

Pre-Service EFL Teachers' Motivational Profiles for Recreational Reading in English

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ABSTRACT

Limited studies have been conducted on the effects of reading motivation on recreational reading with a self-determination theory perspective. Thus, the present study aims to explore the motivational profiles of Turkish pre-service English teachers for recreational reading in English and the relationship between amount of reading, gender, grade, and their motivational profiles. The sample group of the study consisted of 224 English Language Teaching students of a Turkish state university. The data were collected through a 33-item Reading Motivation Scale adapted from Self-Regulation and Academic Learning Motivation scales used previously in self-determination theory-based research. The findings of the descriptive and correlational analyses demonstrated that pre-service teachers of English have relatively high levels of motivation for recreational reading in English and that their intrinsic motivation is higher than their extrinsic motivation. The results indicated that there was a significant negative correlation between the amount of reading and their amotivation levels whereas there existed a significant positive correlation between the amount of reading and intrinsic motivation. In addition, no significant difference was found between female and male participants in terms of their motivational profiles for recreational reading English.

INTRODUCTION

Research on motivation for language skills, listening, speaking, reading, and writing, is sparse in comparison with that on language learning motivation in general (Mori, 2002). However, in recent years, the number of the studies researching learners' motivation for language skills has increased (e.g., Kondo-Brown, 2006; Vandergrift, 2005). Among the four language skills, reading drew great attention among language motivation researchers. That is because researchers are aware of the fact that learners in foreign language contexts have to rely on more written texts as one of the main sources of input (Mori, 2002). For instance, results of Guthrie and Wigfield and their associates' research on reading support the fact that motivation can be considered and analyzed as domain specific (Wigfield, 1997) and also contributed considerably to the increase in the interest for reading motivation research. They examined the motivation in native language (L1) reading (Baker & Wigfield, 1999; Guthrie & Wigfield, 2000; Guthrie, et al., 2006; Wigfield & Guthrie, 1997; Wigfield, Guthrie, & McGough, 1996; Wigfield, Wilde, Baker, Fernandez-Fein, & Scher, 1996). These studies showed that motivation plays a vital role in learners' amount of reading and academic achievement in both reading and language

learning. In addition, contributions of reading to positive cognitive and social outcomes should not be underestimated (Schutte & Malouff, 2007).

Issues on reading motivation have gained great popularity among second language (L2) learning motivation researchers as well (e.g., Day & Bamford, 1998; Mori, 2002; Kondo-Brown, 2006). However, it should be emphasized that the number of their studies is still fairly limited. The L2 recreational reading research is generally based on the L1 reading motivation construct of Wigfield and Guthrie (Nishino, 2005). Foreign/second language learners' motivations for different types of reading were investigated: academic reading (e.g., McKenna, Kear, & Ellsworth, 1995), extensive reading (e.g., Apple, 2005; Day & Bamford, 1998; Takase, 2007), and recreational reading (Cho & Kim, 2004; DiGiovanna, 1994; Shin, 2004) are among the most frequently explored types of reading.

The studies on recreational reading in English as a Foreign Language (EFL) indicated effectiveness of this type of reading which can be defined as reading for recreation or pleasure, not for assignments related to schoolwork. To begin with, Cho and Kim (2004) conveyed that recreational reading made great contributions to improvement of spelling, writing, reading, vocabulary, and grammar. DiGiovanna (1994) and Cloer and Pearman (1992) also reported a positive relationship between recreational reading and learners' reading achievement. Moreover, Raemer (1996) stated that students who had reading habits would outdo their classmates who lack reading habits, whereas Yang (2001) explored the effects reading mystery novels on adult EFL learners studying English for the purposes of pleasure or career development. The results of the study delineated that novel readers made substantial proficiency gains, and that there were important motivational benefits as well. Cho and Krashen (2001) aimed to investigate the relationship between recreational reading in EFL and attitudes, found that a single positive experience in self-selected reading of children's books resulted in a profound change in attitudes toward recreational reading among Korean teachers, and concluded that, after the experience, nearly all teachers reported they were interested in using sustained silent reading in their classes.

Although research on recreational reading indicates that it is effective in different contexts of language learning, recreational reading is rarely used in L2 education process and that very little time is spent on recreational reading because of some problems encountered during practices. For example, Cho and Kim's (2004) study showed the lack of appropriate reading materials as one of the most important problems in recreational reading practices (p. 37). But Shin (2004) claimed that access to reading materials, although being effective, is not sufficient in developing students' reading motivations, and some conditions should be met for this purpose. Besides supplying plenty of books, the learners should be given the chance to choose what they are going to read and their self-confidence should be enhanced. In addition, the purpose and the value of recreational reading should be explained clearly. DiGiovanna (1994) conveys Sanacore's (1990) suggestions for developing recreational reading among learners: encouraging the use of literature, using a variety of reading materials, reading aloud and avoidance of the conditions discouraging reading (p. 15).

Although there are some studies exploring issues related to EFL reading in Turkish context, no study was found on recreational reading of Turkish EFL readers and their motivation for this type of reading. Tercanlioglu's (2001) study, which explored the nature of Turkish students' reading motivation and its relation to their reading frequency, depicted that Turkish students' motivation to read in English was more complex than reading motivation in L1 in several respects. The findings of the study suggest that students read for both extrinsic and intrinsic reasons. Social reasons are found to be weak causes of reading. The study also revealed

that the students read more for schoolwork. Aydin (2011) aimed to investigate the effects of recreational reading in Turkish on the process of learning EFL. The results of the study indicated that recreational reading in L1 had some significant contributions to EFL learning although it had some negative effects.

However, there is a scarcity of research exploring the motivational profiles for recreational EFL reading; we designed this present study to answer the research question: What are the motivational profiles of Turkish pre-service EFL teachers for recreational reading in English and their relation to amount of reading, frequency of reading, gender, and grade on the basis of self-determination theory?

METHODOLOGY

Participants

The sample of the study consisted of 224 English Language Teaching (ELT) students. Among these 224 participants, 171 (76%) were female and 53 (24%) were male. They were from all five grades of the department (Preparatory = 38, F = 27, M = 11; freshman = 41, F = 32, M = 9; sophomore = 27, F = 20, M = 7; junior = 59, F = 52, M = 7; senior = 59, F = 40, M = 19). It should be noted that the gender distribution in the sample group was directly related to the general reflection of the overall population in the department. The participants' mean age was 20.7, falling within the age range of 17 and 27.

Instrument

The data collection instrument of this study was a 33-item five-point Likert-scale, Motivation for Recreational Reading Questionnaire (MRRQ). The instrument was adapted from the Self-Regulation and Academic Motivation Scales originally designed by Deci and Ryan (1985), and later refined by their associates and employed in various studies to investigate motivation in language learning and different areas (e.g., Vallerand et al., 1992). The instrument consisted of seven sub-scales, each measuring different types of motivation proposed by self-determination theory formulated by Deci and Ryan (1985). Of 33 items, six were related to amotivation, six to external regulation, five to introjected regulation, five to identified regulation, three to intrinsic motivation for knowledge, four to intrinsic motivation for accomplishment, and four items were related to intrinsic motivation for stimulation. Before the analysis of the data, the reliability of the scale was calculated and the Cronbach's alpha was .85.

There were also some questions asking information about the gender, grades, reading amount and frequency of the participants in the questionnaire as well. For the frequency of recreational reading in English, the participants were asked to mark the item anchored at 1 = "Almost never," 2 = "Less than once a week," 3 = "Once a week," 4 = "Twice a week," 5 = "More than twice a week," and 6 = "Every day". For the amount of reading, there were statements related to both the duration and pages of the reading the participants did. The choices given were 1) "1 hour a month", 2) "2-3 hours a month", 3) "1 hour a week", 4) "2-3 hours a week", and 5) "1 hour a day"; and, 1) "1-10 pages a month", 2) "10-50 pages a month", 3) "1-10 pages a week", 4) "10-50 pages a week, 5) "50-100 pages a week", and 6) "100+ pages a week".

Last, background information section and the scale were given on the same sheet and all questions and the scale were responded to by the participants during the same session.

Procedure

Prior to conducting the research, a research proposal, indicating the significance, aims, methodology, and tools of the study, was presented to the head of English Language Teaching Department. After the faculty granted the approval, the participants of the study were located. They were informed that participation in the study was completely voluntary and the data would be used for only scientific aims. Participants were guaranteed anonymity and information obtained would not be identified by student. The data were collected during the regular courses in the 2008-2009 academic year. Time to complete the questionnaire was not limited, but all of the participants could complete it in nearly half an hour. After the data were collected, they were computerized and some statistical analyses were realized using SPSS 16.0 for Windows. Depending on the descriptive statistics, frequencies, variance and correlation analyses, some interpretations and suggestions were made.

RESULTS

The first table pertaining to the data about participants' recreational reading in English is related to their recreational reading frequency (Table 1). The table shows that a considerable number (9.4%) of the participants does not do any recreational reading at all. In addition, 39% of them do recreational reading *less than once a week* or *once a week*. On the other hand, the rate of the participants who stated that they read every day is only 17.9 %. These rates can be regarded as very low for the ELT students. According to variance analysis results, it was found that these rates get lower as the grades of the participants increase. The decrease in recreational reading among the participants across grades may be associated with the fact that seniors get prepared for the examination required for their employment as teachers. The probable stress they experience and their focus on this examination may prevent them from sparing time for other activities including recreational reading in English.

Table 1. Participants' Frequency of Reading in English

	Frequency	Percent	Valid Percent
Almost never	21	9.4	9.4
Less than once a week	43	19.2	19.2
Once a week	66	29.5	29.5
Twice a week	27	12.1	12.1
More than twice a week	27	12.1	12.1
Every day	40	17.9	17.9
Total	224	100.0	100.0

In order to obtain data of participants' recreational reading amount, they were asked to respond to the questions asking the average time they spend on recreational reading as well. The results are shown in Table 2 below. The results were found to be more positive than those related to their reading frequency. Whereas there is also a considerable rate (40.2%) of the participants

who stated that they spent *one hour a week* or less for recreational reading in English, the rest of them, the greater portion, (59.8%) reported that they read *two-three hours a week* or more. In addition, 21 % of them reported that they read for nearly an (average time) hour every day.

Table 2. Time Spent for Recreational Reading in English

	Frequency	Percent	Valid Percent
1 hour a month	30	13.4	13.4
2-3 hours a month	28	12.5	12.5
1 hour a week	32	14.3	14.3
2-3 hours a week	87	38.8	38.8
1 hour a day	47	21.0	21.0
Total	224	100.0	100.0

In Table 3, the amount of participants' recreational reading is illustrated with regard to number of pages they read. The number of pages the participants read also indicate little amount of recreational reading in English among pre-service English language teachers. The amounts from *1-10 pages a month* and *10-50 pages a week*, 74.1%, may be considered to be very low or low. The rate of frequent reading is 25.9 %, and, among the participants, only 10.3 reported that they read *more than 100 pages a week*. The slight difference between the rates of the time spent for reading and the amount of pages read may be attributed to the reading speed of the participants. Slow reading or the differences between the paces of reading among the participants may have brought about such a difference.

Table 3. Number of Pages Participants Read in English.

Pages	Frequency	Percent	Valid Percent
1-10 pages a month	32	14.3	14.3
10-50 pages a month	14	6.3	6.3
1-10 pages a week	44	19.6	19.6
10-50 pages a week	76	33.9	33.9
50-100 pages a week	35	15.6	15.6
100+ pages a week	23	10.3	10.3
Total	224	100.0	100.0

Despite slight differences between the results given in the tables above, as will be given in Table 5 below, there are strong significant positive correlations among them. These results all indicate respectively low frequencies and amounts of recreational reading among pre-service English language teachers. Table 4 shows the motivational profiles for recreational reading of the participants and the relationship between them and frequency and amount of reading.

Table 4 shows that the lowest scored items are amotivation (M: 1.78) and external regulation (M: 2.46). This indicates that participants are not amotivated to do recreational reading, and they do not do recreational reading due to external factors such as pressure, punishment, reward, etc. Another important point which should be emphasized is that participants' intrinsic motivation (M: 3.93) is considerably higher than their extrinsic motivation (M: 3.07). In addition, among the subscales/subtypes of extrinsic motivation, more self-determined (in other words, more autonomous) ones are higher than the others. This shows that internal factors are more effective in their desire for recreational reading. Among the

subscales/subtypes of intrinsic motivation, the highest scored one is intrinsic motivation for knowledge (M: 4.12). This finding indicates that their most important reason for doing recreational reading in English is learning new things, discovering new ideas, or learning new things about the target language and the people and culture of that language. A result which can be defined to be interesting is the mean of intrinsic motivation for stimulation. It is the lowest (M: 3.79) among the three subscales of intrinsic motivation. Although recreational reading is also called reading for pleasure, the items stating the experience of enjoyment, fun, or pleasure were not scored as high as other subscales.

Table 4. Means and Standard Deviations for the Motivational Types for Recreational Reading in English

Subscales	M.	S.D.
Amotivation	1.78	.60
Extrinsic Motivation	3.07	.59
External Regulation	2.46	.78
Introjected Regulation	3.25	.67
Identified Regulation	3.61	.59
Intrinsic Motivation	3.93	.61
Intrinsic Motivation for Knowledge	4.12	.70
Intrinsic Motivation for Accomplishment	3.94	.65
Intrinsic Motivation for Stimulation	3.79	.75

In brief, according to these findings it can be concluded that participants of this present study do recreational reading because of intrinsic motivations rather than extrinsic ones. In the following table (Table 5), the correlations of the motivational profiles with the frequency and amount of recreational reading will be given.

Table 5. Correlations Among the Frequency, Amount of Recreational Reading, and Subscales of the Motivation for Recreational Reading in English

	M.	1	2	3	4	5	6	7	8	9	10	11	12
1 Fr.	3.52	1											
2 T.	3.42	.518**	1										
3 Pg.	3.61	.392**	.491**	1									
4 A.M.	1.78	-.152*	-.150*	-.308**	1								
5 EM	3.07	.011	-.046	-.042	.105	1							
6 Ext.R.	2.46	-.084	-.074	-.140*	.341**	.871**	1						
7 Int. R.	3.25	.086	-.012	-.011	-.011	.907**	.665**	1					
8 Id. R.	3.61	.070	-.017	.101	-.194**	.779**	.435**	.703**	1				
9 IM	3.93	.181**	.141*	.168*	-.429**	.404**	.094	.468**	.612**	1			
10 IM-Know.	4.12	.198**	.196**	.184**	-.417**	.286**	.019	.358**	.477**	.904**	1		
11 IM-Acc.	3.94	.103	.040	.058	-.290**	.466**	.209**	.489**	.603**	.836**	.664**	1	
12 IM-	3.79	.179**	.145*	.199**	-	.304**	.016	.377**	.520**	.891**	.758**	.547**	1

Stim.

.422**

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level.

Note: Fr.: Frequency, T.: Time, Pg.: Page; A.M.: Amotivation, EM: Extrinsic motivation, Ext.R: External regulation, Int.R. Introjected regulation, Id.R: Identified Regulation, IM: Intrinsic Motivation, IM-Know.: Intrinsic Motivation for Knowledge, IM-Acc.: Intrinsic Motivation for Accomplishment, IM-Stim.: Intrinsic Motivation for Stimulation.

As stated in the preceding sections, there are strong significant positive correlations among number of pages, time, and frequency of participants' recreational reading. As for their relation to motivational sub-types, frequency and time of recreational reading have significant negative correlations with amotivation at the 0.05 level; number of pages has a significant negative correlation with amotivation at the 0.01 level. They have no significant correlations with extrinsic motivation and its subscales with one exception: number of pages has negative correlation with external regulation at the 0.01 level. As for their relationship with intrinsic motivation and its subscales, reading frequency has a positive significant correlation with intrinsic motivation in global and intrinsic motivation for knowledge and intrinsic motivation for stimulation at the 0.05 level. It has no correlation with intrinsic motivation for accomplishment. Time spent for recreational reading has a positive significant correlation with intrinsic motivation in global and intrinsic motivation for stimulation at the 0.01 level and intrinsic motivation for knowledge at the 0.05 level. It has no significant correlation with intrinsic motivation for accomplishment. Number of pages read by the participants has a positive significant correlation with intrinsic motivation for knowledge and intrinsic motivation for stimulation at the 0.05 level and with intrinsic motivation in total at the 0.01 level.

CONCLUSION

The results reveal that whereas amotivation is a predictor of low frequency and amount of recreational reading, intrinsic motivation is a strong predictor of them. Of all the motivational subscales, intrinsic motivation for knowledge was found to be the most influential and the strongest factor enhancing recreational reading. On the other hand, no relationship was determined between extrinsic/less self-determined motivational types and recreational reading.

One of the important results of the present research was that the frequency and amount of recreational reading, irrespective of the participants' gender and grades, were not very high. Only a small rate of them reported that they did regular, frequent and much recreational reading. These results are consistent with some findings presented by previous studies (DiGiovanna, 1994). The second important finding was that participants' more self-determined (intrinsic) motivations were considerably higher than their more controlled (extrinsic) motivations and amotivation. And the motivation type highest scored by the participants was intrinsic motivation for knowledge. Therefore, their desires for learning new things, discovering new ideas, knowing the culture and people of the language they are learning can be considered the strongest predictors of their recreational reading. Another point that should be emphasized is that although participants' frequency and amount of recreational reading was not very high, their motivation was not very low, either. These findings have similarities with earlier studies (e.g., Nishino, 2005). The third

and final important finding of this study was the correlation between the frequency and amount of recreational reading and different motivational types. A significant negative correlation was found between amotivation and frequency and amount of recreational reading, whereas a significant positive correlation was determined between the intrinsic motivation sub-scales and frequency and amount of recreational reading. Conversely, no relationship was found between extrinsic motivation and frequency and amount of recreational reading. Unlike some previous studies which presented findings in favor of female participants (e.g., Baker & Wigfield, 1999; Wigfield & Guthrie, 1997), no difference was found between the scores of males and females.

These results indicate two important points which require attention: First, the frequency and amount of recreational reading among pre-service English teachers is not very high and they should be enhanced. Second, intrinsic motivation (in particular, intrinsic motivation for knowledge) is very important for recreational reading and there is an urgent need to enhance students' intrinsic motivation in order to increase the frequency and amount of reading (Kondo-Brown, 2006).

In the realization of the aims above, the following recommendations, which were made by previous studies as well, may be useful. One of the most important ways of increasing learners' intrinsic motivation and, accordingly, their involvement in recreational reading is providing them a wide variety of interesting reading materials, and giving them the chance to choose what they will read (Nishino, 2005). Guthrie et al. (2006) list some suggestions to enhance motivation for reading. This study investigates and emphasizes the role of designing stimulating tasks. The suggestions they made were (1) using content goals for reading, (2) affording students choices in the classroom, (3) using properties of texts increasing interest, (4) giving social goals and cooperative-learning structures in reading activities, (5) teacher involvement in the reading process of the students, (6) using rewards and praise, and (7) emphasizing mastery goals in the classroom. These suggestions are supported by the present study as well. Foreign language teachers should take these suggestions into consideration to create a suitable atmosphere for the facilitation of learners' motivation and, accordingly, increase their re-creational reading and achievement in reading and overall language learning.

The data of this study were collected only through a questionnaire and based only on self-reports in which social desirability might influence participants, leading them to give positive responses. The participants' amount and frequency of reading were not supported by extra information about the name, title, subject, or characters of what they read. The participants were also asked to state the amount and frequency of the recreational reading they did in English by marking the choices given to them on the questionnaire. In further studies, the participants may be asked to give more detailed information about the recreational reading they do and write their recreational L2 reading frequency and amount themselves rather than choosing the given intervals.

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