necessary to stimulate their interest.

In conclusion, the present study suggests that three items, *reading challenge*, *reading avoidance* as a negative items in *intrinsic motivation*, and *integrativeness* which was close to original definition mentioned by Gardner, (2002) were the motivations which established a habit of reading in English. At the same time, the results suggest that other items such as *reading efficacy* and reading motivation to get a high score in a test like *TOEIC* and *TOEFL* did not affect establishing a habit of reading in English.