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EFL Students and Fiction

A quantitative study investigating fiction reading motivation of upper secondary students in Sweden and New Zealand

Anna Cottell
Ämneslärarprogrammet



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Abstract

Motivation is one of the most vital aspects of education. In the EFL context, it is considered a key factor for second language learning and for developing reading skills and proficiency. As part of the Swedish syllabus for English, fiction is used as an instrument for several aspects of language teaching, such as expanding vocabulary and examine different cultural aspects. This study aims to investigate upper secondary students reading motivation of fiction in English. Three upper secondary schools, two in Sweden and one in New Zealand participated in the study, a total of 227 students. A questionnaire based on the *motivation for reading questionnaire* was used to collect the data. The results show that one of the schools presented a stronger intrinsic motivation in comparison to the other two and all three schools had an almost equal level of extrinsic reading motivation. From a teaching perspective, the results present a complicated situation. The students' level of reading motivation, their preference of fiction genres as well as their level of English proficiency are essential aspects for a teacher to consider when working with fiction in the EFL classroom. Furthermore, including students in the selection of fiction can increase their motivation since they are part of the decision process.

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1 Introduction

When Swedish students graduate from upper secondary school, and if they proceed to university, they will need to develop advanced reading comprehension skills, considering that a majority of the course literature published are in English. In the syllabus for English 5, 6, and 7 in Swedish upper secondary school, there is a progression in how literature should be incorporated into the classroom (Lundahl, 2012, p. 405). Even if graduated students will pursue other occupations than higher levels of education, reading comprehension is useful in other areas, such as future professions, for gathering information, and while traveling (Lundahl, 2012, p. 223). Sylvén and Thompson (2015) also comment on the importance of the English language in Sweden, claiming that “the use of the English language in society is prolific” (p. 29). For teachers of the English subject, reading comprehension and fiction is an important aspect to consider when creating lesson plans, especially since it is an explicit part of the syllabus for English.

When viewing the syllabus for the three English levels of upper secondary school in Sweden, English 5, 6, and 7, there is a steady increase in using literature in teaching (Skolverket, 2011). To increase students’ motivation to read, the teacher has an important part to play as well as social influences. According to Pintrich and Shunk (2002), teachers can have a great impact on students' motivation based on their decisions, such as the provided material and communication with the students (p. 311).

The following sections of the introduction include three categories. First, the aim and research questions of this study are introduced and explained. Second, the discussion moves on to presenting different motivational aspects followed by the definitions and explanations of relevant terms used within this research field.

1.1 Aim and research questions

For this study, there was an opportunity to collect data from an upper secondary school in New Zealand. Examining the New Zealand syllabus for English, there are several similarities shared with the Swedish syllabus of the same subject, such as developing sufficient language skills in reading, listening and writing (Ministry of education, 2017). This prospect resulted in an investigation of fiction reading motivation with Swedish students and international

students in New Zealand since it was an explicit part of this study that all students participating are studying *English as a foreign language* (EFL).

Since this study aims to investigate motivation, it was considered relevant to examine the international students' previous educational background in their native countries rather than the New Zealand context. The main reason behind this choice is that since the international students have recently arrived in New Zealand, they do not necessarily have the language proficiency for the upper secondary level in comparison to the native speaking students (Ministry of education, 2008). Another reason behind this choice was the belief that the students' motivation to study upper secondary school abroad and in English was developed in their home country, thereby increasing the relevancy of exploring their previous educational context as well as cultural influences on motivation. During the process of collecting the data, it became apparent that the majority of the international students had an Asian heritage, where Chinese was the most common (see 4.3 for further details). Therefore, the aim of this study is to investigate reading motivation of fiction among Swedish and Asian upper secondary learners in an EFL context.

The research data was collected in both countries and then analysed in accordance with the aim and three *research questions* (RQs). First, this study will try to establish if there are any differences between the two student groups in what kind of motivation they have for reading fiction in English (RQ1). Second, the study will explore what types of literary genres of fiction the students prefer to read, what reasons they have for not participating in reading activities as well as environmental factors that might influence reading motivation (RQ2). Lastly, the results from the two previous questions will be used to investigate possible solutions to encourage reading motivation in the EFL classroom (RQ3).

RQ1: By comparing the students from each school, are their motivation to read fiction intrinsic or extrinsic?

RQ2: What are the students' attitudes and opinions about reading fiction and reading assignments in the EFL classroom?

RQ3: How can teachers elicit reading motivation in their students?

This study is limited to a specific selection of students and schools which might affect its generalisability. However, by viewing the data from both the students' and later the teacher's perspective, the results from this study will hopefully be an additional piece in reading

motivation research in a Swedish context. Furthermore, the results might aid English language teachers in Sweden with their teaching of literature and fiction, following *the principle of debt incurred*. This principle suggests that researchers who are investigating aspects of “[...] the language classroom have an obligation to use the data they gather to increase the effectiveness of the teaching and learning of that community of learners” (McKay, 2006, p. 24). The results from this study will hopefully aid teachers of English on how to motivate students to read and how to use fiction in their teaching.

1.2 Defining motivation

Motivation could be considered an essential quality for a student in second language acquisition (Ivaska, 2017; Garner & Lambert, 1959; Sylvén, 2017; Ölmez, 2015). It can also account for learners’ possibilities for success in their studies (Sylvén & Thompson, 2015, p. 28). To understand the different aspects and reasons behind what can increase or decrease student engagement, it is essential to investigate motivation as a separate term. This section will provide a brief historical overview of how motivation has been researched and viewed in the past, from different theoretical perspectives as well as in education followed by relating motivation to reading.

From a historical perspective, aspects of pupils’ acquisition of knowledge were investigated in the research field of educational psychology. According to Perry, Turner, and Meyer (2012), researchers did not investigate motivation in learning and education until after the seventies (p.328). By viewing research on motivation through different approaches, there are many different perspectives on what elicit and affect motivation. The behaviourist perspective suggests that the surroundings of a person are the primary source for influencing that person's behaviour. In comparison, the social cognitive perspective focus on how social interaction can influence individual learning and not on performance in a given situation (Perry, Turner & Meyer, 2012, pp. 329-331). These different perspectives provide two different pictures of how motivation has been viewed in the past. In addition, Sylvén (2017) mentions how teachers tried to foster motivation in the second language classroom in the 1800's. She describes a language classroom setting where the teacher's comments concerning language errors the students’ committed were provided in their native language instead of the language studied. The reason behind this pedagogical choice was the conviction that providing error correction in the students’ L1 instead of the target language would increase the students’ motivation for using of the target language after leaving school (p.52).

So from a historical point of view as well as today, motivation has been treated as an essential factor in educational research through different perspectives.

So how can motivation be related to second language acquisition and the learners' perspective? Gardner and Lambert (1959) proposed two different perspectives of a learner's motivation. The first term, *integrated motivation* can be described as a cultural interest, that the student has a personal interest in a particular culture and wishes to interact with it by learning the language (p. 267). An integrated motivation towards a language and a specific culture can also enhance and enrich an individual, leading to a new identical perspective (Sylvén, 2017, p. 52). The second motivational term *instrumental* can be described as viewing language as an asset for academic studies and future professions. Lin, Wong, and McBride-Chang (2012) similarly define instrumental motivation, mentioning the importance of studying English to increase the likelihood of a promising carrier (p. 719).

Beyond these two motivational terms, there is also the aspect of what the language learnt impacts on the individual identity. According to Dörnyei (2009), language learning should be considered on a personal level as well as an academic one. In light of this, he created the *L2 motivational self-system* (L2MSS) framework, connected to two research fields, second language, and psychology. Dörnyei builds on previous theories (Markus & Nurius, 1986; Higgins, 1987 referred to in Dörnyei, 2009) in the psychology research field, concerning three kinds of self-identities. These identities work simultaneously towards different views of an individual's future self, referred to as *possible selves*. These can be described as whom we strive to be, what others think we might be and what we are afraid we might turn into (p.12). Dörnyei (2009) in his framework with a basis in second language learning uses *the ideal self*, *the ought self* and a third category that includes other aspects such as environmental factors in the language classroom. By viewing second language learning through this framework the whole individual is taken into account, motivation, possible fears, and classroom aspects that can influence the language learning process (Sylvén, 2017, p. 53).

In light of the different reasons behind motivation mentioned above, this could mean that in a class of 30 students, there might be several different perspectives on the use of English and what purpose they have for studying the language. In a classroom setting, it is vital that each student receive the encouragement and help he or she needs (Skolverket, 2013). From this section on motivation, there are many different aspects of motivation to consider. For an English language teacher, it could present many challenges, especially considering if the motivation changes depending on the different language skills, such as reading.

According to Sentürk (2015), motivation is a crucial factor for "[...] reading development". (p. 705). For EFL teachers, literature and fiction in the EFL classroom can be an exciting and challenging situation at the same time. Häggblom (2006) mentions four different occurring models on how teachers can introduce and use fiction with the students, *content*, *language*, *cultural*, and *personal growth* (p.55). The first two models focus on the literature itself, either for studying literary structure (content) and language learning (language). The remaining two models involve the students' point of view, to broaden their cultural awareness (cultural) or to identify and relate to the fictional content (personal growth). Beyond the teacher's responsibility to incorporate literature and fiction into the EFL classroom, it is equally important to foster a motivation to read fiction simultaneously.

When investigating reading motivation in an individual, it can be viewed through two different sources of influence. The first kind is the one that the individual themselves possess, and the other refers to other influencers, such as family and teachers. In several research studies these different motivational aspects are referred to as *intrinsic* and *extrinsic* motivation (see Becker, McElvany & Kortenbruck, 2010; Lin et al., 2012; Wigfield & Guthrie, 1997). In the next section, reading motivation is discussed further and defined through these terms, intrinsic and extrinsic motivation.

1.3 Intrinsic and extrinsic reading motivation

Previous research concerning reading motivation in second language learning has been investigated through first language reading motivation methods (Kim, 2011; Ölmez, 2015). In later research, new methods have been developed from L1 methods to examine L2 reading motivation, such as *the motivation for reading questionnaire* (MRQ), created by Wigfield & Guthrie (1997). In light of the aim and the first RQ of this study, reading motivation will be examined through intrinsic and extrinsic motivation.

Wigfield and Guthrie (1997) state that "[...] reading motivation indeed is multifaceted" (p.428). Considering this statement, it might not be such a great surprise that this research field has several terms that are used to describe its depth and nature. The terms intrinsic and extrinsic motivation are often used in reading motivation research to distinguish between the different aspects that influence a person to read. According to Wang and Guthrie (2004), intrinsic motivation refers to an individual's interest towards reading. In light of this, one might presume that students who possess intrinsic reading motivation will be more likely to

read on their own, both in and out of the classroom. Lin et al. (2012) mention that intrinsic motivation is one of the key factors to develop reading competence (p. 718).

The opposite term extrinsic motivation refers to when students read to improve their grades or language skills. Extrinsic motivation can also be linked to social influence, where a student throughout the school years is encouraged to read from different sources and for different reasons. During childhood, parents might be a greater influence on their children, while friends and teachers could have a more significant influence in the advanced stages of education (Becker et al. 2010, pp 774-775). Takase (2007) also discusses this and states that “[...] high school students aged 16 to 18 are, in general, more independent and less attached to their parents and family than the elementary school children [...]” (p. 11).

To conclude this section, both intrinsic and extrinsic motivation can serve as powerful catalysts for EFL students reading motivation. However, Takase (2007) mentions that intrinsic motivation might be the most beneficial for students (p. 11).

2 Literature review

Reading is an essential skill and an asset throughout a person’s life. Due to the importance of literature and reading comprehension in learning English, it might not be so surprising that this is a well-researched field. This section examines studies investigating motivation and reading motivation and what results and conclusions can be drawn. Firstly, studies concerning reading motivation, in general, are explored and moving on to situation-specific studies in the Swedish and Asian educational context. As previously mentioned, the Asian context is chosen as the other educational setting in this study, considering the ethnicity of the participating students and the relevancy of including their native culture and society and how it might affect their motivation.

Wigfield and Guthrie (1997) conducted a research study concerning reading motivation and the amount of reading in an American multicultural elementary school. They used a self-developed questionnaire, the MRQ as well as *the reading activity inventory* (RAI) to collect data from 105 students during an entire school term. The MRQ and RAI were administered twice, the first in autumn and the other during spring. In addition, the students reading habits in their leisure time were recorded in a logbook by their parents every day and provided to the authors after two weeks for the duration of the term. These logs served as a measurement for the students reading amount. The results of the study show that there is a correlation between

the amount the students read and their level of intrinsic motivation. No such correlation could be found between the extrinsic motivation and reading amount. Note that the students in this study participated in a specialised reading programme organised by the school, which might indicate that they already possess a high motivation towards reading.

As important as it is to understand why students read, it is of equal importance to investigate why they do not. Neugebauer (2014), investigates motivation in resistant readers. Her participants consisted of 119 young American adolescents. The MRQ was administered on two occasions to detect differences in reading motivation as a compliment to the motivation logs the students wrote and handed in every day during the ten days of the research period. Also, students' test scores from the Massachusetts comprehensive assessment system (MCAS) were used as a measurement for reading performance. The results show that less skilled readers that are motivated to read in the classroom received on average a lower score than their peers on the same level of reading achievement but with little in-school reading motivation. Furthermore, her findings suggest that although the MRQ can predict reading motivation in several categories, it is not as successful in detecting reading performance. From this study, it becomes apparent that if the goal is to research several aspects of reading, such as motivation and performance, there is a need for several measurements to cover these aspects entirely.

Similar to Neugebauer (2014), Lenters (2006) writes about her experience as a teacher and students who possesses a resistance to read or that struggle with reading assignments. She states that the main reason students neglected the reading assignments or exhibited low motivation to the reading tasks was due to their disinterest in the material chosen. The fiction students found the most intriguing was when they could relate to the content. According to Lenters (2006), a failure to motivate and help students that struggle with reading will lead to that they eventually start to avoid reading altogether. She also mentions the teachers' thoughts and opinions, which related to the adolescents' views of fiction as an already defined phenomenon that they could not change. Furthermore, teachers on a higher level of primary school education stated that introducing fiction was time-consuming and that their lack of information on literary subjects prevented them from including reading in their teaching. These last two statements by the teachers might not be an issue in the Swedish educational context since literature should be incorporated in teaching the English language (Skolverket, 2011). Even though this paper by Lenters (2006) is more of a literature review than a research

study, she presents many valid aspects concerning struggling readers, from both the students' and teachers' perspectives.

2.1.1 The Swedish school context

In Sweden, the English subject is a mandatory part of education from grade three through upper secondary school. From international studies conducted of Swedish and Norwegian students concerning their English proficiency levels, it became clear that in comparison with other European countries, these students have a high knowledge of English, especially in reading and listening comprehension (Lundahl, 2012, p. 24). This section investigates research on motivation and reading motivation in Sweden.

Despite the number of studies produced within this field and on a global scale, there are few studies investigating reading motivation of fiction in English in a Swedish school context. A comparative study by Shaw and McMillion (2011) investigated reading success and proficiency in English with Swedish and British university students. They used a questionnaire to collect their data and a test, consisting of short texts and follow-up questions to determine the reading strategies used by the students when studying, such as skimming. Their study showed that even though the English vocabulary was not as extensive as the British students, there is no significant difference between the groups regarding reading proficiency. However, the students were majoring in biology and the English reading proficiency measured was that of a university level.

Sylvén and Thompson (2015) investigated motivation for second language learning in Sweden. The participants consisted of two different student groups, one ordinary upper secondary group and the other students were part of an educational programme called *content and language integrated learning* (CLIL). Students attending this programme study all their subjects in another language than their L1. In this case, the language of instruction was English, which appears to be a common occurrence in these types of programmes (Sylvén & Thompson, 2015, p.30). In their study, they examined and compared the two groups, precisely the students' language motivation in Swedish and English. They used a questionnaire, based on the L2MSS (see 1.2), to collect data from the students. Their results show that the students in the CLIL programme had a higher motivation for studying and engaging in the English language. Also, the non-CLIL group appeared to be concerned with their English proficiency to a greater extent than the CLIL students.

This section has provided the process and results of a few research studies concerning motivation and reading motivation within the Swedish educational context. Even though they have differences compared to this study in the form of participants' ages and specific research aims, they still hold relevance and provide an overlook of the Swedish educational system in upper secondary and higher education programmes.

2.1.2 The Asian educational context

In the New Zealand school chosen for this study, a majority of the students had an Asian heritage where Chinese was the most common L1 among the students (see 3.2). For this reason, this section of the literature review investigates previous research on reading motivation within the Asian context, with a primary focus on research with Chinese participants, considering a majority of the participating international students in New Zealand are Chinese natives.

Lin, Wong, and McBride-Chang (2012) investigated reading motivation and reading comprehension of 104 Hong Kong fifth graders, in their native language and EFL. They used an adapted version of MRQ (by Wigfield & Guthrie) as a basis for their investigation of reading motivation. The authors investigated reading comprehension by providing the students with four narratives in total, two in each language and answered questions after each text. They found that intrinsic reading motivation and self-efficacy was higher in the students' native language than in EFL. Their results also suggested that extrinsic motivation is strongly linked to reading in EFL, suggesting that the students in this study had a stronger preference towards reading in Chinese in their leisure time and viewing EFL reading as an academic asset.

Another study that investigates reading motivation in Asia was conducted by Takase (2007). In this study, Japanese upper secondary school girls reading motivation was investigated through an extensive reading program, initiated by the author of the paper. The main findings suggest that intrinsic reading motivation is an important source to determine the students' reading amount. Another aspect mentioned is that the students with low reading motivation in Japanese, who succeeded in completing a book in English at the beginning of the course had a substantial increase in motivation that lasted through the entire program. However, Takase (2007) mentions that these students should be considered to obtain a higher motivation towards English and reading due to their enrolment in a reading course for EFL.

The last study mentioned in this section is a quantitative research study by Wang and Guthrie (2004). They investigate the difference between intrinsic and extrinsic reading motivation in a middle school context. The participants consisted of 187 students from America and 197 students from a school in Taiwan, with Chinese as their L1. To collect the data, they used the MRQ for gathering information about the students' reading motivation and the RAI to investigate the reading amount, similar to Wigfield and Guthrie (1997). Furthermore, they used "The narrative part of the International Association for the Evaluation of Educational Achievement (IEA) Reading Literacy Test" (p. 170) as part of their investigation of the students' level of text comprehension. Their results show an affirmative correlation between intrinsic reading motivation and text comprehension, which was representative for both student groups. Furthermore, low intrinsic motivation leads to a lower text comprehension score. Other findings from their study indicate that the two student groups had an equal level of intrinsic reading motivation. The authors explain this by pointing out that the two societies of the student groups are fairly similar. In addition, the authors speculate that based on their results, cultural aspects might influence reading motivation and that it needs to be researched further.

These studies have investigated research on reading motivation, through different perspectives and with different cultural settings. Due to the many changes a student faces during the teenage years, biological as well as social, the results found in some of the studies might not explain reading motivation for students in upper secondary school. That being said, they are still significant to the research field, since researchers can view changes in reading motivation in correlation with the students' ages.

3 Method and Material

For investigating the study's aim and collect data to answer the RQs, different methods were examined to find the one most suitable. The choice was either a *quantitative* or a *qualitative* research method (McKay, 2006, p. 5). When weighing the positive and negative aspects of each method and reading research studies within this field, I finally decided on a quantitative method in the form of a questionnaire. The reasons behind this choice are first of all that several of the research studies within this field uses this method, as either their primary source for data collecting or as a complementary part (Lin et al., 2012; Kim, 2011; Shaw & McMillion, 2011; Takase, 2007; Wigfield & Guthrie, 1997; Ölmez, 2015). Another reason for

this decision can be found in McKay (2006) and her descriptive table of both the methods. In the quantitative method section of the table, several characteristics are mentioned and described, such as the *role of researcher, purpose of research, research design* and *length of study* (p.7). These different categories portray a researcher who uses a pre-planned method and research questions, keeps command over the data collection period, and the process of collecting the data is not as long as the qualitative method. It also mentions viewing the data through numbers and statistics. Comparing the characteristics of both methods, the quantitative method was deemed preferable for this study and chosen accordingly.

To increase the validity of the study, another decision was to use an existing questionnaire that had been used in previous research studies investigating reading motivation. The MRQ by Wigfield and Guthrie (1997) was chosen as a base for collecting the data. This section will describe the chosen method and material, the steps taken to create the new version of the questionnaire and the participants selected to take part.

3.1 The motivation for reading questionnaire

In the research field of reading motivation, the *motivation for reading questionnaire* (MRQ) by Wigfield and Guthrie (1997) is frequently mentioned as a method to collect data (see 1.2; 2). According to Lin et al. (2012), the MRQ “[...] is probably the most comprehensive and well-established of the reading motivational scales available” (p. 719).

The original version of the MRQ consists of 53 statements and a likert-scale answering section which is consistent throughout the survey. The statements are divided into several categories that answered different aspects of reading motivation, such as *compliance, reading for grades, the importance of reading* and *reading curiosity* (Wigfield & Guthrie, 1997, p.422).

For the present purposes for collecting data, some adjustments to the original questionnaire had to be made. Before conducting any changes, the creators of the original MRQ were contacted by email to ask for their permission to alternate and use the MRQ. When Dr. Guthrie and Dr. Wigfield had given their consent, I commenced in making changes, which are described and discussed further below.

The first decision was to digitalize the new questionnaire and eliminate certain statements of the MRQ. Since the first RQ of this study is to investigate intrinsic and extrinsic reading motivation certain statements in the original did not correlate with this and were excluded from the new questionnaire. An additional reason for eliminating statements was to

create a less tedious experience for the participating students. The new questionnaire kept its original language, English, since it was administered in Sweden and New Zealand. In addition to the questionnaire itself, the students filled out questions concerning background information, such as age and gender.

When administering the questionnaire in the selected school in New Zealand, an additional question was added concerning how long the students have lived in the country, with answering alternatives ranging from less than one year to all my life. This question seemed relevant in the investigation since a lower level of English might influence reading motivation of fiction in that language.

The new version of the MRQ kept the original structure in regards to having statements rather than questions and the same answering alternatives. The answering section consists of four alternatives following the preference of an even number of alternatives to choose from to rule out a safe or middle option (McKay, 2006, p. 38). The phrasing of these answers is the same as in the original MRQ, with a range from (1) 'a lot different from me' to (4) 'a lot like me.' The two middle options (2 and 3) show some degree to either of these opposites. The reason for keeping this structure was that consistency in the alternatives throughout the questionnaire would be beneficial for the participants as well as increasing reliability. An example of how the statements and answers are written and presented in the original and new questionnaire is shown below.

I like it when the content in books makes me think

1. A lot different from me
2. A little different from me
3. A little like me
4. A lot like me

Even though the questionnaire aims to collect information regarding the participants' reading motivation of English fiction, there was a personal interest to learn if there could be any reasons concerning language difficulties that influenced the participants reading motivation. The last three statements of the questionnaire aimed to gain further insight into their own opinions of themselves as readers.

When all the changes were made to the questionnaire, I realised that the name of the questionnaire would need to be changed as well. One of the reasons behind this was to show

that this is a version of the MRQ and not the original. Even though the new version of the questionnaire needed to change, there was a desire that the new name would remind readers of the name of the original, since the term MRQ is considered common knowledge within this research field. Therefore, in addition to the original title of the survey, the new version was named *Motivation for Reading Questionnaire of Fiction* (MRQF). By choosing this title, the original name of the questionnaire is mainly intact, but the new addition to it distinguishes it from Wigfield's and Guthrie's (1997) version. So, henceforth throughout this study, the new version of the questionnaire will be referred to as MRQF (see appendix A).

3.2 Collecting data

When the changes were complete, and the MRQF finished, the search for participating schools and students began. The group of interest for this study were adolescents in upper secondary school, studying English as an EFL. This section provides further detail concerning the process of collecting research material, describing the chosen participants and schools as well as how the selection occurred.

The schools are referred to in this study under the pseudonyms School 1, 2 and 3, to ensure anonymity for the participating students. The participating students (N=31) from the first school, *School 1* (S1) study an upper secondary programme where all their classes are taught in English, except for the subject Swedish and other modern languages. This school profile can be related to CLIL since they both refer to a situation where the students are provided education through another language than their mother tongue (Sylvén & Thompson, 2015, p. 29). The reason for including them in this study is to have a broader perspective of Swedish adolescents reading motivation by comparing two very different programme profiles.

School 2 (S2), where the majority of responses (N=78) in Sweden were collected, is an upper secondary school with a standard profile, where the students studied higher education preparatory programmes (Skolverket, 2013). The students from S2 were available to me in the classes I was teaching in during the final teacher trainee internship, also referred to in research as a *sample of convenience* (McKay, 2006, p. 37). From the two schools in Sweden, 109 upper secondary students participated in this study.

The third and last school (S3) is an upper secondary school in New Zealand. It is a multicultural upper secondary school in the North Island with approximately 2600 students. The students partaking in this study (N=118) study the *English Students of Other Languages* (ESOL) programme. This programme has an abundance of international students, with a

majority from Asia, coming to New Zealand to attend this particular programme and school. The ESOL programme is similar to CLIL in the sense that all the subjects are taught in English.

Table 1 shows an overview of the mentioned information regarding the students as well as the common first languages within each school.

Table 1: *Summary of schools, first languages, and number of participants*

Schools	Country	Common First languages (L1)	N
S1	Sweden	Swedish*, English, Arabic,	31
S2	Sweden	Swedish*, Arabic	78
S3	New Zealand	Chinese*, Korean, Thai,	108
Total (N)			227
*Most common L1's within the schools. N - Total number of participants within each school.			

In Table 1, a couple of the students from S1 wrote that they had two first languages, Swedish and English. This aspect was a little troubling since this study aims to investigate EFL upper secondary students. However, when asking these students about this, they mentioned that one of their parents had an English heritage but that they only spoke Swedish at home. They also mentioned that this was one of the reasons behind their choice of an English speaking upper secondary programme, to further develop their English. So even though a couple of the students mention their English heritage, they can still be categorised as EFL students, since the language was not spoken during their childhood years at home, not providing them with an advantage over the other participating students.

To summarise this section, students from three schools were included in this study, and all the participants were in upper secondary school, studying English as a foreign language subject. In the end, a total of 227 students from both Sweden and New Zealand participated in this study.

3.3 Analysing data

After collecting sufficient data from the participants in both countries, next step included coding and organising the answers. For this purpose, the program used was IBM SPSS statistics 25. The choice of using SPSS came from the previous experience of working with it within the teacher trainee program, with the guidelines found in the course literature (Barmark

& Djurfeldt, 2015). As previously mentioned, the questionnaire was created digitally in *Google forms*. The main reason behind this choice was to simplify the process of transferring the data into SPSS (Barmark & Djurfeldt, 2015, p. 82). As a result of the numeric order of the answering alternatives in the MRQF (see results), the same numbers corresponded when coding the answering options in SPSS. The main reason for this consistency was to minimise confusion during the analysis process.

When the coding was completed in SPSS, the next step was to distinguish between the statements in the MRQF and categorise them into larger groups. The analysis presented five main categories, *intrinsic reading motivation, extrinsic reading motivation, fiction preferences, reading avoidance* and *environmental factors*. It should be noted that for this survey, in regards to the statements within the questionnaire used to collect the data, my distinction has been made as to which statements fall under intrinsic or extrinsic reading motivation. In this respect, all the statements regarding outside influence for reading motivation, parental and peer influence and educational goals have been categorised under extrinsic reading motivation. All the statements that mention personal aspects and demonstrate a preference for fiction or reading have been categorised under intrinsic reading motivation.

The three other groupings, fiction preferences, environmental factors, and reading avoidance were created concerning the students' attitudes about EFL fiction reading. Reading avoidance includes all statements from the MRQF that ask the students about their opinions on reading assignments, including whether they feel resentment or if they strive to complete them. The statements asking the students for the preferred genres in fiction were categorised in the sub-group preferable fiction, in the hope of establishing which genres appears to be the most popular among the students. The last sub-group concerning the environmental factors for reading fiction in EFL does not contain as many statements as the other groups. However, it is still an essential factor in this investigation.

The reason for dividing the statements into these larger groups is to detect aspects and possible patterns that might help in answering the aim of this study as well as the RQs. View Appendix B for an overview of the groups and the statements they contain.

3.4 Ethical considerations

During this research process, the author had to consider several aspects concerning ethical considerations both concerning the students' rights as participants of the study and the

research procedure as a whole. These ethical considerations include how the choices made by the author affect the validity and reliability of the study as well as generalisability. Although these terms have been mentioned previously in this study, this section will provide a brief overview of the main aspects.

First of all, the participants are mentioned in relation to ethical considerations. The students were promised anonymity for their participation, and each student received an anonymous ID-number, which was kept throughout the entire research process. To further ensure the anonymity of the students, the three schools they are attending were provided with pseudonyms. When administering the MRQF in Sweden, many of the students were underage. Because of this, parental consent was needed so that these students could participate in the study (McKay, p. 25). For the participants in New Zealand, the situation was a little different compared to Sweden. Since the students move to the country to study and sometimes without their parents or legal guardian, the school has a responsibility for the students that resembles an educational guardian. Therefore, in comparison with the other two schools in Sweden, there was no need for parental consent for the under aged students since these types of decisions lies with the school.

3.4.1 Validity and reliability

First of all, the decision to use the MRQ by Wigfield and Guthrie (1997) was to increase validity as well as reliability, due to the previous success the questionnaire has had in other research studies measuring reading motivation (Guthrie & Wigfield, 1997; Lin et al., 2012; Wang & Guthrie 2004). Also, in asking for the authors permission to use their questionnaire as a base, they are shown respect.

To further increase the validity of the MRQF, it was administered to a test group of my peers, to ensure that the questionnaire was functional and operational. Barmark and Djurfeldt (2015) mention that a pilot study is necessary to ensure that the questionnaire does not contain mistakes that the researcher might not have noticed (p. 68). After viewing the results and feedback from the test-run, the new and improved MRQF was ready for collecting data. In addition, to eliminate certain statements was not only to create a less tedious experience for the participants but also to increase reliability. According to Barmark and Djurfeldt (2015), a shortened questionnaire or survey increases the likelihood of receiving well thought out answers since participants are less likely to answer a questionnaire that will require additional

time to complete. Furthermore, it is essential that the statements or questions correspond with the researchers aim and research questions (p. 67).

During the analysis and categorisation of the statements in the MRQF, a peer was asked to view the process of selection. The reason for including a peer is to ensure *inter-rater reliability* (McKay, 2006, p. 12) in the sense she would have made the same choices in the categorisation.

In all the cases collecting data, the researcher was present. The reason for this was foremost to introduce the questionnaire to the students and thank them for their participation and time in person, showing them respect (McKay, 2006, p. 24). Also, the presence of the researcher can provide explanations of statements within the MRQF as well as to ensure the students answered the statements from an EFL fiction perspective, thereby increasing validity.

3.4.2 Generalisability

According to McKay (2006), a study reaches generalisability when it can be replicated and reach similar results (p.14). She further mentions that by viewing the data through statistics, one can distinguish if the results are limited to a particular setting but transferable to other similar settings and situations (p. 14). This section will discuss the generalisability of the study, both in the procedure and analysis of the collected data.

First and foremost, the participating students will be examined in relation to generalisability. According to Barmark and Djurfeldt (2015), the number of participants correlates with generalisability, especially if the size of the group counted among hundreds (p. 75). In comparison to this study, 227 participants could be considered low in comparison with 500 participants, but it is still considerably better than 100 participants.

Generalisability is also valid if the selected participants are representative of the intended group investigated in the study (McKay, p.12). In this case, the target group is upper secondary EFL students. By involving two divergent groups of Swedish adolescents attending different upper secondary programmes, the generalisability is increased in comparison to the upper secondary student group in Swedish society. Investigating Asian EFL students and reading motivation is in line with previous studies (Lin et al., 2012; Takase, 2007; Wang & Guthrie, 2004;). By comparing these three groups, it follows similarities with previous studies and thereby increases generalisability as well as providing a new piece of the puzzle within this research field. However, it could be argued that since the selection of the participants was based on a sample of convenience rather than a random sample (McKay, 2006, p.36) so it

might not be representative for the whole upper secondary population in Sweden and Asia. This fact is acknowledged, even though it is believed that this group can still be representable since the Swedish participants were selected from divergent upper secondary programmes and not limited to a particular programme. It is also acknowledged that the participants from S1 differ from the other Swedish school, S2, and is therefore alone not representative of the upper secondary student population. However, as a comparative and contrast partner for motivation, including this group holds relevancy for this study and serves its purpose.

Secondly, the method and questionnaire used will be examined. As previously mentioned, using an already established questionnaire as a base for the MRQF and for the collection of data was a conscious choice. One of the main reasons behind this was due to the generalisability of the study, so that it can be replicated with other similar EFL upper secondary groups. In addition, using a quantitative method in favour of a qualitative one was also to increase generalisability, since the data was collected from a larger group of students and then analysed statistically (McKay, p. 14).

From these two sections, the steps taken throughout the research procedure were to ensure that this study has validity, is reliable and generalisable.

4 Results and Discussion

This study aims to investigate EFL students' reading motivation of fiction in English. Due to the amount of data collected during the research process, a selection of the results had to be made, and therefore certain statements results will not be addressed in this section. This selection is mainly based on the statements relevance to this study's aim and RQs. Another reason for including certain statements is due to their importance for the pedagogical issues section (see 5). The chosen statements and their results from the MRQF are presented and explained further in the following sections and discussed in relation to the RQs.

4.1 Variations in reading motivation

The first RQ was to examine the intrinsic and extrinsic reading motivation of the participants and compare similarities and differences of these with the three schools, S1, S2, and S3. As previously mentioned (3.3), the statements within the MRQF were categorised into larger groups. In Table 2, each of the statements in the two motivational terms is included.

Table 2: *Statements included in the categorisation of intrinsic and extrinsic motivation.*

Categorisation (motivation)	Statement number	Statement descriptions
Intrinsic Reading Motivation	1	I like it when the content in books makes me think
	2	I enjoy a long, involved story or fiction (book).
	3	If a book is interesting, I don't care how hard it is to read.
	7	If the project is interesting, I can read difficult books.
	14	I read books to learn new information about topics that interest me.
	19	I have favourite subjects that I like to read about
Extrinsic Reading Motivation	4	If the teacher discusses something interesting I might read more about it.
	5	I like to get compliments on my reading.
	10	I am happy when someone recognises my reading of books.
	11	I like to finish my reading assignments before other students.
	16	I read books to improve my grades
	17	I always do my reading work exactly as the teacher wants it.
	18	My parents often tell me what a good job I am doing in reading.
	20	I like to tell my family about what I am reading.
	26	I talk to my friends about what books I am reading.
Answering alternatives (MRQF): 1) - <i>A lot different from me</i> , 2) - <i>A little different from me</i> , 3) - <i>A little like me</i> , 4) - <i>A lot like me</i>		

The following section is divided into two parts. First, the results for the intrinsic and extrinsic categories for all schools will be presented and explained, followed by a discussion concerning the results of both categories.

Firstly, a summary of the results from the comparison of all three schools and intrinsic reading motivation is shown in Table 3. Firstly, the combined means from all participating students from each school is presented in the second column. Each of the schools has received a combined *mean*, where all the students within each school's total intrinsic motivation score have been calculated. This calculation is based on the number of intrinsic motivation statements and the score each student received when answering them. The scoring is the result of the answering alternatives number (see Table 2), from 1 to 4, where alternative 1 is a lot different from me and 4 is a lot like me. Due to the statements phrasing (see table 2 above), it was possible to calculate that a student choosing the answering alternative a lot like me,

received a score of 4 for that statement. Since there are six statements included in the intrinsic group, the lowest total score a student could receive is 6, and the highest total score is 24. Calculating the mean for the motivation categories, the highest mean value is 4, and the lowest mean value is 1.

Table 3: *Intrinsic reading motivation*

Schools	Mean	N	Std. Deviation*	Median	Minimum	Maximum	Range
S1	3.2043	31	.41658	3.3333	2.33	4.00	1.67
S2	2.6368	78	.65064	2.6667	1.00	3.67	2.67
S3	2.8969	118	.56020	3.0000	1.00	4.00	3.00
Total	2.8495	227	.60316	3.0000	1.00	4.00	3.00

*SD

From the comparison of each school's mean in Table 3, there is a similarity between S2 and S3 mean scores while S1 mean score is slightly higher. There is also a difference between the minimum and maximum score, where S1 stands out as having a minimum score of 2.33 as well as a lower SD score. Furthermore, the range of the participants answering selection, found in the final column, shows that S1 has a small range of 1.67 as well as a SD score of .041. From these results, S1 students have a slightly higher intrinsic motivation compared to the other two schools.

Table 4: *Extrinsic reading motivation*

Schools	Mean	N	Std. Deviation*	Median	Minimum	Maximum	Range
S1	2.8746	31	.53652	3.0000	1.89	3.78	1.89
S2	2.1595	78	.51887	2.2222	1.00	3.67	2.67
S3	2.6449	118	.52919	2.6667	1.33	4.00	2.67
Total	2.5095	227	.58740	2.4444	1.00	4.00	3.00

*SD

For the next motivational term, extrinsic, the steps taken in the analysing process were identical to the process of analysing the intrinsic statements and used the same scoring system with answering alternative numbers (see Table 4). Since statements referring to influences both within and outside of the classroom was included in the extrinsic category, this group contains nine statements. Compared to the intrinsic scores, the lowest extrinsic score for the

students was 9 and the highest 36. The mean was calculated in the same way as for the intrinsic motivation, resulting in the mean score range from 1 to 4. From Table 4, it can be concluded that all schools have a close mean score and SD score, with S2 having a marginally smaller score. These results would suggest a similarity in the level of extrinsic reading motivation between the three schools, even though S1 has a slightly higher mean score than the other two schools.

From the results found in Table 3 and 4, all three schools have similar mean scores in both motivational groups. Comparing the schools' results in both Table 3 and 4, S1 demonstrate a smaller range score between intrinsic and extrinsic motivation (1.67 and 1.89), which can be interpreted as that the students in this group possess a very similar level of motivation, of both kinds. The reason behind this could be due to their choice of upper secondary programme. Sylvén and Thompson (2015) speculate that the reason for the difference between the higher motivation results for the CLIL students in their study was due to personal characteristics, rather than the result of the CLIL programme itself (p. 40). In other words, the students that are motivated to learn and advance in their English language proficiencies choose to attend this form of an upper secondary programme, therefore demonstrating a high motivation score. However, S3 students share the same situation as S1 and had a slightly lower motivational score than S1, even though their score is higher than the other Swedish school, S2. The reason behind this could be due to a cultural difference in English language proficiency. In Sweden, the English language is a constant presence, both in academic and social settings, beyond the fact that it is one of the core subjects in Swedish education from grade three and through upper secondary school.

As previously mentioned, the majority of the participants from S3 had an Asian heritage. In comparison to Sweden, the subject English is also considered important in education among Asian countries (Kim, 2011; Lin et al., 2012; Neugebauer, 2014). According to Lin et al. (2012), reading performance in English is of equal importance to reading performance in Chinese, even though the students from their study showed a stronger motivational preference for reading in their L1 (p. 730).

Also, the parental influence must be addressed. According to Lin et al. (2012), in Asian culture and particularly Chinese, it is not unusual for parents to want their children to be successful during the school years and to advance in further studies after primary school education is complete (p. 721). So in comparison to Sweden, the parental influence on their children's academic success is greater in China. According to Becker et al. (2010), reading for

extrinsic motivation reasons might result in lower reading achievement and insufficient developed reading skills (p. 781). This aspect could be what influences the S3 students, in their reading motivation as well as choosing an English language based upper secondary programme. According to Wang and Guthrie (2004), there could be a connection between cultural aspects of a society and the level of reading motivation. Furthermore, they mention the possibility that extrinsic reading motivation over time become a part of their self- image (Wang & Guthrie, 2004). This prospect seems to be very optimistic and provides further insight into the positive aspects of extrinsic reading motivation can have on the individual. However, Becker et al. (2010) claim that educators should avoid situations where extrinsic motivation might increase and favour methods to elicit intrinsic motivation.

In light of this discussion concerning intrinsic and extrinsic motivation, I believe both terms have a part to play in fostering reading motivation and that they could work together. However, the teachers need to be aware of how these different terms affect students' motivation of reading fiction in English as well as what aspects in teaching behaviour and the classroom context can increase or decrease intrinsic and extrinsic reading motivation.

4.2 Students' attitudes about reading and fiction

In the MRQF there are six statements regarding preferable genres of fiction. These include reading fiction about *adventure, mysteries, fantasy, other cultures, their hobbies* and *new things*. These genres were then examined to detect if any preferences in fiction could be found, both within the schools as well as the overall opinions of the participants as a whole group. This section will investigate the results concerning the type of fiction genre preferred by the students, starting with a summary of relevant findings and then present similarities and differences between the schools. Next section will include possible reasons for reading avoidance followed by the students' perception of themselves as readers. The final part of this section will discuss these results in correlation with the second RQ, concerning the students' opinions and attitudes about reading and fiction.

4.2.1 Fiction preferences

In light of the second RQ, two of the statements regarding fiction was chosen (see Table 5). Although the discussion will focus on these two statements, a summary of the overall results from all the fiction statements of each school will be presented first.

The investigation of S1 in relation to all preferable fiction statements showed that the students had a very positive attitude towards all the mentioned genres, where reading about their hobbies, fiction on mysteries, and other cultures were particularly popular. However, it should be noted that this could once again be because of the students' choice of upper secondary programme, with the language for instruction is English. In comparison to the results found by Sylvén and Thompson (2015), the CLIL students' high motivation precede their upper secondary school years, which might be the case for the S1 students as well.

The results from S2 shows a wider spread concerning the degree of motivation between the preferred fiction genres compared to S1. In comparison with S1, there was also a positive response to reading about hobbies. The last school, S3, showed similarities with S1 in sharing a generally positive response to the given genres in the questionnaire.

The results from the two selected statements and literary genres can be seen in Table 5 below. The statements, 6 and 22, were chosen for the reason that the majority of the participants combined showed a preference for these genres. Concerning the first statement, all three schools there was a majority that expressed a positive response to reading about their hobbies (see Table 5, statement 6).

Table 5: *Statements 6 and 22 and the answering options from MRQF concerning preferences of fiction*

Statement 6	Answering alternatives	Schools			Total (N)
		S1	S2	S3	
I read about my hobbies to learn more about them.	(1) A lot different from me	12.9 %	21.8 %	11 %	34
	(2) A little different from me	9.7 %	15.4 %	16.1 %	34
	(3) A little like me	22.6 %	26.9 %	39.8 %	75
	(4) A lot like me	54.8 %	35.9 %	33.1 %	84
Total		100 %	100 %	100 %	227

Statement 22	Answering alternatives	S1	S2	S3	Total (N)
I like to read about new things.	(1) A lot different from me	0	17.9 %	4.2 %	19
	(2) A little different from me	19.3 %	26.9 %	9.3 %	38
	(3) A little like me	35.5 %	42.4 %	39 %	90
	(4) A lot like me	45.2 %	12.8 %	47.5 %	80
Total		100 %	100 %	100 %	227

These results connect with Lenters (2006) opinions concerning students finding more pleasure in reading material that they can relate to (p. 138). Since hobbies usually initiate interest, it might not be so surprising that this was a favourable choice among a majority of the participating students from the three schools.

In statement 22 (Table 5), the students from S2 show a slightly less inclination towards reading about new subjects in comparison to the other student groups, S1 and S3. A reason for this could be that the other two schools, who had slightly higher intrinsic and extrinsic motivation possess an open mind for new content. Another explanation for this might be that the S2 students' English language proficiency on average might not be as strong as the other two groups, resulting in an unease for engaging in new content since it is unfamiliar. However, since this study does not investigate language proficiency in English, this is a speculation rather than a fact.

Even though the reading genres included in the study are some of the most common, this study might have excluded relevant fictional genres that would result in a higher motivation score from the students. In the syllabus, the progression of the English subject in Swedish upper secondary school places further emphasis on including classic fiction from the literary canon (Skolverket, 2011). The classics were not included in the MRQF, which in retrospect might have been an interesting genre to explore since the canon classics are so intertwined with education and the syllabus. Lenters (2006) mentions that the literary canon could serve as a guide for adolescent students exploring their identity (p. 140). This notion is one that I firmly agree with, both in terms of using classics of English literature as a discussion starter as well as a way to identify with characters and or content. Furthermore, to include new fiction and other types of literature to inspire students, it does not necessarily mean that the classics should be left out of teaching entirely (Lenters, 2006, p. 140).

In the category of fiction preference, the students show an interest towards a variety of different fiction genres; an aspect teachers need to keep in mind when selecting reading material and fiction to use in class.

4.2.2 Reading avoidance

The next student aspect analysed concerning their opinions about reading was the statements from the MRQF concerning reading avoidance. This category consists of four statements, exploring different aspects of reading avoidance. These refer to *avoidance of reading-related assignments, if reading is forced on the student, resistance to read for difficult vocabulary* and

complicated narratives. Two of the four statements on this subject was selected and can be viewed in Table 6.

From the results of statement 8, one can detect that many of the students follow through on their reading assignments, even though there are differences between the schools that suggest that they might not be as motivated by it. According to Neugebauer (2014), struggling students apply reading strategies in the classroom that allows them to complete their reading assignments hastily, to achieve a good mark (p. 163). It could be a reason behind the spread of results in statement 8, where some of the participating students want to finish their tasks with speed using reading strategies and the other students engage in the content of their schoolwork while completing it.

In statement 24 in Table 7, regarding difficult vocabulary as a reason for diminishing interest to read, the results show several fascinating differences and similarities. The results in statement 24 show that a majority of the S1 students do not view difficult vocabulary as a factor to dissuade them from reading, while there is a wider spread in the results from S2 and S3. This could indicate that some of the students feel that vocabulary can be a contributing factor for reading avoidance of English fiction.

Table 6: Statements 8 and 24 and the answering options from MRQF concerning reading avoidance

Statement 8	Answering Alternatives	Schools			Total (N)
		S1	S2	S3	
I do as little schoolwork as possible in reading	(1) A lot different from me	19.4 %	9 %	12.7 %	28
	(2) A little different from me	48.4 %	33.3 %	41.5 %	90
	(3) A little like me	25.8 %	32.1 %	32.2 %	71
	(4) A lot like me	6.4 %	25.6 %	13.6 %	38
Total		100 %	100 %	100 %	227

Statement 24	Answering alternatives	S1	S2	S3	Total (N)
I don't like reading books when the words are too difficult	(1) A lot different from me	38.7 %	16.7 %	11 %	38
	(2) A little different from me	29 %	28.2 %	24.6 %	60
	(3) A little like me	22.6 %	33.3 %	44.1 %	85
	(4) A lot like me	9.7 %	21.8 %	20.3 %	44
Total		100 %	100 %	100 %	227

A reason for this spread could be due to a wide variety of English language proficiency among the students since vocabulary is a crucial factor for reading achievement (Shaw & McMillion, 2011, p. 146). Sylvén and Thompson (2015) point to the abundance of English language input in Sweden as an essential influencer of vocabulary (p. 30). Comparing this to the three schools in this study, S3 should have an advantage over the Swedish students since English is the native language of New Zealand. However, since a majority of the S3 students only moved there in recent years and for a limited amount of time, the Swedish students might have the advantage since the English influence in Sweden is constant.

From this section, there could be different reasons behind students' unwillingness to read fiction in English, both in and outside of school. There is the possibility that some of the students' associate reading in English as mainly a school activity. This speculation could be linked to Kim (2011) and her study, in which the students appeared to avoid reading in English in their leisure time since they associated it with school assignment and requirements (p. 876). There is also the possibility that the reading material dissuades students from engaging in fiction. Lenters (2006) mentions that adolescents might prefer reading material that might not be considered as such in an educational context, such as magazines (p. 137). So in fact, the students' reading avoidance might be related to the fiction provided in the classroom and not to reading in itself.

So it is a good thing if the students are engaged in their reading? Neugebauer (2014) suggests that if students become too engaged in their reading, it might affect their reading comprehension (p. 187). In a situation where this would apply, a teacher's purpose for introducing the reading material and or reading assignments might be lost to the students if they are too absorbed in the narrative or the characters. There are of course positive and negative aspects concerning this dilemma. On the one hand, to foster reading motivation in students is vital and if a teachers discover that their students are fascinated by the content, they could change the original lesson plan to incorporate their opinions about the material. On the other hand, if this is a common occurrence in the classroom, the result will be a highly motivated reading group that might have lower reading proficiency and lack necessary reading skills. I believe that an experienced teacher might be able to determine in similar situations what course of action might be preferable, both for the students' motivation and for learning.

4.2.3 Students perception of themselves as readers

For this final section, the two statements regarding the students' perception of themselves as readers are discussed. These statements were part of the final section of the MRQF, concerning the students' views of themselves as readers.

From the results of statement 28, a majority of S1 students view themselves to some extent as good readers. The students from S2 and S3 have a wider spread in their answers, although they show a slight tendency towards answer alternative 4. These results suggest that many of the participating students from the three schools do not view themselves as poor readers. These results indicate that there is a positive self-image among a significant number of the students concerning reading, which might form a good foundation for building on their reading motivation.

Table 7: Statements 28 and 30 and answering options of the MRQF, concerning student reading identity

Statement 28		Schools			Total (N)
		S1	S2	S3	
I believe I am a good reader	(1) A lot different from me	0	15.4 %	11 %	25
	(2) A little different from me	12.9 %	24.3 %	22.9 %	50
	(3) A little like me	41.9 %	35.9 %	46.6 %	96
	(4) A lot like me	45.2 %	24.4 %	19.5 %	56
Total		100 %	100 %	100 %	227

Statement 29		S1	S2	S3	Total (N)
Compared to other things, it is very important for me to be a good reader of books.	(1) A lot different from me	9.7 %	26.9 %	11 %	37
	(2) A little different from me	25.8 %	38.5 %	26.3 %	69
	(3) A little like me	35.5 %	25.6 %	39 %	77
	(4) A lot like me	29 %	9 %	23.7 %	44
Total		100 %	100 %	100 %	227

The second statement of this section, statement 29 in Table 7, shows that the students' share certain similarities in their answers. S1 and S3 have a stronger inclination towards favouring books while S2's stance concerning favouring books compared to other things is not as clear. It could, as previously mentioned, be a result of the students from S1 and S3 choice of attending an English dominated upper secondary programme, which might indicate a

motivation for learning English (Takase, 2007; Sylvén & Thompson, 2015). In turn, it could influence their motivation for reading fiction in English.

However, there is an issue regarding the phrasing of these statements, in that it does not specify what aspects the author refers to as a good reader. This definition is instead placed on the students to draw their own conclusion. Neugebauer (2014), found a similar issue in her study, mentions that student views on what constitutes as “successful reading” (p.185) might differ depending on the students’ reading level. In light of this flaw in the statement descriptions, these results should be regarded as speculations rather than facts.

4.3 Pedagogical aspects

Results from the previous section show a considerable variation between student preferences, both regarding preferred fiction as well as the motivation behind reading itself. This section investigates the last of the RQs, regarding the teaching perspective as well as viewing the results from previous sections and relate them to the educational context.

4.3.1 Reading in school

Firstly, statement 23 concerning the students' preferred environment for reading is examined. The results from this statement are found in Table 8.

Table 8: *Statement 23 and answering options from the MRQF concerning environmental influences on reading*

		Schools			
Statement 23	Answering Alternatives	S1	S2	S3	Total (N)
I prefer to read at home rather than in school	(1) A lot different from me	6.5 %	10.3 %	6.8 %	18
	(2) A little different from me	6.5 %	12.8 %	24.8 %	41
	(3) A little like me	16 %	23.1 %	35.9 %	65
	(4) A lot like me	71 %	53.8 %	32.5 %	103
Total		100 %	100 %	100 %	227

In the results from statement 23, all three schools showed a preference for reading in their homes. This finding presents a fascinating concept for the teacher since this could suggest that even though the students do not show engagement towards reading in the classroom, there might be an entirely different situation when they read at home. These results contradict the

statement made by Lenters (2006), suggesting that students desire reading time during school hours (p. 138). Comparing Lenters statement to Neugebauer (2014) concerning students' views on reading in the classroom as a performance-related situation, it might suggest that students preference to read either at home or in class is related to their reading performance level. If this is the case, a motivated, skilled reader might feel at ease reading despite the location while a struggling reader might feel uneasy reading during class.

4.3.2 Teachers as motivators

From viewing the results from the MRQF, it becomes apparent that there are a variety of aspects concerning reading motivation that needs to be considered in an EFL learning environment. From the research defining motivation in general and for reading, it becomes clear that each student in the EFL classroom has their own views and opinions about reading fiction. It is also clear that this can be linked to their language proficiency as well as their motivation to engage in fiction. Teachers will need to explore the individual students' motivation towards reading fiction as well as what can be done to encourage or challenge their students as to increase reading motivation. Sylvén and Thompson (2015) state that increasing motivation for language learning is a team effort, where different levels within the school system must cooperate to achieve this goal, such as teachers and politicians.

Understand students' reading motivation, might be helpful for the teachers to view it from an educational and cultural standpoint. In this study, the focus was placed on the Swedish and Chinese cultures. Lin et al. (2012) state that to accomplish a high reading proficiency in both languages the government has launched reading projects as early as pre-school (p. 178). However, they emphasise a lack of English language influence on a social level, in comparison to Sweden where students encounter English daily through the internet and social media. With this fact in mind, one can speculate that the importance placed on teachers of English to create a beneficial learning environment for their students must be considerable since it forms the primary basis for English language development.

During teacher training, it became clear that introducing fiction in teaching in the upper secondary levels consisted of students being assigned or chose for themselves a book to read and was given a deadline to when they should have finished it. In some cases, teachers would provide the students with some reading time in English class every week. I believe that leaving the students to read after their own device might not have a positive effect on their reading motivation, especially for struggling readers. The students who have a high intrinsic

motivation to read would most likely be successful in these types of reading tasks since they have a personal interest and might read outside of school, while a struggling resistant reader might need teaching support and guidance.

There is also the issue of choosing fiction the students will enjoy as well as planning exciting reading tasks that at the same time enhances learning. Lundahl (2012) purposes that students should be able to reflect on the content, ask their own questions, and compare and relate the content to their personal experiences as well as other literary works (p. 409). In turn, this could lead to an increase in the students' motivation since they are able to influence the discussion around fiction, and are therefore involved in the process. This opinion is similar to Lenters (2006) point of view, that involving students in the choice of fiction can raise their motivation. Perhaps involving them the additional step and discuss the book from their point of view and allow them to criticise and evaluate what they read, could increase motivation as well as provide exciting discussions.

5 Summary and concluding remarks

This study investigates reading motivation of fiction in English in the upper secondary school context. The participating students came from two Swedish schools and one international school in New Zealand. The research questions were formulated to examine different perspectives of reading motivation within the participating student groups.

Firstly, the investigation circulated around what kind of reading motivation the students possess. The main findings indicate that the participating students from the three schools have a similar level of extrinsic motivation to read, while one of the Swedish schools, S1, has a stronger intrinsic motivation to read in comparison with the other two schools. For the results, it becomes evident how complex and multifaceted reading motivation is concerning individual students, where the level of intrinsic and extrinsic reading motivation can vary immensely.

Secondly, the students' attitudes and opinions about reading fiction in English was examined, including what fiction was deemed preferable by the students, reasons for why the students choose not to read as well as how they view themselves as readers. The results indicate that the majority of the participating students showed an overall positive attitude towards the literary genres presented to them in the MRQF, although the mystery genre as well as reading about their hobbies appear to be the most popular. The results further indicate

that some of the participating students consider difficult vocabulary as a reason not to engage in reading fiction in English. Even though there was a widespread among the participants' answers, a majority of the students view themselves as good or fairly good readers, which can be an advantage when working with reading motivation, since the students' belief in their own ability is a key ingredient for reading motivation.

Lastly, the third RQ concerning the teaching perspective was examined through the collected data. The results along with relevant literature within this research field present a number of aspects for teachers to consider when working with fiction in the EFL classroom. In a class of 30 students, there are just as many different combinations of different aspects, such as level of reading motivation, what type of reading motivation the students possess, level of English language proficiency, and the type of fiction genre they prefer. Teachers must have these aspects in mind when planning lessons around fiction. By talking to the students as well as discussing fiction and assignments with the students, it might increase their reading motivation since they are involved in the process.

Future studies on this subject in Sweden could investigate reading motivation of fiction further. Since this study covered some popular genres among the participating students, future studies could ask the students directly what genres they do read instead of providing them. There could be new expanding genres in fiction that teachers might be unaware of. It might also be beneficial to investigate the amount of fiction the students read and or reading proficiency in relation to reading motivation. Even though it has been investigated in several international studies, it has not been researched with Swedish upper secondary students, to the best of my knowledge. These studies could be conducted through interviews and even as ethnographic studies, implementing reading motivation tools in the classroom and monitor the process. By expanding the process over an extended period of time, it could provide teachers with further insight into students' views of reading assignments and fiction. Furthermore, future research investigating what aspects changes a student's reading motivation is needed in Sweden, if it decreases as they progress through school and why.

By expanding the research of EFL reading motivation of fiction in the Swedish educational context further, it might reveal what changes can be made to the teaching methods or the syllabus of the English subject to increase the students' motivation for reading fiction.

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Appendix A

The motivation for reading questionnaire of fiction (MRQF), based on the motivation for reading questionnaire (MRQ) by Wigfield and Guthrie (1997).

When it was presented to the students, the MRQF was filled in digitally using *google forms*. Each statement had a forced reply adjustment, to be filled out before proceeding to the next one.

Background Information

Welcome participants!

1. Gender

- Man
- Woman
- Other
- No reply

2. Age

- 19
- 18
- 17
- 16
- 15

3. Mother tongue

- Short answer required

4. (Special for the New Zealand applicants) Time of residency in New Zealand

- 4 years or more
- 2-3 years
- 1 year
- Less than a year

Motivation for reading questionnaire of fiction (MRQF)

By Anna Cottell

University of Gothenburg, 2017

Section 1.

With this questionnaire, I want to investigate your reading motivation when reading fiction in English (Novels, short stories, classics, etc.) Give as honest a reply as possible.

1. I like it when the content in books makes me think
 - A lot different from me
 - A little different from me
 - A little like me
 - A lot like me

2. I enjoy a long, involved story or fiction (book).
 - A lot different from me
 - A little different from me
 - A little like me
 - A lot like me

3. If a book is interesting I don't care how hard it is to read.
 - A lot different from me
 - A little different from me
 - A little like me
 - A lot like me

4. If the teacher discusses something interesting I might read more about it.
 - A lot different from me
 - A little different from me
 - A little like me
 - A lot like me

5. I like to get compliments on my reading.

- A lot different from me
 - A little different from me
 - A little like me
 - A lot like me
6. I read about my hobbies to learn more about them.
- A lot different from me
 - A little different from me
 - A little like me
 - A lot like me
7. If the project is interesting, I can read difficult books.
- A lot different from me
 - A little different from me
 - A little like me
 - A lot like me
8. I do as little schoolwork as possible in reading.
- A lot different from me
 - A little different from me
 - A little like me
 - A lot like me
9. To be able to concentrate on my reading, I need total silence around me.
- A lot different from me
 - A little different from me
 - A little like me
 - A lot like me
10. I am happy when someone recognises my reading of books.
- A lot different from me
 - A little different from me
 - A little like me

- A lot like me

11. I like to finish my reading assignments before other students.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

12. I read stories about fantasy and make believe.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

13. I read books because I have to.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

14. I read books to learn new information about topics that interest me.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

15. I read a lot of adventure stories.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

16. I read books to improve my grades

- A lot different from me
- A little different from me
- A little like me
- A lot like me

17. I always do my reading work exactly as the teacher wants it.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

18. My parents often tell me what a good job I am doing in reading.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

19. I have favourite subjects that I like to read about.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

20. I like to tell my family about what I am reading.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

21. I enjoy reading books about people in different countries.

- A lot different from me
- A little different from me
- A little like me

- A lot like me

22. I like to read about new things.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

23. I prefer to read at home rather than in school.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

24. I don't like reading books when the words are too difficult.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

25. Complicated stories are no fun to read.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

26. I talk to my friends about what books I am reading.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

27. I like reading books about mysteries.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

Section 2.

In this final section of the questionnaire, I'm interested in your perception of yourself as a reader. Answer as honestly as you can.

28. I believe I am a good reader.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

29. Compared to other things, it is very important for me to be a good reader of books.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

30. I read more books in my mother tongue than in English.

- A lot different from me
- A little different from me
- A little like me
- A lot like me

Thank you!

Appendix B

Categorisations of statements in the MRQF

Intrinsic reading motivation (6 statements)

1. I like it when the content in books makes me think
2. I enjoy a long, involved story or fiction (book).
3. If a book is interesting I don't care how hard it is to read.
7. If the project is interesting, I can read difficult books.
14. If the project is interesting, I can read difficult books.
19. I have favourite subjects that I like to read about.

Extrinsic reading motivation (9 statements)

4. If the teacher discusses something interesting I might read more about it.
5. I like to get compliments on my reading.
10. I am happy when someone recognises my reading of books
11. I like to finish my reading assignments before other students.
16. I read books to improve my grades
17. I always do my reading work exactly as the teacher wants it.
18. My parents often tell me what a good job I am doing in reading.
20. I like to tell my family about what I am reading.
26. I talk to my friends about what books I am reading.

Student preference of fiction (6 statements)

6. I read about my hobbies to learn more about them.
12. I read stories about fantasy and make believe.
15. I read a lot of adventure stories.
19. I have favourite subjects that I like to read about.
21. I enjoy reading books about people in different countries.
27. I like reading books about mysteries.

Reading avoidance (4 statements)

- 8. I do as little schoolwork as possible in reading.
- 13. I read books because I have to.
- 24. I don't like reading books when the words are too difficult.
- 25. Complicated stories are no fun to read.

Environmental factors (2 statements)

- 9. To be able to concentrate on my reading, I need total silence around me.
- 23. I prefer to read at home rather than in school.