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**HOW DO THE FACTORS OF TESTING, IN-CLASS
DISCUSSION, AND EXTRA-MURAL READING AFFECT L2
READING MOTIVATION LEVELS OF TURKISH UNIVERSITY
STUDENTS?**

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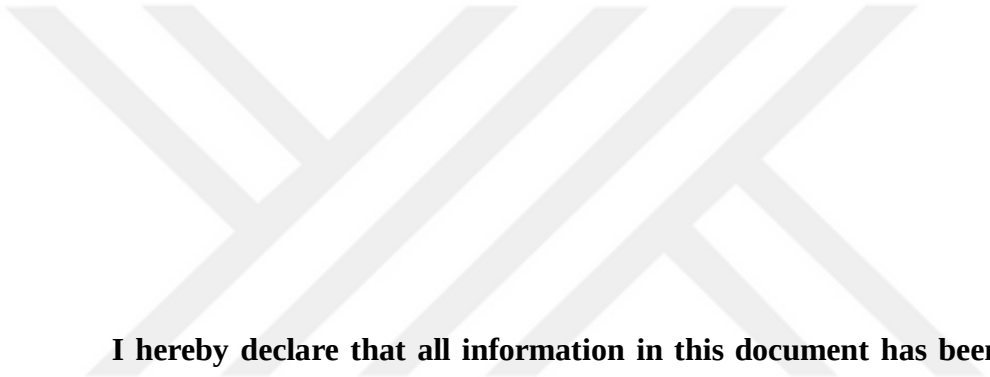
HOW DO THE FACTORS OF TESTING, IN-CLASS DISCUSSION, AND
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LEVELS OF TURKISH UNIVERSITY STUDENTS?

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Joseph Blake Lewis

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

HOW DO THE FACTORS OF TESTING, IN-CLASS DISCUSSION, AND EXTRA-MURAL READING AFFECT L2 READING MOTIVATION LEVELS OF TURKISH UNIVERSITY STUDENTS?

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Master of Arts, English Language Education

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Reading is an important part of learning any new language and thus, being motivated to read in a new language is also an important factor in that process. In this study, two extrinsic motivating factors, the effect of testing and in-class discussion, were examined to see their effect on English reading motivation levels in Turkish university students. Also, intrinsic motivation was examined as the study sought to examine what sources students are reading in English outside of class, why they go to those particular sites, and how often they go to them.

100 students from a university in Turkey's English Preparatory program submitted the questionnaire that was made for this study. Data was then collected from these results. These students were at B1 English level or above at the time of the study, based on the Common European Framework (CEFR). L2 reading motivation research is still limited in Turkey, and the research varies on how motivated students are to read in English outside of class. Since reading motivation is an important part of the L2

reading and learning process, this study sought to evaluate the data on particular motivational constructs.

It was found that testing and in-class discussion based on outside reading were motivating factors for the majority of students, but they were not often the sole base of that motivation. In examining the sources students were reading outside of class for non-academic reasons, those cited by the majority of students were books, articles and essays, and entertainment resources. News and magazines, language learning specific, and video content websites were those online resources that students reported they practiced reading in English the most. Entertainment, news and magazine, and interest-specific websites were those most cited by students as the ones they use the most to read in English for enjoyment. The study also found that the highest intrinsic motivational factors that motivated students to use the websites they listed were: interest and curiosity, self-development, learning news and vocabulary, providing fun and enjoyment and providing information on topics of interest. Other intrinsic factors and sources were noted by participants to a lesser degree.

The findings of this study revealed that testing and in-class discussion do affect levels of motivation to read outside of class, but they are not the only motivation for students. Students can still be positively motivated to read outside of class without these variables. Moreover, given what sources the students noted they use, how often they use them, and why they use them, two conclusions may be made. One, teachers and curriculum developers can be encouraged that test and in-class discussions do positively motivate students to read in English outside of class, but they do not have to depend on these solely to motivate their students to do outside reading. Finally, teachers and curriculum development members should use the resources, websites, and reasons for motivation to read found in this study to continue to develop higher quality, and more interesting reading materials for students, that they may be more motivated to read in English outside of class.

Keywords: L2 reading motivation, testing, in-class discussion, extrinsic and intrinsic reading motivation, extra-mural reading, L2 reading frequency

ÖZET

İkinci dilde okuma motivasyonu: Okuma metni ile bağlantılı sınav olma, sınıf içi tartışmalara katılma ve sınıf dışı okuma faktörlerinin Türk Üniversite öğrencilerinin okuma motivasyonları üzerine etkisi

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Okuma, bir dilin önemli bir becerisi, yeni bir dilde çeşitli metinler okuma motivasyonuna sahip olmak da dil öğrenme sürecinin önemli bir parçasıdır. Bu çalışmada, Türkiye’de İngilizce eğitim veren bir vakıf üniversitesindeki öğrencilerin iki dışsal motivasyon faktörü olan, okunulan metinden sınav olma ve metni sınıf içi tartışmalarda kullanmanın, öğrencilerin İngilizce metinler okumak için geliştirdikleri motivasyon düzeyleri üzerindeki etkileri incelenmiştir. Çalışma, öğrencilerin sınıf dışında İngilizce olarak hangi kaynakları okuduklarını, bu kaynaklara neden başvurduklarını ve bu kaynakları ne sıklıkta kullandıklarını incelemeyi de amaçladığı için içsel motivasyonları da incelenmiştir.

Çalışmada veri toplamak için hazırlanan anket Türkiye'deki bir üniversitenin İngilizce Hazırlık Programı'ndaki 100 öğrencisine uygulanmıştır. Öğrenciler, Ortak Avrupa Dil Referans Çerçevesine (CEFR) göre B1 İngilizce seviyesindedirler. Yabancı dilde okuma motivasyonu ile ilgili çalışmalar Türkiye’de hala sınırlı olup bu

araştırma alanda bir boşluğu doldurarak öğrencilerin ders dışında İngilizce okumalarını etkileyen değişkenleri ortaya çıkarmayı amaçlamıştır. Okuma motivasyonu ikinci dilde okuma ve öğrenme sürecinin önemli bir parçası olduğundan, bu çalışma belirli motivasyonel yapılar hakkındaki verileri değerlendirmeyi amaçlamıştır.

Çalışmanın sonuçları sınıf dışı okumaya dayalı sınav ve sınıf içi tartışmanın katılımcıların çoğu için motive edici faktörler olduğunu, ancak çoğu zaman bunların motivasyonun tek sebebi olmadığını ortaya çıkarmıştır. Öğrencilere, ders dışında okudukları akademik olmayan kaynakların neler olduğu sorulduğunda ise kitaplar, makaleler, denemeler ve eğlence kaynakları büyük bir öğrenci grubu tarafından listelenmiştir. Haberler ve dergiler, dil öğrenimine özel video içeren web siteleri, öğrencilerin en çok İngilizce okuma pratiği yaptıklarını bildirdikleri çevrimiçi kaynaklar olarak tespit edilmiştir. Eğlence, haber ve dergi ve ilgi alanlarına özel web siteleri de öğrencilerin eğlenmek amacıyla İngilizce okumak için en çok kullandıkları web siteleri olarak belirtilmiştir. Çalışma aynı zamanda öğrencileri listeledikleri web sitelerini kullanmaya motive eden en yüksek içsel motivasyon faktörlerinin ilgi ve merak, kişisel gelişim, haber ve kelime öğrenme, eğlenme ve keyifli zaman geçirme ile ilgi duyulan konularda bilgi sağlama olduğunu bulmuştur. Diğer içsel faktörler ve kaynaklar, katılımcılar tarafından daha az derecede belirtilmiştir.

Bu çalışmanın bulguları, okunulan metinden sınav olma ve sınıf içi tartışmanın öğrencilerin sınıf dışında okumaya yönelik motivasyon düzeylerini etkilediğini, ancak tek motivasyon kaynağı olmadığını ortaya koymuştur. Öğrenciler, bu etkenler olmadan sınıf dışında okumak için hala olumlu bir şekilde motive edilebilirler. Ayrıca, öğrencilerin hangi kaynakları kullandıkları, ne sıklıkta kullandıkları ve neden kullandıkları göz önüne alındığında, iki sonuç çıkarılabilir. Birincisi, öğretmenler ve

program geliřtiriciler, ğrencileri sınıf dıřında İngilizce okumaya teřvik etmek iin okudukları metinden sınav yapma ve metni sınıf ii tartıřmalarda kullanma faktrlerini kullanabilirler. Ancak alıřma bulgularının da belirttiėi gibi ğrencilerini sınıf dıřında okumaya motive etmek iin sadece bu motivasyon faktrlerini kullanmak zorunda deėildirler. Ayrıca, ğretmenler ve program geliřtiriciler, ğrenciler iin daha kaliteli ve daha ilgi ekici okuma materyalleri geliřtirmeye ve ğrencilere sunmaya devam edebilmek adına bu alıřmada bulunan kaynakları, web sitelerini ve ğrencilerin okumaya motive olma nedenlerini kullanabilirler. Bylece ğrenciler sınıf dıřında İngilizce okumaya daha fazla teřvik edilebilirler.

Anahtar Kelimeler: İkinci dilde okuma, sınav olma ,sınıf ii tartıřma, dıřsal ve isel okuma motivasyonu, sınıf dıřı okuma, İkinci dilde okuma sıklıėı

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To TED University – you have my heart....



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CHAPTER 1:

LITERATURE REVIEW

The benefits of learning a foreign language have long been established through much research and various studies on the subject. These benefits cover many different categories. For example, a foreign language can impact your future life, occupation, and career by increasing the probability of attaining better jobs (Raewf & Mahmood, 2021) and higher salaries (Jasim, 2021). It can improve one's knowledge and understanding of the world (Ahmad, et al., 2021), as well as help to see the world from different viewpoints and perspectives (Thabit & Jasim, 2015). Moreover, it can benefit one's self-esteem and ability to socialize, increase one's ability to make new friends, and can help to improve one's self-concept (Saunders, 1998). Brain development and health have been shown to be improved through foreign language study, as well as a higher probability of increased school performance and test scores (Bamford & Mizokawa, 1991; Armstrong & Rogers 1997).

English language learning in particular can be of particular help to L2 learners and people all over the world. As one global English testing organization, ETS, writes, English is spoken, taught, and used in over 118 countries. It is the language of trade and diplomatic relations, science, aviation, computers, and tourism. Finally, and maybe most predominantly, it is the language of international communication, the internet, and social media (ETS Global, 2020). Thus, learning English can be extremely beneficial for many people who live all over the world in various countries and from varying economic backgrounds. Moving from learning and acquiring English as a second language to experiencing the benefits of knowing and being fluent in English is a process comprised of different components, however.

When learning and studying anything in L2, one of the most important aspects in the process of learning and understanding the new language is receiving information and content about the topic in a comprehensible way. Moreover, these ideas related to the subject being learned should generally be at or slightly above the learners' current language level, enabling them to understand and apply that knowledge in various and

growing contexts. This concept is known as the Input Principle, which “explains the means by which individuals acquire a second language through reading and listening” (Patrick, 2019, p. 7).

Reading content in the L2 at varying levels of degree and difficulty is one of the main ways we receive comprehensible input in the L2. This allows the L2 learner to go from comprehending the basic building blocks of learning to the most in-depth components of the learning process, exposing the learner to the new language in various ways of vocabulary use and spelling, to grammar and sentence patterns. All of these components are crucial when it comes to second language acquisition and acquiring the skill of reading in an L2 (Bautista, Carolina, Marulanda, & Alberto, 2018).

Reading in the L2 provides many benefits when it comes to learning the L2, hence the reasons for analysing some factors of L2 reading motivation in this study. Reading has been shown to be an effective source of vocabulary acquisition for second and foreign English language learners (Rini, 2013; Yousefi & Biria, 2018, p. 3). One cannot hope to learn a second language without a growing vocabulary base from which to draw from and reading in the L2 helps provide such a base. Another benefit to reading in the second language is its effect on improving grammar usage in the L2 (Krashen, 1993). Learning a second language means being able to control complex grammar structures (Mohammed, P., & Thabit, T., 2015) and reading in the L2 helps to accomplish this. Overall, reading is essential for all academic disciplines, as it is at the core of almost all formal education (Hasbun, 2006), and as Şentürk (2015) notes: “It is difficult to achieve many things without having the ability to read fluently and with good comprehension” (pg. 705). Reading has other benefits as well, such as improving focus, helping with your ability to retain information, and helping to improve your ability to show empathy and to communicate clearly (Raviranjana, 2021). This study will focus on one component of the reading aspect of comprehensible input: L2 reading motivation.

There is often a disconnect between understanding the importance of the role of reading in learning an L2 and being regularly motivated to do it (Noonan, 2017; Sephton, 2021). One can understand the importance of working out and having a healthy diet, but if one lacks the motivation to regularly apply that knowledge to

life, one does not become magically healthier without effort, and effort most often comes from being motivated to act. The same is true when it comes to specifically being motivated to learn an L2; research points to the important connection between the learner's motivation level and the level of L2 achievement they may attain (Saville-Troike, 2006, Zhang et al., 2020). The benefits of being motivated to read in the L2 have also been cited, as it captures learners' thoughts and feelings, which involves them more directly in the process of reading (Guthrie, Wigfield, and You, 2012), as well as has a positive correlation on the amount of L2 reading a learner may do (Komiya, 2013).

For this study, three aspects of L2 reading motivation will be analysed. They are how L2 reading motivational levels are affected by 1) the use or non-use of tests, 2) in-class discussion being based on and a required part of reading activities, and 3) what sources students are naturally going to in order to read in their L2 (English) outside of class.

The definitions of reading and motivation are important for this study as well. L1 and L2 reading have overlapping characteristics in their definitions (Liu, 2014). They both require higher-level cognitive processes, such as using skills to understand meaning and making inferences, as well as lower-level processes, such as word recognition and syntactic parsing (Maluch & Sachse, 2020). Going beyond this is what may be known as 'competent reading,' which means not just understanding words in a context, but having full-text comprehension as a purpose and goal in reading (Santi et al., 2021, p. 1226). An added process in the L2 reading definition and process is that of mental translation in which L2 learners work through a process of not only the normal reading process, but must add the work of translating what they are reading so they understand the text (Seng & Hashim, 2006).

When it comes to the definition of 'motivation,' researchers often define it using similar terms. To paraphrase Harmer (2001) and Zhang and other researchers (Zhang et al., 2020), motivation refers to an inner desire or ambition which pushes someone to pursue and achieve a goal. There are many general definitions used for the term 'motivation', and the same is true when it comes to defining reading motivation, as researchers have defined it in various ways. An oft-cited definition of reading motivation comes from Guthrie and Wigfield (2000, p. 405), who define it as "the

individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading". Others have pointed more to a definition involving mental preparedness and willingness, and reference to the "beliefs and perception of the individual to engage in a reading activity" (Alhamdu, 2016, p. 5). Still, other researchers have defined reading motivation as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Şirin & Sağlam, 2012, pg. 8). With that said, for this study the following definition will be used regarding reading motivation in the L2, based on what the previous definitions mentioned. Combining the definitions from the literature, reading motivation will be defined as the positive desire to read in the L2 (Barber & Klauda, 2020), accompanied by forward-moving actions to read unto accomplishing a purpose, whether for external rewards such as good grades or for the intrinsic pleasure it brings just to learn the L2 (Guthrie, Wigfield, and You, 2012; Wang et al., 2020).

First, we must identify the overarching problem addressed in this study. The current study will focus on three specific factors related to reading motivation in L2 English. In particular, we will be focusing on reading motivational levels for English reading done outside the classroom. These factors are based on the research questions of the thesis study as follows: 1) Does being tested or not tested on the material in class affect their motivation to read material outside of class? 2) Does participating in speaking activities in-class, based on reading done outside of class, affect their motivation to read outside of class? 3) What sources are students generally using to read in English outside of class? How often are students reading from these sources? What motivates students to read and use certain sources and/or websites for reading in English outside of class, known as 'extra-mural' reading?

Reading motivation plays a crucial part in learning to read in the L2, and thus contributes overall to the process of acquiring the L2 as a whole (Wu, 2022; Nurhidayah, 2020). The general overarching question for this study is what are some of the factors influencing Turkish university preparatory school students' motivation to read in English outside of class. This overarching question comes from my own personal experience of teaching at the Turkish university preparatory school level for five years, as well as research that shows Turkish students, at best, have a neutral amount of motivation to read in English (Şentürk, 2015) and "lack reading habit and interest in reading" (Yılmaz et al., 2020, p. 54).

In my teaching experience, I found reading activities often the least favourite for my students to participate in. This may have been because of my teaching methods in presenting such activities, but Şentürk's and Yılmaz's studies point to similar findings that students are not motivated to read in English. I also noticed how testing, in-class discussion, and extra-mural reading all played a part in students' interest and motivation to read. With testing, there was what seemed a hyper-focus and motivation as students were so eager to do well on tests. Also, if students had read something they were more interested in, their level of motivation was higher. Moreover, if students were reading material in English outside of class, they seemed more eager and willing to read more and participate in reading activities.

The three research questions addressed in the study can be broken down into two different categories. The first category of motivation addressed in the study falls under what is called extrinsic motivation, which refers to "reasons for reading that are external to both the activity of reading and the topic of the text" (Schiefele et al. 2012, p. 429). This may include being motivated to read because of a sense of competition with other students, helping with socialization, and higher achievement. For this study, research questions 1 and 2 are associated with this type of motivation.

Intrinsic motivation makes up the second category of motivation addressed in the study. This motivation, at its foundation, is based upon the "pure pleasure and enjoyment" a learner gets from reading (Zhang et al., 2020, p. 3), with or without the expectation of external reward. Curiosity, getting lost in a story, and the pleasure one gets in engaging one's imagination all fall into this category (Zhang et al., 2020). This type of motivation is examined in this study under the third research question. The majority of the results and discussion of the study will focus on this question, as research has noted that the intrinsic motivational constructs may play a bigger role in greater text comprehension, and reading amount in the L2 (Komiyama & McMorris, 2016), as well as the overall success and achievement in reading in the L2 than the external motivational constructs (Zhang et al., 2020).

Here and for the rest of Chapter 1, further justification will be provided for why this specific study is necessary and will be helpful to the growing body of research on the topic of L2 reading motivation, the purpose and goal of the study will be discussed, as well as what are the study gaps in the current field of study when it comes to

studying L2 reading motivation. The study of what motivates Turkish students to read in English outside of class is important for a number of reasons. Motivation plays an important role in the reading development process (Şentürk, 2015). This is true across ethnic, cultural, and educational lines, no matter the background one comes from (Barber & Klauda, 2020). In particular for this study, if Turkish students have positive feelings toward reading in English, they will approach reading in the L2 with a more positive outlook (Yılmaz et al., 2020), and vice versa. If they are motivated to read more, this will also affect the amount of time they spend reading in English outside of class as well as the scope of what they read (Wigfield & Guthrie, 1997).

It should also be noted that Turkish university English preparatory students, indeed English L2 learners in general, often spend more time reading in English than speaking (Eskey, 1996). This aligns with Hasbun (2006), who asserts that reading skills lie at the very heart of formal education because reading is so integral to learning in all faculties. Thus, being motivated to read in English is an important topic to study and address in Turkey as it is difficult to be successful in the L2 without having the ability to read the L2 fluently and with a high-level of comprehension (Şentürk, 2015). Also, though educators may understand its importance, many students in Turkey are neutral and/or lack interest when it comes to being motivated to read in English (Şentürk, 2015; Yılmaz et al., 2020). As Şentürk (2015) states in her study, the reasons for the poor attitudes in Turkey towards foreign language learning, and thus the reasons for the lack of motivation to read in the L2, have not been researched enough.

Furthermore, reading motivation has been found to have a strong association with reading achievement (Zhang et al., 2020). Test and achievement scores in Turkey, whether for the TOEFL or IELTS standardized tests, all include reading portions where students must be able to comprehend the information they are reading. At the time of this study, all students in the TED ELS preparatory program, from A1 to B2 English proficiency, could take a Freshman-entrance test at the end of each semester of the TED ELS program. These tests had the same types of higher level reading activities on them. On all of these tests, students must be able to quickly and critically synthesize the information they are reading and answer questions about the reading they are asked about. If the students have approached reading in English previously with low motivation and negative attitudes, they will certainly not be motivated to push through and/or seek to be as successful as they can be in these sections. Thus, studying

what motivates Turkish students to read in English outside of class can be an important and contributing factor to their overall success in higher education.

Generally, some of the problems that have been identified as affecting L2 learning motivation overall point towards internal factors (such as lack of interest and seeming lack of ability) over external factors, such as quality of the teaching received or curriculum design. Other factors included in demotivation towards learning the L2 include negative feelings and/or distrust toward Western culture (i.e., American and European culture) (Çelik, & Bayraktar, 2020). This study will show that there are indeed motivating factors that are contributing to Turkish students reading in English outside of class.

This study and its results are intended to contribute to a broader base of reading motivation research and data since university students are the main demographic being focused on. This data, along with what is being studied in L2 reading motivation in primary and secondary students, will help give a more complete picture of those factors that are motivating and demotivating to students when it comes to L2 reading, in particular L2 reading outside of class.

Finally, there are few studies that have been done in Turkey at the university level that focus on external and internal motivating factors for reading in English. The findings of this study may be a catalyst for further research, helping inform the L2 educational community regarding both the extrinsic motivational factors in reading in the L2 (i.e. outside reading related to tests and in-class discussion), as well as the intrinsic motivational factors in reading in the L2 (i.e. extra-mural reading that the students are already doing outside of class).

CHAPTER 2:

LITERATURE REVIEW

For this study, it is important to distinguish between motivation to learn L2 as a whole, and motivation to read in the L2. Dörnyei and Ottó's (1998) definition of L2 motivation states: “...the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out (p. 65).” At a broad level, motivation for ESL and EFL students to learn an L2 is viewed as a “precondition for success” (Ölmez, 2015, p. 598). For the Turkish context, research points to Turkish students being both aware of benefits that come with learning English (Altınır, 2018) and have a “high level of motivation toward learning English” overall as a subject (Kiziltepe, 2000, p. 154). Motivation is thus an important part of the overall L2 learning process because it provides an impetus to move forward in the learning process.

L2 reading is also an important part of that overall L2 language learning process. In comparison, there is not a set definition of L2 reading motivation. Researchers agree that L2 reading motivation plays an important part in the L2 reading learning process overall (Jahan Khan et al., 2017; Piasecka, 2011; Mao, 2011), but it is acknowledged that the subject needs to be studied and researched more (Grabe, 2009) and that the amount of studies done on the topic is scarce (Şirin & Sağlam, 2012; (Li & Gan, 2022)). That withstanding, motivation toward L2 reading has been studied in Turkey with varying results. Şentürk (2015) reports in his study that Turkish students view of their capacity to read in English as low overall, they do not put much effort into reading activities, and thus they have “neutral attitudes towards reading in English when they are considered as a whole” (p. 711). On the other hand, Ölmez (2015) reported both intrinsic and extrinsic motivation having positive effects on students

L2 reading motivation levels: intrinsically, as they saw reading as helping in the language development process, and extrinsically, which has more to do with future success in education and career.”

The following Literature Review will focus on the specific problems this study addresses regarding L2 reading motivation in the Turkish context specifically. The goal of this study is three-fold. The first is to show if there is an effect on L2 reading motivational levels if the students know they will be tested on outside reading material and if they know they will not be tested. The second is to show if there is an effect on L2 reading motivational levels if the students know they will be required to discuss the outside reading material in class and if they know they will not have to discuss it. Thirdly, the goal of the study is to show what types of reading the students are doing outside the class context ‘extramural reading’, how frequently they are using those resources, and what are the motivating factors leading the students to those resources.

Using the findings from this study may help to reveal some ways in which to enrich the Turkish students (and L2 learners') reading experience of the L2 using so, helping them grow from having low levels of reading motivation in English to having high levels of motivation. With information from this study, better methods for L2 English reading teaching may be implemented for those teaching English as an L2 (Grabe, 2009), which will lead to greater academic and career success for the learners. Teachers and educational administrators, in particular at the university level, will be better equipped with the tools and knowledge they need to better motivate students to read in English. Having a better idea of how to implement tests and quizzes, in-class discussion, and extra-mural reading activities into the curriculum will hopefully lead to an increase in L2 reading motivation overall, which in turn will lead to greater success in L2 learning and the students' higher educational experience overall.

In this section, the specific problems for this study will be addressed. Its purpose is 5-fold. First, the Literature Review takes a deeper look into the definitions connected to L2 learning motivation. Next, critical analysis will be provided on the specific research previously done on L2 reading motivation. Thirdly, it will look at and identify different dynamics in L2 learning motivation, which will be more specifically addressed. Fourthly, the literature review will seek to address research on both extrinsic and intrinsic reading motivation in English as an L2. Finally, the three motivational factors addressed in the study will be briefly examined: 1) the effects that testing and not testing have on the reading motivation of L2 language learners, 2) the effects on reading motivation when in-class participation depends on outside reading,

and 3) what are the motivational factors leading students to participate in extra-mural reading.

2.1 Definitions for Reading and L2 Reading Motivation

For this study, a multi-tiered definition of ‘reading’ will be used, combining thoughts from different researchers. Reading, to summarize some of the different definitions, is the method by which we make meaning out of a written text (Hallén, 2020), which involves processes such as word recognition, applying knowledge of vocabulary, and grammar and discourse concepts on the lower level, and processes such as interpretation, inferencing, comprehension monitoring, and critical evaluation on a higher level (Jahan Khan et al., 2017).

As the work and action of reading apply across all fields of study, the concept of motivation is also seen across all lines and fields of life and work as well, including motivation in 2nd language acquisition. The definition of motivation is also broadly defined in past research done on the subject. As with the general definitions of motivation, educators and researchers in the 2nd language acquisition field have differing views on definitions for motivation in learning an L2. Though definitions may differ, the subject of motivation regarding learning the L2 is still viewed by many as one of the most important research topics to be studied in the last 50 years (Pirih, 2017), however, it may be defined. As stated in Chapter 1, L2 reading motivation will be defined in this study as the positive desire to read in the L2 (Barber & Klauda, 2020), accompanied by forward-moving actions to read unto accomplishing a purpose, whether for external rewards such as good grades or for the intrinsic pleasure it brings just to learn the L2 (Guthrie, Wigfield, and You, 2012; Wang et al., 2020).

2.2 Importance of Reading in Language Learning, Reading in L2 English

Reading is “one of the keys to success in both school and life” (Khairuddin, 2013, p. 167). This is true for the overall L2 learning process as well. Reading is one of the “crucial channels” by which EFL learners learn English (Han, 2021, p. 1).

The act of L2 reading itself helps increase L2 reading motivation (Pirih, 2012). Reading as a part of the language learning process is viewed as one of the four main skills needed when it comes to 1) communicating in a language, 2) understanding and learning that language better (Pachina, 2020), and 3) being able to successfully live in

and navigate in a culture where that language plays a significant role (Jasim, 2021). These three components carry over to English L2 learning in many ways, as many people study English for personal development, to engage more globally, and to give themselves more or better career options in the future. Moreover, English is losing its ‘foreign language’ status in many countries as it is becoming more integrated into countries’ overall language systems and has for a long time been considered a ‘must-have’ skill in many countries (Henry, et al., 2017).

Therefore, it is of crucial importance that attention be given to the topic of L2 reading, in order to help ensure the future success of Turkish university students. In a 2004 study, it was noted regarding the skill of reading specifically: “...without motivation even the advanced level readers hardly can be effective readers” (Habiban, 2012, pg. 215). It is a topic that cannot be overlooked. Thus, it is important to also look at the motivational factors of why students are reading in English.

2.3 Benefits of L2 Reading

Before addressing the sources of reading motivation, a few of the benefits of L2 reading will be mentioned here. First, reading “gives L2 learners the possibility to improve their vocabulary and grammar as it exposes them to new words and grammatical structures in different contexts” (Hallén, 2020, p. 1). It is a crucial skill not only to help students advance in their courses but also contributes to improving other L2 skills. Another benefit of reading in the L2 is that it helps English L2 learners “fortify and internalize correct structures and meanings” (Krishnan et al., 2009, p. 108), which may also lead to increased motivation. This is due to the fact that being able to correctly use and understand structures and meanings in the L2 can lead to an overall more positive attitude toward learning it, thus generating higher motivation, and students who feel more positively about the L2 generally read more than students who do not (Krishnan et al., 2009). The skill of reading must be developed for L2 learners to be successful in language acquisition; thus, it should be established that being motivated to read in the L2 must be seen as paramount by educators.

Furthermore, the benefits of L2 reading also include helping L2 learners to get the information and knowledge they need in the L2 to acquire the language. Thus, reading in the L2 plays a vital role in becoming a more skilled L2 reader (Grabe, 2009), vocabulary growth (Grabe et al., 2020), and in achieving reading goals (Önalán, 2005;

Santi et al., 2021), which leads to overall greater success. An increase in L2 reading confidence, and improvements in writing and speaking have also been found to be benefits of L2 reading (Renandya et al., 2016) This can be broken down to an even more basic level as the cognitive action of reading helps English L2 learners acquire new knowledge about English by understanding English texts more. To simply:

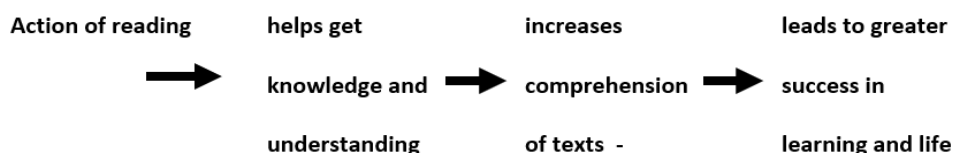


Figure 2.1 Process of L2 Reading Leading to Success

2.4 Sources of Reading Motivation and Interest

Motivation in L2 English reading must come from somewhere internally, externally, or both, so that a learner can enjoy these benefits, hence where our problem lies for this study. Where does this interest come from? As already mentioned, and in broad terms, there are two categories of reading motivation often discussed and studied: intrinsic and extrinsic reading motivation. Extrinsic interest, or motivation, is interest driven by external rewards of some kind (Cherry, 2022). Extrinsic motivation (i.e. being successful in one's education, career achievement, feeling more confident in social settings) is a strong motivator, and thus reading interest in English is a means to an end to accomplish this goal. Extrinsic motivation is multi-layered and made up of several components. Deci and Ryan, in an early study from 1985, reported that extrinsic reading motivation referred to "obtaining external recognition, rewards or incentives such as good grades and attention from teachers or parents." Other researchers have included other factors in their concept of extrinsic reading motivation, which include: 1) general, overall desires to succeed in future classes, 2) the desire to avoid punishment, and 3) being motivated by the process of "sharing the meanings gained from reading with friends and family" (Şirin & Sağlam, 2012, p. 19).

Another extrinsic motivating factor addressed is the role of the socio-cultural dynamics in learning – both positive and negative. (i.e. Is reading motivation positively

or negatively affected when in-class socialization activities are part of the out-of-class reading activity?). Sociocultural theorists theorize that motivation levels are positively impacted by teachers and the culture around them (Hasson, 2018). This would include in-class discussions based on reading materials the students are exposed to (Komiyama, 2013). The study will address some of the socio-cultural factors in motivation as well.

Intrinsic motivation, on the other hand, is the motivation to do an activity “for its inherent satisfaction rather than for some separable consequence” (Ryan & Deci, 2000, pg. 56). Ryan and Deci assert that when intrinsically motivated, “a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards” (Ryan & Deci, 2000, p. 56). Added to this, Deci and Ryan (2020) go on to state that intrinsic motivation is doing the activities for their own sake and that this type of motivation is noted by some as the main contributor or motivating factor when it comes to a person’s learning over their whole lifespan. It means there is some level of curiosity and involvement on the part of the students and thus, their learning is energized by their natural curiosity. Şirin & Sağlam (2012) describe intrinsic reading motivation as a multi-layered reality, that includes the components of intrinsic motivation, as well as consists of valuing reading for the excitement and joy it brings. An overall summary of the concept of L2 reading motivation may be said like this: there is interest and willingness to engage in English reading as an L2. Generally, this intrinsic motivation to learn English is “independent of external reinforcements, such as grades, recognition, and sense of obligation” (Komiyama, 2013, p. 164). Intrinsic factors may also include desires to try something new and desires to be challenged (Pirih, 2017).

For English L2 learners, the intrinsic motivation of simply enjoying reading English texts can be enough to spark a growing interest in reading. This enjoyment may start at a place of very low interest or motivation, or at some higher place of intrinsic pleasure that already exists in the L2 learner. The intrinsic pleasure mentioned here is rooted in the “self-expressed interests” of the reader (Zhang, J. et. al, 2020, pg. 3). Whatever the starting place may be intrinsic, an English L2 learner can come to enjoy the language more because of the reading they do (Krishnan et al., 2009). This can come by way of L2 learners seeing interest in the language grow through their own reading as it generates stimulating and more thought-provoking meaning to them; thus,

L2 learners may also come to see that progress in meaningful interest increases their motivation (Krishnan et al., 2009). This study and part of this Literature Review will focus on intrinsic motivational categories, and data and analysis will be looked at regarding what students are reading outside of the wall of the classroom, known as ‘extra-mural reading’, and why they are motivated to read from these sources. This will be further discussed in 3.1.3 of this chapter.

Research on reading motivation, using these categories, has been done before. As the chart below demonstrates, intrinsic and extrinsic motivational factors are taken into consideration with each study in general terms, but other narrower constructs formed from the broader categories may have been selected based more on specific items

being researched. These other specific constructs, as the chart points out, are attitudes towards L1 reading, beliefs about language learning, self-efficacy, involvement, grades, recreation, and social-family constructs, just to name a few.

Table 2.1 Reading Motivation Constructs Identified by L2 Researchers

Source	Constructs of L2 reading motivation
Apple (2005)	Instrumental Orientation; Attitudes toward L1 Reading; Interest in L2 Language and Culture; Language Learning Beliefs; Attitudes toward L2 Study
Lin, Wong, & McBride-Chang (2012)	Self-Efficacy; Curiosity; Involvement; Recreation Grade; Instrumentation; Social-family; Social-peer
Kondo-Brown	Extrinsic Value; Intrinsic Involvement;

	Motivational Lack; Reading Efficacy
Mori (2002)	Intrinsic Value of Reading; Extrinsic Utility Value of Reading; Importance of Reading; Reading Efficacy
Mori (2004)	Intrinsic value; Attainment Value; Negative Intrinsic Value in Novels

(Komiyama, 2013, p. 152)

2.5 Constructs for this Study

L2 English learners are often motivated by both intrinsic and extrinsic motivation (Niazi & Zahid, 2019), or it can at least be said that there is an association with both types of motivation and language learning to some degree (Salehpour & Roohani, 2020). The goal of this study is to examine specific factors in both of these categories to find out what specific factors are motivating them to read in English, since reading motivation towards the English language is low overall in Turkey (Şentürk, 2015).

The evidence from the literature does show that extrinsic motivating factors, such as tests and grades, can be sources of positive motivation (Pirih, 2017; Lin et al., 2003; Adamma et al., 2018). The constructs of this particular study are narrower in focus, though both extrinsic and intrinsic motivation are the two broader categories from which they derive. This study's motivational constructs are:

Table 2.2 L2 Reading Motivational Constructs for This Study

Variable	Type of Construct
Being tested/Not being tested	Extrinsic
Responsible to discuss material in class/no expectation to discuss material	Extrinsic

Motivating factors for students to read Extra-mural reading material for non-academic reasons	Intrinsic
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2.6 Motivation, From Being Tested and Not Being Tested

The first catalyst or motivational factor analysed in the literature for motivating students to read in English outside of class is the instrumentality of grades and/or assessments. Protacio (2012) notes that instrumentally motivated students may be more interested in reading their own textbooks because they understand this will help them get a good grade and/or pass a needed test. Some literature describes this type of motivation in the category of instrumental motivation connected to an active process by which achievement goals are set, sought after, and pursued, such as passing a TOEFL test (Li & Pan, 2009). Bokhorst-Heng and Pereira (2008) report from their study with students done in Singapore that reading in English was important because of its relationship to academic achievement. Other researchers as well have noted the influence of grades on motivation to read (Salikin et al., 2017). This contrasts with Ölmez's study (2015) which reported no significant correlation between students' reading motivation scores and reading achievement scores. Thus, teachers, administrators, and curriculum team members may have different opinions on how much these types of means should be used to encourage students to read but the reality is they generally work. This does not mean learning is necessarily taking place, however. Participating in an activity because of a reward promised or a punishment to be avoided does not always equate to learning and comprehension, in particular when it comes to a new language. As one study expressed, "those who are motivated by external examinations are likely to have performance goals and not learning goals. Students with performance goals are 'shallow' learners who make a great deal of use of rote learning, as compared with those with learning goals" (Harlin & Crick, 2003, p. 171).

However, these reasons do provide some type of impetus for doing an activity. There are special situations when this may not be the case. In a study done in Turkey in 2012, grades and being favourably assessed by teachers were shown to be the lowest concern of university students among the motivational constructs analysed in the study (Şirin & Sağlam, 2012). This was possibly due to the small percentage of the

overall grade that was given to their reading. Also, students in this particular study were only given Pass or Fail grades for the course, thus letter grades, scores, and descriptors were not significant to the students when it came to reading assignments and discussions and this seemed to affect their motivation to read. It is good to be aware of what may cause these types of results when looking at the different studies and the impact grades and assessments may have on reading motivation. Different schools often allot different importance and percentages to reading work and activities and this influences how much the students care about reading in English.

With that said, it's been established in the literature that grades and achievement are extrinsic reading motivational components. However, one question not often considered which this study address is: does knowing that you will not be tested on reading material affect your motivation to read it? This is one very small contribution this literature review and thesis make to the motivation conversation not often talked about or researched. Does actually removing the pressure of grades and tests have an impact on reading motivation, positive or otherwise? In the L2 context, the literature is not as extensive, but still, strides have been made in researching this topic.

With tests come grades. Tests, to one degree or another, show you either how much you know on a topic, how well you take tests, or a combination of ledge being tested. Gradeless (and therefore testless) learning refers to a testing structure without letter or numerical grades and often uses a pass/fail criteria and more narrative assessment models to give feedback and show what level a student might be at. The literature on the topic, as mentioned, is still in the infancy stage but it does exist. In this study, the question is asked about motivation levels in reading if tests and/or grades are taken out of the activity's equation. A study done by McMorran & Ragupathi (2015) would suggest that gradeless or testless learning may help students experience less anxiety and depression, even increasing their positive well-being. The benefits though do not necessarily equal a higher motivation to read in the L2. They may just show they lessen the negative effects of test-centered activities (McMorran & Ragupathi, 2015).

One argument for testless learning is that it removes the "ultimate fear" of failing or having poor grades and allows students to be motivated by something besides the test (McMorran & Ragupathi, 2015, 368). However, allowing students to be motivated

is different than creating positive motivation in them. Possible reasons for positive motivation to read in the L2 when there are no tests are that students feel like they have room to make mistakes without being penalized, and they have the freedom and time to grapple with new and different ideas that may be foreign to them, without worrying about learning and comprehending a particular subject in a particular time frame.

2.7 Motivation, by in-Class Participation and Discussion

The type of reading motivation discussed in the literature often breaks this category of motivation into two categories : 1) reading motivation from socio-cultural and relational dynamics (Barber & Klauda, 2020), which may include enjoying talking about the reading in English and seeing the benefits of doing so, and 2) reading motivation that comes from an unspoken competition between peers and students themselves. (Often times students, enjoy the sense of being better than their peers or enjoy the challenge of seeing who may be better in a particular activity) (Alvarado & Adriatico, 2019).

Studies show that students generally want some level of interaction with one another in the classroom (Hallén, 2020), even more, if the relationships are healthy and are overall positive interactions. Friendships, relationships, and enjoyment of in-class activities all grow through these types of activities. One type of reading, known as social reading, was found to be a motivating factor as it allows students to share what meanings and lessons they gained from reading they did with friends and family (Şirin & Sağlam, 2012). In one study, responses showed that girls in particular were more motivated to read if they know they will be able to discuss what they have read with their classmates or friends (Pirih, 2017).

Another type of motivation that falls into this group is called integrative motivation. This type of motivation happens when L2 learners desire to communicate effectively in order to be a part of a group. In his study exploring attitudes towards these types of communicative activities, Glader (2021) found that attitudes changed positively toward the activity and reading and their overall learning of the L2 increased.

As noted, the competition was also a possible component regarding in-class participation based on the reading. Other research points to a similar conclusion:

Researchers have found that L2 readers demonstrated strong motivation orientations toward both “Competition and Recognition” (Komiya, 2013, p. 165). The results of this study showed that “outperforming peers and receiving recognition from others are strong extrinsic motivators for L2 readers” (Komiya, 2013, p. 165).

Students may also practice the reading because “he/she does not want to feel ashamed for not being able to speak it” (Pirih, 2017, p. 11). This may be considered a type of competitive motivation. However, this type of motivation, the study would state, “encourages learning only as long as the learner feels the need to follow these norms and reduce guilt, because the action is based on pressure (albeit internal) and not a personal choice” (Pirih, 2017, p. 11).

2.8 Extramural Reading

People are reading all the time, whether they are cognitively thinking about it or not. Someone walks by with a t-shirt on that has words on it, and we read it. We quickly read over signs on buildings and stores, advertisements, price tags, text messages, etc. We read these and don’t blink an eye. For whatever purpose they may be trying to serve, they either attract our attention, we deliberately give them our attention or both. These types of readings can be done with the intention of improving English or without such an intention. This is Extramural English.

Extramural English (EE) is the brainchild of Pia Sundqvist, who came up with the term for the English that students were learning voluntarily outside of the classroom and school walls (‘extramural’ means ‘outside the walls’) (Sundqvist, 2009). Extramural English reading is different than extensive reading in the sense that extensive reading is done with the intention to “develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Şirin & Sağlam, 2012, p. 9). Extensive learning has overlaps and many similarities to terms such as ‘out-of-class’ learning and ‘out-of-school’ learning.

The differences, albeit small but important, between Extramural English and these other concepts is that with EE, “no degree of deliberate intention to acquire English is necessary on the part of the learner, even though the deliberate intention is by no means excluded from the concept” (Glader, 2021, p. 8). Extramural reading can include activities that involve “self-instruction, but this can be through both naturalistic

learning and self-directed naturalistic learning” (Sundqvist, 2009, p. 24). However, Extramural English, as discussed in this study, will refer to that English “acquired outside of the classroom...(and) that EE acquisition is not deliberate in the sense that the learner actively seeks to learn English. Rather, English becomes an obstacle the learner must overcome to satisfy an interest or access certain information” (Glader, 2021, p. 8). Examples of this could range from voluntary activities such as reading books (which would include longer texts), to watching movies and television, and gaming (which often includes reading much shorter subtexts, subtitles, or directions). These activities are not something done to deliberately acquire or practice English, although intentionality to learn the language could be included. Either way, it is English that the student connects or is involved with outside of the classroom. Concepts involved in Extramural English include things like autonomy as well, as part of the English students are exposed to independently. This is English that is not connected to class or grades but is because of their own initiative in exposing themselves to English. The ideas of autonomy are seen in those activities that are viewed as of value and interest to the student – leading them to read more (Ryan & Deci, 2020). The activity which was most frequently reported as successful when it comes to motivating students was engaging students through connecting reading and reading assignments to their interests and/or everyday lives (Hallén, 2020).

This study will show and that connections between Extramural English (EE) reading and motivation can be seen and in fact, are worth studying. The contributions of the relationship between the two will be discussed in Chapter V. It must be stated at the outset that studies show that students are spending a substantial amount of time on Extramural English activities and benefits are being observed by this exposure. These benefits can be seen sometimes even before formal English education begins (Leona et al., 2020). This exposure could range from the internet to what others consider more high-quality printed material such as books, magazines, or newspapers (Leona et al., 2020). Research is also showing that exposure to this type of English outside of the classroom has its advantages and disadvantages.

One of the advantages of EE is the diversity of the material that is through these resources. The types of materials available, whether from printed to online material, or from any and all sources that come into a student’s life on a daily basis, is almost

uncountable it seems. Diversity of topics and information can play a part in motivating students to read, as some studies show (Hallén, 2020).

The majority of the English material that students read and are exposed to is from the internet, which itself has advantages and disadvantages to language learning (Hallén, 2020, p. 17). One advantage of the internet is that it provides different levels of reading which can meet the spectrum of proficiency levels that students have. This can be a good thing if students are seeking out easier material to read and consume. Also, since young people communicate often through digital texting, reading, and writing, EE is a great resource for practicing these skills (Sundqvist & Olin-Scheller, 2013, 332). Moreover, EE exposes students to more real-life and authentic English that people use and that they will often hear, especially when it comes to the media, games, and entertainment that spend so much of their time on.

On the other hand, the texts students read may be too simple and may not be challenging enough when it comes to continued English reading development. Long texts, such as novels and articles, may be disregarded because of this. “Instead of reading novels or advanced texts, students today have the resources to find easier material and thus do not necessarily challenge themselves to develop their reading skills” (Hallén, 2020, p. 7). Also, although EE provides opportunities to learn more authentic, day-to-day English, this can have its drawbacks as students see the difference between experiences speaking and using English in the classroom and the English they see, hear, and use outside of the walls of the school. Since students are often more drawn to more authentic English, their school experiences do not meet the pleasure they get in what they may consider inauthentic classroom English. These types of disconnects between authentic English and the English students learn in the classrooms affect students’ views on the importance of learning English and their motivation (Henry et al., 2017). Moreover, EE may expose and teach students English vocabulary that is not appropriate for higher education settings or for their future life in the job market (Hallén, 2020). The students may think they are getting the type of English that is beneficial to them, all the while the type of English they need to be exposed to and practicing in their reading, speaking, listening, and writing may actually be becoming a detriment in the long term.

2.9 Conclusion

In conclusion, the literature on the L2 reading motivational factors in this study tells us several things. Students are positively motivated to read for various reasons. Tests, in-class discussions based on reading, and extramural reading are all providing a motivating impetus for students to read in English. The outcome overall of the study is to help teachers and university administrators grow in their awareness of how these factors affect English L2 reading motivation, and how any knowledge acquired by the study may help educators in the future with curriculum development that may help increase students desire to read in the L2.

The research question for this study are as follows: 1) Does being tested or not tested on the material in class affect their motivation to read material outside of class? 2) Does participating in activities in-class, based on reading done outside of class, affect their motivation to read outside of class? And 3) What motivates students to read and use certain sources and/or websites for reading in English outside of class, known as ‘extra-mural’ reading, and how frequently are they using these sources?

CHAPTER 3:

METHODOLOGY

The purpose of this study is to explore the relationship between reading motivational levels and 1) testing and not testing , 2) in-class discussion based on reading, and 3) extra-mural reading.

3.1 Setting

For this study, students in an English preparatory program at a foundation university in Turkey, TED University, were selected to participate. This program is known as the ELS Program. TED University is an accredited university and was founded in Ankara, Turkey in 2009. TED University- Ankara campus, has approximately 4700 registered students, 22 undergraduate programs, 5 faculties, and 306 faculty members and takes a 100% English language education approach when it comes to the courses it offers (i.e. all courses are administered in English). TEDU seeks to implement “innovative teaching methods and curricula that have a proper depth-to-breadth balance required by global knowledge economies” (TED University, Mission and Vision section, n.d.). Its core values range from “respect for ethical values (and) integrity” to “excellence in teaching and research” (TED University, Mission and Vision section, n.d.).

TEDU’s educational and holistic approach seeks to prepare its students with the knowledge and skills they will need to be successful in the careers they seek, as well as help them to be critical thinkers, love the arts and culture, as well as be all-around good citizens in the places they will live (TED University, Main webpage, n.d.). This can be seen in their 3-fold teaching philosophy, as reported by the university, as the ELS program seeks to: 1) “contribute to the development of the society and individuals through education”, 2) “emphasize not only the overall results, but also the progress that has been made throughout the education process”, and 3) “emphasize that students’ own experiences shape their learning process” (TED University – Department of Primary Education, n.d.).

Why is this important to know? The context in which this study's students are learning is somewhat important as it points to the type of environment and goals TED University seeks to provide for its students. When students choose TED, they understand that all of their classes will be taught in English; thus, they are expected to have some type of intrinsic and/or extrinsic motivation to learn English already in place when they start at the university. In general, the students cannot have a blasé attitude regarding learning the English language. They will have to learn and excel at it in order to be successful at TED.

3.1.1 TED'S ELS Program (Preparatory Program)

The ELS program's mission is to "provide high-quality language instruction...(and to) help students improve their language awareness and knowledge," preparing students for the English skills they will need in their undergraduate courses and helping them to "understand spoken English, comprehend reading material, (and) express their ideas in English in writing and in speaking" ("About Us", n.d.).

At the time of the study, TEDU's ELS Program consisted of 871 registered students in 2020 at the beginning of the academic year. It was made up of 4 different levels, ranging from A1 and B2 English proficiency levels. The program is also comprised of 4 levels: A-LEVEL – (B1 TO B2 proficiency), B-LEVEL – (A2 to B2 proficiency), C – Level – (A1 to A2 proficiency), and D-Level – (Beginner to A1 level) based on the CEFR (Common European Framework). A 5th level, A- Success, was also part of the program and was incorporated to help those who continued to need help in the 4 skills before entering their freshman year. The learning outcomes of each level are based on the GSE (Global Scale of English). Moreover, students from all faculties study together in the ELS program.

3.1.2 The Participants

The participants of this study were 2021 Spring Semester A- and A-Success level students of the TED English Preparatory Program. These two levels represented the last and highest levels for students in the program before starting their faculty classes. The two levels consisted of approximately 430 students who had reached B1 to B2 English-level proficiency, but still needed help rounding out their reading, writing, speaking, and listening skills in order to be fully prepared for their freshman courses. The participants were made up of either repeat students from the 2020 fall semester or regular students who graduated from the previous level. The participants ranged in age from 18 to 20 years old. Characteristics of B1/B2 level English proficiency can be seen here using Table 3.1.

A and A-Success students were chosen as the researcher had taught this level for five years, was familiar with the reading levels of the students, and had easier access to the teachers and students of these levels to gather data. Also, it was decided by the researcher that B1 level English competency was a high enough level of English competency to be able to comprehend and fill out the questionnaire created for this study. The reading background of the students was not assessed or inquired about for this study apart from the fact that they had all demonstrated B1 level English competency on the level placement exam.

TED's English Preparatory program used a skills-based syllabus that utilized an integrative approach to the different skills being taught. A total of 100 students responded.

3.2 Materials

A questionnaire for this study was designed using quantitative, descriptive research questions in order that categorical data could be collected and analysed on the basis of frequency distribution. This type of questionnaire and question set were chosen because the study aimed to measure the responses of a sample population to one or more variables (Bouchrika, 2022). The focus of this study was on a sample of students from one university in Ankara, Turkey. Data for each question was organized as a list of values from highest to lowest, some questions' results examining the data

outright on a scale of frequency, while other questions required coding before the result of the data could be calculated.

3.2.1 Pilot Questionnaire

A pilot questionnaire was given to a Fall 2021 A-Level class as a test run. 25 students took the pilot questionnaire. An analysis of the pilot questionnaire's responses showed that in preparation for the real questionnaire to be given, a few questions needed to be changed to make answering the question easier. For example, Question 3 in the Pilot Questionnaire was shown to be difficult for students to answer on their phones in the format it was presented in. This question asked students to rank items in order but the online instrument being used proved difficult for students to respond to because of the design of the online format and how it interacted with their phones. Also, some wording needed to be improved to make meaning clearer, and one question was also created to help get a little more comprehensive feedback regarding students' idea on ways to help improve L2 English reading. In total, there were 14 questions on the final questionnaire: 7 multiple-choice and 7 open-ended questions.

Permission to conduct the study was granted by TED University's Institutional Review Board in the Fall of 2021, as well as by the TEDU English Preparatory Program Management and A- and A-Success level teachers. To conduct the study, students received an email 1) explaining the purpose of the study, 2) informing them that if they participated in the study, all results pertaining to their identity would be held in strict confidentiality, 3) as well as explaining that by reading the email and participating in the study, they were giving their permission for the results of their responses to be analysed and published publicly.

Table 3.1 B1 and B2 Level Parameters

Level	Level Parameters
B1	Can communicate in situations and use simple language to communicate feelings, opinions, plans, and experiences; Can understand the main points of clear standard input on familiar matters regularly encountered at work, school, leisure, etc.; Can produce simple connect text on topics, which are familiar or of personal interest Can describe experiences of events...hopes and ambitions and briefly give reasons and explanations for opinions and plans
B2	Can communicate easily with native speakers...can understand and express some complex and ideas and topics; Can understand the main ideas of complex text on both concrete and abstract topics; Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

Note: From “Four Seasons” (n.d.); “WHAT IS YOUR” (2020).

3.2.2 Instrument

A survey tool produced by Qualtrics, an American-based software company, was used to gather the data for the questionnaire. One of Qualtrics' specialized features is its survey software tool which allows for easy-to-access questionnaires to be taken via the internet (including on cell phones), easy-to-make test surveys where results can be gathered in real-time, as well as built-in statistical analysis. This last function is particularly helpful with the quantitative data as the software provides accurate numerical analysis and percentages needed regarding the results of the multiple-choice questions. The software also allows for multiple-question types for quantitative,

descriptive questions which was helpful as a couple of different types of questions were needed in order to produce a more comprehensive analysis.

Most of the questionnaires were filled out and submitted on the students' cell phones, during class time, or on campus after class, though some would do the questionnaire on personal computers at home. The reason for this is that most of the students were given the opportunity to fill in the questionnaire during a time period allotted to them by their teachers in class, but some had technical difficulties which made it difficult to fill out the questionnaire during the allotted time. Thus, many were given a chance to fill it out after class or even at home.

One takeaway from the questionnaire was what was learned from the design of the questionnaire itself. An initial pilot test was done with relative successful results and high response numbers. After further review, it was decided that a few of the questions needed to be changed, and in doing so some of the formats of the response options were changed as well. Here is the breakdown in differences between the Pilot Questionnaire and the Questionnaire (see Figure 3.1).

Unfortunately, the new response format was not piloted and students had trouble inputting their answers into some of the questions. This may have lent itself to students not answering some of the questions, feeling more anxiety while taking the questionnaire, and/or not having the time they wanted in order to fill out responses to their satisfaction.

PILOT STUDY

QUESTIONNAIRE IN THE STUDY

QUESTION 2

2) How often do you read English texts, articles, and books out of the blanks. Choose **one**. (This does NOT INCLUDE subtitles in movies, etc.)

- ☐ Never
- ☐ Few Times a Month
- ☐ Once or twice a week
- ☐ Many times a week
- ☐ Everyday

QUESTION 3

3) What motivates you to read in English outside of classroom academic reasons? Please rank them in order from 1 (having the most motivation) to 4 (having the least motivation).

You feel it's important information that may help you in your current life.

You are genuinely interested in the subject.

The text/article may help you improve your English.

Other

QUESTION 4

4) If you chose 'Other' in the question above as your top answer, please write a sentence describing the main reason you read in English outside of the classroom. If the reason is NOT related to your academics or studies? Please write N/A if it does not apply.

QUESTION 5

5) What are the websites you visit to **practice** reading in English (Maximum 3 sites). For no answer, please write N/A.)

QUESTION 6

6) Why do you choose these particular sites to help you practice reading in English? (For no answer, please write N/A.)

QUESTION 7

7) How much time do you spend on these websites in a week?

- ☐ None at all (0 hours)
- ☐ A little (2-3 hours)
- ☐ A moderate amount (4 -6 hours)
- ☐ A lot (7 and above hours)

2) What do you like to read in English (articles, books, texts, etc.) in the blanks.

- ☐ First choice
- ☐ 2nd choice
- ☐ 3rd choice
- ☐ Click to write Choice 4

QUESTION 3

3) How often do you read English texts, articles, and books out of the blanks. Choose **one**. (This does NOT INCLUDE subtitles in movies, etc.)

- ☐ Almost never
- ☐ 1 to 4 times a week
- ☐ 5 to 8 times a week
- ☐ Almost everyday

QUESTION 4

4) What motivates you to read in English outside of classroom for non-academic reasons?

QUESTION 5

5) What are the websites you visit to **practice** reading in English (Maximum 3 websites). After writing the name of the websites, please describe briefly why you are motivated to practice English on that site. (see example).

- ☐ Example: BBC - because I can learn new vocabulary about many different subjects
- ☐ Website 1
- ☐ Website 2
- ☐ Website 3

QUESTION 6

6) How much time do you spend on these websites in a week?

- ☐ Almost never
- ☐ 1 to 4 times a week
- ☐ 5 to 8 times a week
- ☐ Almost everyday

QUESTION 7

7) What websites do you go to in order to just read in English for fun? (Maximum 3 sites). After writing the name of the websites, please describe briefly what makes these websites enjoyable to read in English.

- ☐ Example: POP.com - I enjoy reading about pop culture, singers, etc. in English
- ☐ Website 1
- ☐ Website 2
- ☐ Website 3

QUESTION 7 8) What websites do you go to in order to just read in English fun? (Maximum 3 sites. For no answer, please write N/A.)	
QUESTION 9 9) Why are these websites enjoyable for you to read in English answer, please write N/A).	
QUESTION 10 10) How much time do you spend on these websites per week? ☐ None at all (0 hours) ☐ A little (2-3 hours) ☐ A moderate amount (4 -6 hours) ☐ A lot (7 and above hours)	

Figure 3.1 Differences in Pilot and Study Questionnaire

3.3 Procedures

As mentioned previously, teachers in the A- and A-Success levels gave permission for the questionnaire to be filled out in class online through the students' phones. The first attempt at this happened on a specified and appointed day during the semester. Teachers were given the freedom to choose when during class time students would do the questionnaire. Students had been informed by email, and by many of their teachers, that they would be participating in this study on the specified day, and only if they consented to be a part. They were notified that it was a voluntary study. Most teachers allotted 10-20 minutes, per their class's schedule that day.

Though no major problems were expected, and though all classes participated in the study during class (approximately 430 students), filling it out during the allotted class time, there were technical difficulties and certain variables that possibly needed stricter control measures put on them.

On the allotted day, 47 questionnaires came in as fully completed of the 430 attempted. At least 100 fully completed questionnaires were needed for this study to reach its intended goal so that enough data was obtained to make the data analysis and results have a strong validity. Students reported a difficult time filling out the open-

ended questions, and the set-up in Qualtrics for some of the questions lent itself to students not being able to submit answers to certain questions. Thus, a lot of students were not able to finish the questionnaire.

To remedy the problem, further instructions were given in class to help students submit answers to those questions. This helped with more responses and completed questionnaires but still, there was a significant number of questionnaires needed to reach the desired goal of 100. (A total of about 60 questionnaires came in during the allotted time after further instructions were given, leaving another 40 needed). With more questionnaires and responses needed, a two-pronged approach was taken to reach the desired goal. The students in A-Level were emailed over the next few weeks and told that if they were not able to submit the questionnaire online, there was still time to do so, using their phones or computers. A link was provided in the email. Email reminders were sent over the next few weeks.

It was deemed necessary to include A-Success students in the pool of respondents as over time, the number of A-level responses was not enough. (A-Success students, as mentioned previously, are also assessed to have at least B1 English proficiency). The same process was repeated with A-Success teachers and students, obtaining permission to conduct the study in class. Though similar difficulties were mentioned by students at this level as well, eventually the goal of reaching 100 completed questionnaires was met (after about a 3-week process).

Regarding the time allotment variable in a class, this was not as strictly controlled as it could have been. It is very possible that the students felt rushed trying to fill in the surveys and though they submitted it, may have wished to have more time to give better, more well-thought-out responses. This may have had some level of a negative effect on the type of data that was collected.

3.4 Data Analysis

As mentioned previously, data for this study was collected using the Qualtrics survey software tool. In analysing the data, descriptive statistics based on frequency distribution were applied to the results. For example, Question 1 of the questionnaire was:

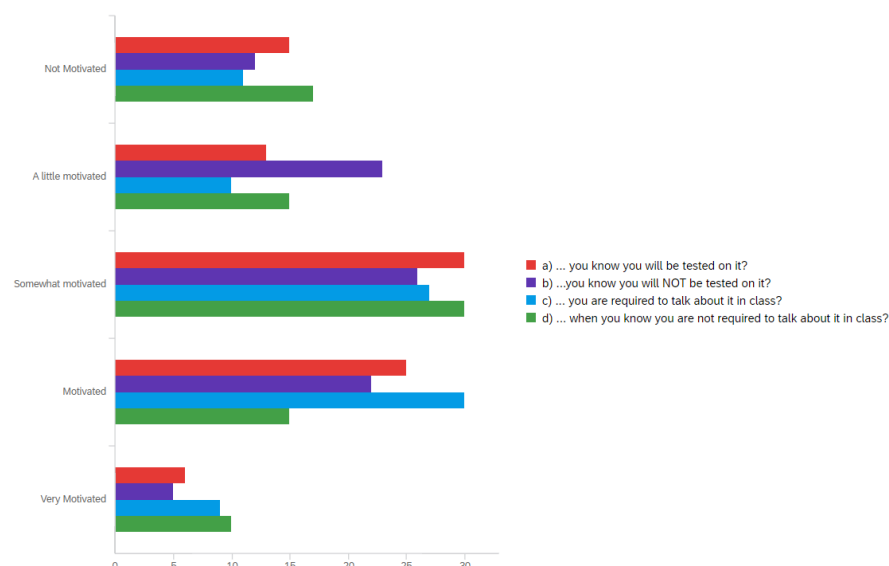
1) How motivated are you to read from the course book or assigned course materials when:

	Not Motivated	A little motivated	Somewhat motivated	Motivated	Very Motivated
a) ... you know you will be tested on it?	☐	☐	☐	☐	☐
b) ...you know you will NOT be tested on it?	☐	☐	☐	☐	☐
c) ... you are required to talk about it in class?	☐	☐	☐	☐	☐
d) ... when you know you are not required to talk about it in class?	☐	☐	☐	☐	☐

Figure 3.2 Question 1 Sample

The Qualtrics survey is able to present quantitative data from this type of question and generate the results shown in Figure 3.4.

Moreover, open-ended, short answer questions, were part of the question-set as well. For example, Question 4 of the survey reads: “What motivates you to read in English outside of the classroom for non-academic reasons?” Students were given empty space in which to write their answers which may look like Figure 3.5.



#	Field	Not Motivated	A little motivated	Somewhat motivated	Motivated	Very Motivated	Total
1	a) ... you know you will be tested on it?	16.85% 15	14.61% 13	33.71% 30	28.09% 25	6.74% 6	89
2	b) ...you know you will NOT be tested on it?	13.64% 12	26.14% 23	29.55% 26	25.00% 22	5.68% 5	88
3	c) ... you are required to talk about it in class?	12.64% 11	11.49% 10	31.03% 27	34.48% 30	10.34% 9	87
4	d) ... when you know you are not required to talk about it in class?	19.54% 17	17.24% 15	34.48% 30	17.24% 15	11.49% 10	87

Figure 3.4 Qualtrics Qualitative Data Samples

Learning the word news and word magazines.

Being able to understand every abstract and concrete spoken subject in English and being able to express myself fluently and properly are the reasons that motivate me.

When i read sth at park or kafe

For fun

Figure 3.5 Sample of Students' Written Responses (Question 4)

In order to ensure the internal trustworthiness of the descriptive data analysis process, the quantitative answers were analysed by a separate researcher who was explained the aim of the study as well as the analysis. This second rater was chosen for being an expert in ELT education, pursuing his Ph.D. and doing qualitative research

as well. Figure 3.6 depicts what a chart might look like for one of the quantitative analysis questions.

This data was then calculated manually, using the numbers in another column (Figure 3.7). The analysis and explanation of the results from the quantitative data is recorded in Chapter 4.

4) What motivates you to read in English outside of classroom for non-academic reasons?	AGREED CATEGORIES OF MOTIVATION	CATEGORY LIST
not expressing ourselves adequately	Achieving better language competence	Achieving better language competence
my interests	interest	Interest
		Enjoy reading
Doing research on things I don't know	interest	
I like read a book. It doesn't matter English or Turkish and also when read English books, I feel improving	Enjoy reading	Curiosity
		Be up-to-date
		Communicate better with foreigners
		Self-development
		Entertainment/Media
I wanna improve my english for my department and my future job	Achieving better language competence	Career preparation
Curious	Interest/Curiosity	Desire to travel

3.6 Quantitative Analysis Sample (with Categories)

CATEGORY LIST	SCORES
Achieving better language competence	7
Interest	27
Enjoy reading	3
Fun	1
Curiosity	2
Be up-to-date	5
Communicate better with foreigners	3
Self-development	1
Entertainment/Media	6
Career preparation	3
Desire to travel	2
Financial freedom	4
Desire to learn	1

Figure 3.7 Category List and Scoring Sample

CHAPTER 4:

FINDINGS

4.1 Introduction

Quantitative data was collected through a scaled and open-ended response questionnaire. The results will be presented in this chapter. The aim of the research was 3-fold. First, the study was designed to gauge the impact on English reading motivation levels when students knew they would or would not be tested on the reading material, and 2) when they knew they would or would not be talking about the reading material in class. Thirdly, the student aimed to collect data on what resources students were using to read in English outside of class, the frequency they used those resources, and what motivated them to use those resources.

4.2 Results of Quantitative Data

4.2.1 Descriptive Statistics

The survey data for the scaled responses and open-ended questions were collected through the online survey tool, Qualtrics.

Question 1 used a 5-point Likert Scale with 4 sub-questions. The focus of Question 1 looked at four specific motivating factors in reading that are linked to achievement (being tested) or in-class participation (will they be required to talk about it in class). According to the first sub-question, 83.1% of students who responded ($n=74$) said that knowing that they would be tested on material would have a positive motivating effect on their reading habits compared to 16.9% of students ($n=15$) who reported that being tested would have no effect at all on their motivation. When different levels of motivation were analyzed, 48.3% reported feeling a low range of positive motivation ($n=43$). Moreover, 35% of students ($n=31$) noted a higher range of positive motivation to their motivation level.

Of those who responded, the highest noted response among students was 33.7% responding 'somewhat motivated' to read when they knew they would be tested ($n=30$). 7% of students ($n=6$) responded 'very motivated'.

As for sub-question #2, knowing that they would not be tested on material also seemed to have an effect on reading motivation levels. 86.3% of students ($n=76$) reported that would still be positively motivated to read the materials, to some varying degree, when they know they will not be tested, compared to 14% of students ($n=12$) who reported that they would not be motivated if they knew they were not being tested. When different levels of motivation were analyzed, 55.7% of students ($n=49$) reported feeling a positive but lower range of motivation if they knew they would not be tested. Moreover, 31% of the respondents ($n=27$) noted a higher range of positive motivation when they knew they would not be tested.

The biggest difference between these first two categories can be seen in the ‘a little motivated’ responses. In knowing they would be tested, 14.6% ($n=13$) responded ‘a little motivated’ to this question, while in knowing they wouldn’t be tested, 26.1% ($n=23$) responded ‘a little motivated’ to this, showing a drop among the total as a whole in reading motivation level when it came to knowing you would or would not be tested on the material.

As for the effect of knowing students would be talking about a subject in class, reading motivation measurements were also affected. 45% of those who responded = ($n=39$) marked themselves in the two highest motivation categories when they knew they would be required to talk about a subject in class; 42% marked in the positive but lower ranges of motivation ($n=37$), while 13% of those who answered ($n=11$) marked ‘not motivated’ if they knew they would not have to talk about the material. This contrasts with the effect of reading motivation when you know you will not talk about it. For this question, only 29% responded in the two higher-level motivation categories ($n=25$), 52% mark in the positive but lower ranges of motivation ($n=45$), and close to 20% marked ‘not motivated’ when they knew they would not have to talk about the material in class ($n=17$). This marked a noted decrease in the number of people motivated when they knew they weren’t going to talk about the material in class.

Table 4.1 Question 1

1. How motivated are you when you read from the course book or assigned course materials when you:	Not motivated	A little motivated	Some what motivated	Motivated	Very motivated	Total
	n %	n %	n %	n %	n %	
.... know you will be tested on it	15(16.9%)	13(14.6%)	30(33.7%)	25(28.1%)	6(6.7%)	89
.... know you will not be tested on it	12(13.6%)	23(26.1%)	26(29.5%)	22(25%)	5(5.7%)	88
.... are required to talk about it in class	11(12.6%)	10(11.5%)	27(31%)	30(34.5%)	9(10.3%)	87
.... know you are not required to talk about it in class	17(19.5%)	15(17.2%)	30(34.5%)	15(17.2%)	10(11.5%)	87

Question 2 focused on what students liked to read in general and had various responses. After categorizing, coding, and testing for validity with two other colleagues, five genres became more pronounced: books, articles and essays, entertainment, texts, and news. Almost 35% of respondents ($n=26$) noted the ‘book’ category as the highest genre they like to read (including short stories, novels, etc.). ‘Articles and essay’ genres followed with 25.3% ($n=19$) while ‘Entertainment’ genres (including responses such as Instagram, memes, poems, comic books, movies and films with subtitles, and manga) made up 17.3% of the responses ($n=13$) respectively. The lowest genres reported were the ‘Texts’ and ‘News’ genres, with 16% ($n=12$) and 7% ($n=5$) respectively.

Table 4.2 Question 2

2) What do you like to read in English (articles, books, texts, etc.)? Please fill in the blanks.	
	n %
Books (short stories, novels, etc.)	26 (34.7%)
Articles, essays	19 (25.3%)
Entertainment	13 (17.3%)
Texts	12 (16%)
News (Newspapers, BBC, etc.)	5 (6.7%)
Total	75/100

Question 3 focused on the general frequency of reading English materials outside of class. Here we get a general idea of how much time students give to reading English materials outside of class on their own. 58% of the 87 respondents ($n=51$) reported reading these English materials '1 to 4 times/week.' Respondents were split for 'almost never' and '5 to 8 times/week', at 16% ($n=14$), and the lowest percentage of respondents was found in the 'almost every day' category, with 9% of students ($n=8$) responding this way.

Table 4.3 Question 3

3) How often do you read English texts, articles, and books outside of class in a week?	Almost never	1 to 4 times/ week	5 to 8 times/ week	Almost Everyday	Total
	n (%)	n (%)	n (%)	n (%)	
	14(16.1%)	51(66.7%)	14(16.1%)	8(9%)	7

Table 4.4 Question 4

4) What motivates you to read in English outside of classroom for non-academic reasons? (70)	
	n %
Interest/Curiosity	34 (48.6%)
Self-Development	10 (14.3%)
Entertainment/Media	10 (14.3%)
Financial freedom	4 (5.7%)
Easier Access to English	4 (5.7%)
Communicate better with foreigners	3 (4.3%)
Career preparation	3 (4.3%)
Desire to travel	2 (2.9%)
Total:	70
No Response/Unacceptable Response	35/100

For Question 4, 35% of the 100 students did not respond or had responses that could not be taken into account ($n=35$) (i.e. due to lack of intelligibility, etc.). Sixty-five responses were written and recorded, with some responses having more than one focus in the description by the student. Thus, the total responses seen in the chart is 70. Of the recorded responses received (70 out of 100), the largest percentage of students, 48.6%, chose 'Interest/curiosity' as the main motivation factor as to what motivates them to read English materials and resources outside of class for non-academic reasons ($n=29$). This category also included responses expressing students' desires to stay up-to-date on the world, news, etc.

The category of 'Self-development' followed, which made up 14.3% of the responses ($n=10$). Response for this category included general self-development responses as well as achieving better language competence and a general desire to learn. Tied with this category (again, 14.3%, ($n=10$)) was 'Entertainment/Media' motivational purposes, which also included responses connected to reading for enjoyment or fun. 'Financial freedom' and 'Easier access to English' categories followed at 5.7% ($n=4$). Rounding at the categories were 'Communicate better with foreigners, and 'Career Preparation' at 4.3% (5.7% ($n=3$)) and a 'Desire to travel' categories ($n=2$) at 2.9%.

Question 5 had two parts. 5A) focused on websites that students visit to practice reading English specifically, and 5B) looked at why they were motivated to practice reading on those particular websites. The highest website category that students went to in order to practice reading English was websites that fell into the ‘News and Magazine’ genre at 42.6% ($n=29$). Websites that were ‘Language learning specific’ websites were 2nd, at 29.4% ($n=20$). ‘Video Content’ type websites were 3rd at 16.2% ($n=11$) while ‘Dictionary/Encyclopedia’ formatted type websites scored lowest at 11.8% ($n=8$).

In Question 5B, 65 responses were again written and recorded, with some responses having more than one focus in the description by the student. Thus, the total number of responses seen in the chart is 74. The question itself, “What motivated students to use these sites to practice English?” produced an overwhelming response as the top category. Of those who responded, 67.6% of responses ($n=50$) fell into the motivation category ‘To learn news and information.’ 13.5% ($n=10$) reported ‘Vocabulary’-related motivation as the reason they chose these websites. Skills-based help was also mentioned as a motivational factor for the sites students listed: ‘To improve speaking,’ and ‘To improve listening’ tied with 6.8% ($n=5$), and ‘To improve reading’ was reported by 4.1% of students ($n=3$) as a motivational factor. When it came to what motivated students to practice English on the sites they listed, 1% ($n=1$) reported ‘Entertainment/fun’-related reasons for using these sites.

In Question 6, the frequency of using these websites within a particular time frame was addressed. Here 56.3% of the students who responded ($n=49$) answered in the ‘1 to 4 times/week’ time frequency when it came to how often they used these websites to practice English. Almost 20% ($n=17$) said they never used any of these or other websites to practice English, while 17.2% said ‘5 to 8 times/week’ ($n=15$), and 6.9% said ‘Almost everyday,’ respectively ($n=6$). 13 students did not respond.

Table 4.5 Questions 5A and 5B

5A) What are the websites you visit to practice reading in English?	n %
News and Magazines (Opinion)	29 (42.6%)
Language learning specific (websites)/ Literacy Platform	20 (29.4%)
Video Content	11 (16.2%)
Dictionary/Encyclopedia (lexis, etc.)	8 (11.8%)
Total:	68
No Response/Unacceptable Response	28/100

5B) Please describe briefly why are you motivated to practice English on that site.	n %
To learn news and information	50 (67.6%)
To improve vocabulary	10 (13.5%)
To improve speaking	5 (6.8%)
To improve listening	5 (6.8%)
To improve reading	3 (4.1%)
To be entertained/have fun while I practice	1 (1.3%)
Total:	74
Unanswered	27/100

Table 4.6 Question 6

6) How much time do you spend on these websites in a week?	All most Never	1 to 4 times/ wk	5 to 8 times/ wk	Almost Every day	Total
	n %	n %	n %	n %	
	17 (19.5%)	49 (56.3%)	15 (17.2%)	6 (6.9%)	7

Question 7A continued in the theme of websites used but with a different focus: “What websites do you go to in order to just read in English for fun?” Sixty-five out of 100 students responded. Because some students’ answers were difficult to

understand, only 50 responses could be coded and categorized. Here the breakdown of those responses goes: 50% ($n=25$) said ‘Entertainment-affiliated websites’ (this included Social Media websites, video content sights, and gaming and game-based learning websites). 18% ($n=9$) reported ‘News and Magazine’ website platforms, while 14% ($n=7$) of the students said ‘Interest specific’ websites. Interests mentioned for these sites included science, art, music, and pop culture. Language learning-specific websites were reported at 10% ($n=5$). Dictionary/Encyclopedia (lexis)-based websites and Writing-centered websites (including blogs) were reported at 4% ($n=2$), respectively.

Table 4.7 Questions 7A and 7B

7A) What websites do you go to in order to just read in English for fun? (Maximum 3 sites). (50)	n %
Entertainment	25 (50%)
News and Magazine	9 (18%)
Interest specific websites	7 (14%)
Lang learning specific websites	5 (10%)
Dictionary/Encyclopedia	2 (4%)
Writing-based platforms	2 (4%)
7B) What makes these websites enjoyable to read in English? (25 responses, 28 category responses)	n %
Provides Fun/Enjoyment	12 (42.9%)
Provides information on topics of interest	7 (25%)
Provides access to different resources, topics, and ideas	5 (17.9%)
Provides helps with learn lang/Because it's a classroom activity	2 (7.1%)
Provides quality information	1 (3.6%)
Provides up-to-date news and information	1 (3.6%)
Total:	28
Unanswered/Unintelligible Answer	75 Ss

Question 7B gathered data on what motivated students to use the websites categorized in Question 7. For answers to this question, only 25 students responded, some of whom had multiple motivations listed in their answers (i.e., 28 in the chart). The largest category of motivation from the responses given was 12 students (42.9%), who said these websites provided some type of fun, joy, or entertainment. Responses included fun and pleasure-connected words, sometimes with such ideas as general reading for fun, reading about famous people's scandals, etc.; 25% of students ($n=7$) reported these websites 'Provided information on topics of interest.' 17.9% of respondents ($n=5$) said the websites 'Provides access to different resources, topics, and ideas.' 7.1% ($n=2$) mentioned 'Provides help with learning a language.' This category also included websites used for in-class activities, like Kahoot, where the aim of using the website was language learning specifically. Finally, 'Provides quality information,' and 'Provides up-to-date news and information' were the lowest categories reported at 3.6% ($n=1$).

The frequency of time was then addressed regarding these websites in Question 8. 84 out of 100 respondents answered this question. Of the 84 that responded, 42.9% reported their frequency of visiting these websites as 1 to 4 times/week ($n=36$). 33.3% said 'Almost never' to visiting these websites ($n=28$), 14.3% said 'Almost everyday' ($n=12$), and 10% answered 5 to 8 times/week ($n=8$).

Question 9 was an open-ended question regarding students' thoughts on how reading outside of class affects their language learning performance. 38.6% of students who responded ($n=32$) said reading outside of class helped with general English improvement overall; 15.7% reported reading English outside of class improves their English, with a focus on improving vocabulary ($n=13$); 13.3% reported that it increased their motivation to read/study ($n=11$); 12% said it improved their English, with a focus on their reading skills ($n=10$); almost 10% helped with their own personal development ($n=8$); overall English improvement with a focus on speaking and grammar was also reported with 6% ($n=5$) and 4.8% ($n=4$) reported, respectively. 17 students either did not respond or wrote that they did not have any ideas.

Table 4.8 Question 8

8) How much time do you spend on these websites per week?	Almost Never	1 to 4 times/wk.	5 to 8 times/wk.	Almost Everyday	Total
	n %	n %	n %	n %	
	28(33.3%)	36(42.9%)	8(10%)	12(14.3%)	4

Table 4.9 Question 9

9) How do you think reading outside of class effects your language learning performance?	n %
It improves English overall	32(38.6%)
It improves English Vocabulary/lexis knowledge	13(15.7%)
It increases our motivation to learn	11(13.3%)
It improves our English reading skills	10(12%)
It helps with our personal development	8(9.6%)
It improves our speaking skills	5(6%)
It helps improve our English grammar	4(4.8%)
Total:	83
No answer/No ideas	17

Response for Question 10 was much lower. Out of 100 students, 36 students responded. When asked, “What do you think you need to do to read more in English outside of class?”, 61.1% of those who responded ($n=22$) answered in the category of ‘Read More Books/Articles/Etc. in English.’ 22% of students’ responses fell in the ‘Read English News’ category ($n=8$). 11.1% mentioned ideas connected with ‘Reading more materials you are interested in’ ($n=4$). This category also includes responses about doing more research on a topic. The lowest categories mentioned by students as to what they think they could do to read more in English outside of class were ‘Have

more interaction w/foreigners,' and 'Do presentations about what you read,' with one student for each category responding. 63 students did not respond.

Table 4.10 Question 10

10) What do you think you need to do to read more in English outside of class?	n %
Read more books/articles/etc. in English	22(61.1%)
Read English news	8 (22.2%)
Read more/materials you are interested in	4 (11.1%)
Have more interaction w/ foreigners	1 (2.8%)
Do presentations about what you read	1 (2.8%)
Total:	36
No responses/No idea	63

Table 4.11 Question 11

11) Do you have any other ideas about reading outside of the classroom?	n %
Read more in general	7(50%)
Make reading fun	3(21.4)
Focus on learning unknown words	2(14.3)
Have more assigned reading homework	1(7.1%)
Read/study English subtitles	1(7.1%)
Total:	14
No ideas/Uncomprehendable answers	82

The total responses to the last question of the questionnaire were the lowest of all the questions. This may be been for several reasons: 1) students may not have felt there was enough time for them when they were taking the questionnaire to write a

well-thought-out response, 2) instrument/questionnaire fatigue (they were tired at this point of thinking through answers to questions), 3) they may have thought it similar to question 10 and thus, thought there wasn't much else to add, 4) other no-named factors. Whatever the case, 14 of the 100 students responded. Of the 14 who responded, answers varied. 50% of the respondents ($n=7$) mentioned 'Reading more in general as a way to help read more outside the classroom. 21.4% of the respondents ($n=3$) reported 'Making reading more fun' to improve reading outside of the class. Specific ways or ideas about how to do this were not written by students in the answer space given. 'Focusing on unknown words' in extra-mural reading was mentioned by 14.3% ($n=2$) of the students. 'Having more assigned reading homework' and 'Reading and studying English subtitles' were each mentioned by 7.1% of those who responded ($n=1$).

CHAPTER 5:

DISCUSSION

In this final chapter, discussion on the results and recommendation from the study will be addressed, along with limitations of the study and implications that can be made from the study.

5.1 Discussion

We began this study looking at three different research questions: 1) Does being tested or not tested on the material in class affect students' motivation to read material outside of class? 2) Does participating in speaking activities in-class, based on reading done outside of class, affect their motivation to read outside of class? 3) What sources are students generally using to read in English outside of class? How often are students reading from these sources? What motivates students to read and use certain sources and/or websites for reading in English outside of class?

As stated in the literature review, there is a motivation that comes for students to read because they know it will help them to pass or test or make a higher grade (Protacio, 2012). Other studies make a similar point that grades and achievement are motivating factors to read in the L2 for students (Bokhorst-Heng & Pereira, 2008). The results of this study point to similar findings in relation to Research Question 1 . 68.5% of students scored between 'Somewhat Motivated'-'Motivated'-'Very Motivated' to the question of what is their motivational level to read if they know they will be tested on the material that they read outside of class. For this study and sample group, positive motivational levels were shown among the student group sampled when testing was part of the L2 outside reading activity.

On the other side of these findings are the results that showed 31.5% of students scoring in the 'Not motivated'-'A little motivated' categories when it came to be tested on the material. This indicates that of this sample group, nearly one-third of students feel little to no motivation to read outside of class if they knew they were going to be

tested. Some studies have indicated that tests are a low motivational construct for some students (Şirin & Sağlam, 2012) and that gradeless and testless learning may help lower anxiety and depression levels of students (McMorran & Ragupathi, 2015). This study cannot conclusively state those types of implications for why nearly a third of the sample group fell into these categories.

When the variable of being tested was taken away, a majority of students, 60.2%, reported that they would be ‘Somewhat motivated’-‘Motivated’-‘Very motivated’ to read material outside of class. Some of this motivation may be found in the results related to Research Question 3, but more specific questions would be helpful as to what were the sources of motivation when achievement and testing were removed.

Not being tested on the reading material did seem to have a negative effect on reading motivation. Nearly 40% of the students reported that they would have little to no motivation to read in English outside of class if they knew they were not going to be tested on it. This shows that for this sample group of Turkish students, not being tested on the material can have a negative effect on how motivated a significant number of students will be to read in English outside of class.

Research Question 2, as well as studies on the topic, points to how in-class discussions based on L2 outside reading may have a positive and negative effect on L2 reading motivational levels, depending on the student. The results from this study stated that 75.9% of students were in the categories of ‘Somewhat motivated’-‘Motivated’-‘Very motivated’ to read when they knew they would have to talk about the material in class. For this sample, that is a large percentage, and it shows that a strong majority of these students are positively motivated to read in English outside of class if they know they will discuss it in class. The literature and research on this topic report that there are different reasons for this: students enjoy some level of speaking interaction with one another (Hallén, 2020); students see that in-class discussions on the reading help to “facilitate L2 reading comprehension” (Turnbull & Evans, 2017, p. 145); students may feel motivated out of sense of competition with peers to participate in the discussion (Alvarado & Adriatico, 2019; Komiyama, 2013); and/ they may want to become better communicators in a group (Glader, 2021). Another reason cited in the research is that students may want to avoid the feeling of shame if they don’t participate in the reading; thus, they can feel more motivated to

read in English outside of class (Pirih, 2017). The reasons for this positive motivation in this study may relate to the above mentioned findings from other studies, but the limited scope of the question does not allow for a strong conclusion on why students the majority of students have positive motivational level.

There was a group in the sample that had more negative motivation levels when in-class discussion was part of the L2 reading activity. 24.1% stated that they would feel little to no motivation to read in English outside of class if they knew they would have to discuss the material in class. Lack of motivation overall to read in English or a lack of self-confidence in speaking may play a part in this group's lack of motivation, but a strong conclusion cannot be made from these results as to why some students felt this way.

When taking the variable of in-class discussion away, based on reading done outside of class, 63.2% of students marked in the 'Somewhat motivated'- 'Motivated'- 'Very motivated categories. This does show that with this sample group that a little over a majority still find some positive level of motivation to read in English outside of class but the question does not allow room for interpretation as to what these motivational factors could be. Similar to the question on not being tested, findings from Research Question 3, may play a part in what is motivating students but that cannot be interpreted from the results from this question specifically.

As with taking the variable to testing away, there was still a group of students who have little to no motivation as well when you take the variable of in-class discussion away from the reading assignment. 36.7% of students fell into these two lower motivational categories. Reasons for this may be similar research findings regarding low to neutral Turkish L2 reading motivation overall (Şentürk, 2015; Yılmaz et al., 2020), but given the limited scope of the question, a final conclusion cannot be made from this sample group.

Research Question 3 had three parts: what sources are students using in order to read in English outside of class, how frequently are they using these sources, and what motivates students to use these sources. Regarding the sources that students are regularly using to read in English outside of class for non-academic reasons, 77.3% of students marked 'Books,' 'Articles and essays' and 'Entertainment' as the highest source categories they go to for outside L2 English reading. For websites students used

to intentionally practice reading in English, 88.2% of students marked in the ‘News and Magazines,’ ‘Language learning specific’ websites, and ‘Video content’ based websites as the highest scored category of websites they used. 82% of students marked ‘Entertainment,’ ‘News and magazine,’ and ‘Interest specific’ websites as the category of websites they use the most in order simply to enjoy reading in English. Stories, entertainment, and news genres, as related above, are full of materials and resources that are attracting these students to read in the L2. This is a promising sign. The students of this sample group are genuinely wanting to learn and practice at the same time. Other studies show that newspapers and magazines are great sources for subjects of interest to students (Luque-Agulló & González-Fernández, 2012), which can be a source of pleasure for them while reading (Lancouchová, 2006). There are many on- and offline sources that fall in these categories that teachers may use in planning outside reading activities.

Frequency of reading in English outside of class was also part of Research Question 3. Positive associations have been linked between L1 reading frequency and L1 reading motivation (Han, 2021; Patrick, 2021); therefore, this study wanted to examine the data on how often students are reading L2 English outside of class. For this study, L2 reading frequency data was collected regarding often students reading outside of class for non-academic reasons, and how often they use the ‘English reading for enjoyment’ and ‘English reading for practice’ websites sources. For those sources like books, articles, and entertainment that they read for non-academic reasons, students cited ‘1 to 4 times/week’ as the most often cited frequency of reading (66.7%). For ‘enjoyment’ and ‘practice,’ websites, ‘1 to 4 times/week’ was the reading frequency reported most by students, at 66.7% and 56.3% respectively. This shows whether for intrinsic or extrinsic reasons, this sample group of Turkish English Preparatory students are reading in English outside of class to some degree using on and offline sources. The reasons for this may vary between intrinsic and extrinsic motivating factors and the results from this study overall may point to some of the motivational factors involved. One-fourth of the students marked in the ‘5 to 8 times/week’-‘Everyday’ categories. For this group, that is a positive sign of higher intrinsic motivation occurring.

Finally, the reasons for students going to the sources and websites they do were also collected as a data field for Research Question 3. The three most highly reported

reasons why students cited for reading outside of class for non-academic reasons were 'Interest and curiosity,' 'Self-development,' and 'Entertainment/Media.' These three categories made up 77.2% of students' responses. The role of 'interest' in L2 reading motivation is still a topic where little research has been done (Asgari et al., 2019; Brantmeier, 2006), and yet at the same time is viewed as "one of the main elements of motivation in L2 learning" (Brantmeier, 2006, p. 93). . Other studies revealed a similar finding for curiosity in the role of intrinsic motivation (Komiyama, 2013) or when students have high intrinsic motivation. 'Self-development' as a reason for L2 reading motivation has also had little research done on the topic. For those website categories that students reported they go to in order to practice English, the top three motivational constructs for going to those sites were 'To learn news and information,' 'To improve vocabulary' and 'To improve speaking/listening.' This group of constructs comprised 94.6% of the students' responses for reasons for using these websites. The responses of the students show that their interest in keeping up with up-to-date news and information is integrated into their L2 learning process. By being motivated to keep up with daily events and topics, they also see how they are practicing their English. As noted by Luque-Agulló & González-Fernández (2012), news and newspaper sources and websites are noted as providing "motivating aids" for L2 reading because of the interesting and varied topics they cover (p. 472). For reading in English on websites just for fun, the top three categories of motivation, as reported by 85.8% of students were 'Provides fun/enjoyment,' 'Provides information on topics of interest,' and 'Provides access to different resources, topics, etc.' These findings among the sample group contrast with some studies (Yılmaz et al., 2020; Şentürk, 2015) that indicate neutral and low interest in reading English outside of class.

Though Questions 9 through 11 of the questionnaire did not have a 1-to-1 correlation with the research questions, their results show that of the students from the sample group who responded to Question 9, 67.6% understood that reading more outside of class helps improve their overall English and English vocabulary, as well as increases their motivation to learn. Furthermore, 94.4% of the students who responded hold the opinion that reading more books, articles and news related items, as well as reading on subjects that interest them can help them read more outside of class. Furthermore, 94.4% of the students who responded to Question 10 hold the opinion that reading more books, articles and news related items, as well as reading on subjects

that interest them can help them read more outside of class. 85.7% of the respondents to Question 11 added 'Read more in general,' 'Make reading fun,' and 'Focus on learning new words' to other ideas about reading outside of class. The results of the last three questions show that at least some students have the experiential awareness of how L2 reading can affect them and what they must do to improve.

5.2 Recommendations

Given the limited scope of the questions in this study, the small sample size of the students who participated, and the small scale of research done on L2 reading motivation overall (Ölmez, 2015; Dhanapala, 2008), there are various topics that are suggested to be studied more to help make better conclusions on matters regarding L2 reading motivation, both in Turkish English Preparatory students and L2 students generally. Further study is recommended regarding the effect of testing and in-class discussion on L2 reading motivation. This study found positive motivational levels between L2 outside reading motivation when testing and in-class discussion were involved but more research is needed to help make stronger conclusions on the topic. Also, it is possible that there are different sub-constructs that are involved in this positive reading motivation and testing. Also, since reason for the 'little to no motivation' group cannot be identified directly from the results, this is an area that would need more research and analysis.

Further consideration in future research ought also be given to what motivates these students to read outside of class without the extrinsic motivation of tests and in-class discussion. Questions and studies could be designed addressing why a majority of students still responded that they were positively motivated to read in English without these variables.

Other topics recommended for future study associated with L2 reading motivation are studies that focus on the constructs of 'Interest and curiosity,' 'Self-development,' 'Learning news,' and 'Learning vocabulary.' With more in-depth analysis, stronger data may be gathered and stronger conclusions may be made as to how these motivational constructs affect students' motivation levels to read.

5.3 Limitations

There were three limitations involved in this study.

First, procedural issues may have affected the level of responses received from students. The questionnaire used in the study and the pilot were formatted differently regarding some questions. The final version of the questionnaire was not piloted and technical and submission difficulties were found when students tried to submit their responses. Many responses were not received and those students may have felt more anxiety and frustration in taking the questionnaire a second time. This may have impacted their state of mind in their responses and how they responded to some questions.

Second, wording in some questions may have confused some students. The word ‘texts’ in some of the question stems may have been misinterpreted, as students use the word ‘texts’ often in different types of situations: book texts, text messaging, and other miscellaneous categories of the word ‘text’ that they connect to other sources of English. Thus, what is meant in the question stem by texts may have been misunderstood by students and thus affected how they answered. Furthermore, it could have been more clearly stated in the questions focused on Research Question 3 that the reading being referred to in the question stems is that reading done outside of class, not related to academics or school assignments.

Third, the sample size from the study is only a small representation of Turkish English Preparatory students. Students at similar schools at similar levels in Turkey may have produced different results. Also, the same questionnaire given to different levels of English preparatory students, or students in different countries may have also yielded different results.

5.4 Implications

For Turkish university English Preparatory students, it should be taken into account by those programs’ curriculum developers and teachers that testing and in-class discussion on outside English reading does produce positive to high motivation levels for students to read. This does not mean that programs and teachers should rely

solely on these activities to motivate students but should consider implementing them wisely into their syllabi and class activities to help promote L2 English reading over the scope of their classes. From these results, curriculum developers and teachers can also be aware now that a majority of their students are motivated to read in English outside of class for other reasons than having these extrinsic factors in place.

With that said, both teachers and curriculum developers should also be aware that there are still a strong minority of students who have little to no motivation to read, even with these activities in place. Thus, effort should be made to find other intrinsic and extrinsic motivating factors to help this minority students to be more involved and engaged in the L2 reading process, that they may be more successful in L2 learning overall.

Finally, there are a variety of sources, on and offline, that are contributing to higher L2 reading motivational levels in Turkish university English Preparatory students. These sources and the reasons mentioned in this study as to why students are motivated to use them can be used by curriculum developers and educators to help create and provide reading content and activities that will be more attractive to students and help in the increase and frequency of L2 English reading.

5.5 Conclusion

This study sought to answer three research questions: 1) Does being tested or not tested on the material in class affect students' motivation to read material outside of

class? 2) Does participating in speaking activities in-class, based on reading done outside of class, affect their motivation to read outside of class? 3) What sources are students generally using to read in English outside of class? How often are students reading from these sources? What motivates students to read and use certain sources and/or websites for reading in English outside of class? It was found that students do experience a level of positive L2 reading motivation if they know they will be tested on it or they know they will have to discuss it in class. These are not the only reasons motivating students to read in English outside of class however. Intrinsic factors such as interest and curiosity, wanting to learn about news and current events, wanting to

improve vocabulary, and seeking greater self-development are also factors motivating students to read in the L2.

With these factors in mind, teacher and curriculum developers can move forward with better and clearer ideas on how to develop reading curriculum and reading activities for students to help improve and increase L2 reading engagement. This will only help L2 learners in the future with success in L2 learning and educational success overall.



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APPENDICES

APPENDIX A: QUESTIONNAIRE

READING MOTIVATION STUDY: This is a study focusing on what motivates you to read in English outside of class, how much you read, and what you read. Participation is completely voluntary and will not effect your grade. Thanks a lot for participating.

1) How motivated are you to read from the course book or assigned course materials when:

	Not Motivated	A little motivated	Somewhat motivated	Motivated	Very Motivated
a) ... you know you will be tested on it?	☐	☐	☐	☐	☐
b) ...you know you will NOT be tested on it?	☐	☐	☐	☐	☐
c) ... you are required to talk about it in class?	☐	☐	☐	☐	☐
d) ... when you know you are not required to talk about it in class?	☐	☐	☐	☐	☐

2) What do you like to read in English (articles, books, texts, etc.)? Please fill in the blanks.

First choice

2nd choice

3rd choice

Click to write Choice 4

3) How often do you read English texts, articles, and books outside of class in a week?
Choose one. (This does NOT INCLUDE subtitles in movies, etc.)

Almost never

1 to 4 times a week

5 to 8 times a week

Almost everyday

4) What motivates you to read in English outside of classroom for non-academic reasons?

5) What are the websites you visit to practice reading in English (Maximum 3 websites).
After writing the name of the websites, please describe briefly why are you motivated to practice English on that site. (see example).

Example: BBC - because I can learn new vocabulary about many different subjects

Website 1

Website 2

Website 3

6) How much time do you spend on these websites in a week?

Almost never

1 to 4 times a week

5 to 8 times a week

Almost everyday

7) What websites do you go to in order to just read in English for fun? (**Maximum 3 sites**). **After writing the name of the websites, please describe briefly what makes these website enjoyable to read in English?**

Example: POP.com - I enjoy reading about pop culture, singers, etc. in English

Website 1

Website 2

Website 3

8) How much time do you spend on these websites per week?

Almost never

1 to 4 hours a week

5 to 8 hours a week

Almost everyday

9) How do you think reading outside of class effects your language learning performance?

10) What do you think you need to do to read more in English outside of class?

11) Do you have any other ideas about reading outside of the classroom?

APPENDIX B: TED UNIVERSITY COMMITTEE FOR RESEARCH ETHICS APPROVAL



TED ÜNİVERSİTESİ

TED ÜNİVERSİTESİ
İnsan Araştırmaları Etik Kurulu

Sayı : E-27535802-100-16499
Konu : İnsan Araştırmaları Etik Kurulu
Başvurunuz

27.05.2022

Sayın Prof. Dr. Belgin ELMAS
İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı - Öğretim Üyesi

İnsan Araştırmaları Etik Kurulu kararınız ektedir.

Saygılarımla,

Not:

*Koşullu Onay alan başvurular için gereken düzenlemeler yapıldıktan sonra bir sonraki ayın 15'ini beklemeden revize edilmiş başvuru yapılabilir. Yapılan düzenlemeler, maddeler halinde belirtilmelidir.

*Revize edilmiş başvurunuzu gönderirken, lütfen tüm revizyon maddeleri ile ilgili ne tür bir düzenleme yaptığınızı ve düzenlemenin başvuru formu ve eklerinin hangi kısımlarında yaptığınızı açıkça belirtiniz.

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