

# Dimensions of Reading Motivation among Filipino Bilinguals

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## Abstract

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This study seeks to identify and measure the dimensions of the motivation to read in English among Filipino bilingual high school students and to determine the relationships among these dimensions. Using the Dimensions of Bilinguals' Motivation to Read in English Questionnaire, an instrument combining some items in Baker and Wigfield's (1999), Mori's (2002) Motivation to Read Questionnaires and additional items by the researcher, the study was able to identify the various dimensions of the 246 bilingual-participants' motivation to read in English. Results from a factor analysis revealed six independent dimensions, namely Social and Learning Environment, External Motivation, Mastery Orientation, Performance Orientation, Pressure, and Familiarity with the Content and Format of the Text, which confirmed that the participants' motivation in the domain of reading is multifaceted. Some of the factors reported in previous studies clustered to form the present set, while some were those proposed by the researcher as they were facets consistently mentioned in literature as factors in reading comprehension, but were never tested as second language reading motivation factors.

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*Keywords:* Reading Motivation, Filipino bilinguals

## Introduction

In the field of education, there is a constant search for various ways that will make learners maximize their potentials, abilities, and performance. In this regard, a key issue is to understand the role played by a learner's willingness to engage in various learning undertakings. In particular, researchers have identified motivation, defined as "the personal goals, desires, and intentions of an individual" (Guthrie & Wigfield, 2000, p.2), as an important affective factor to consider in learning, which is considered more adaptable than learning style and the second most important individual difference factor next to aptitude (Ellis, 2006).

While it is true that illiteracy is a very serious problem, aliteracy may be an even greater one. The latter has been defined as "lack of the reading habit; especially, such a lack in capable readers who choose not to read" (Harris & Hodges, 1981, in Cramer & Castle, 1994, p.4). In America, it has been observed that although their students learn how to read at increasingly difficult levels, too many of them do not voluntarily choose to read for their own personal pleasure or information (Cramer & Castle, 1994). Similarly, in the 2007 National Book Development Board (NBDB) Readership Survey, it has been reported "the percentage of book readers (among Filipinos) has decreased by 7%" (Mandigma, 2008, par. 5).

## Motivation to Read

Applied to reading, *motivation* is “the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading” (Guthrie & Wigfield, 2000, p. 2).

*Motivation to read* is said to be a multidimensional concept which makes one’s choice to read to come from varied reasons. Moreover, since there are several aspects of motivation, some of them will be stronger than others within an individual at various points in his/her life.

This description of reading motivation is very much related to how Gardner (1998, in *Literature Review: Affect in Language Learning*, n.d.) defines motivation in second language learning: “Motivation is dynamic.....different sources of motivation leads to different kinds of motivation” (par. 4). This is the reason why he also argues that it is not acceptable to suppose that motivation is the same and consistent in the different context of language learning. Another authority in motivation research, Dornyei (1998 in *Literature Review: Affect in Language Learning*, n.d.) defines motivation as a multifaceted factor. He suggests that it should be perceived as a process which needs to be described in its different stages. These positions on how motivation should be studied and analyzed are relevant for researchers who would like to identify other dimensions of motivation in the different domains of learning. A section of this paper discusses how the present researcher intended to look into text-related and context-related factors in reading as possible sources of the other dimensions in second language reading motivation.

General motivation constructs and theories have been adapted to explain the motivations of learners when they read. This is so because it was only recently that researchers have begun to explore the nature of motivation in the field of reading (Gambrell, 2001). She noted that historically, reading has been viewed primarily as a cognitive process, and only the relatively new studies show that there are also social and individual factors that need research attention to fully understand the process of reading.

Using Competence and Efficacy theories, reading researchers have been able to explain the role of learners’ beliefs about their efficiency and ability to perform certain reading tasks. They have reported that these two related factors actually estimate one’s achievement in reading, and have cited activity choice, willingness to expend effort, and persistence as mediators (Guthrie & Wigfield, 2000). Moreover, a person’s anticipation that he/she will be successful in a reading activity positively predicts his/her performance on that task. Constructs related to Subjective Task Value such as interest, attainment, and utility values explain why there are competent and confident readers who do not prefer to read when they do not perceive any reward for doing so. A third construct which has been used to study reading motivation is Achievement Goals. Clear, specific, and appropriate learning goals lead to better performance as argued by experts. Researchers like Ames (1992, in Guthrie & Wigfield, 2000) have likewise identified two goal patterns that influence how individuals set their goals— mastery goals and performance goals. Learners who set mastery goals (also called task goals or learning goals) are expected to have greater persistence in doing tasks and more positive motivation, which is the reason why instructional methods in reading should highlight this type of goals. On the other hand, performance goals of learners will make them focus more on comparing their abilities and grades with others, and in securing social approval (Kolic-Veholec, Roncevic, & Baysanski, 2007). It should be noted that based on some recent studies, both mastery goals and performance goals can and are actually being pursued at the same time by students, although the latter have been

previously thought to cause maladaptive learning and achievement outcomes (Wolters & Rosenthal, 2000; Woolfolk, 2007). The last construct which has been employed to explain what makes individuals want and not want to read is Intrinsic Motivation. It has been defined as “being engaged in an activity for its own sake, rather than for “extrinsic” reasons” (Guthrie & Wigfield, 2000, par. 12). Reading experts explain that an intrinsically-motivated reader has stronger and more long-lasting reasons for reading.

### Studies on Motivation to Read

Unfortunately, research literature addressing topics related to motivation to read has remained relatively fragmented, and studies which dwell on achievement motivation processes have not explored the area on how motivational processes operate in particular achievement contexts such as reading (Wigfield & Asher, 2002). Two reasons for this are the difficulty of researching affective variables and strong emphasis on cognitive variables (Mathewson, 1994, in McKenna, 1994). However, limited as they are, these studies on reading motivation have uncovered significant aspects of this affective factor.

**Studies on Reading Motivation in a first language.** Theorizing that a reader’s motivation to read is multidimensional, Wigfield and Guthrie constructed a Motivation to Read Questionnaire which they have used in a number of studies. In their model, Wigfield and Guthrie (1997, in Baker & Wigfield, 1999) conceptualized 11 dimensions of reading motivation which they further clustered into three categories: The first category, based on competence and efficacy constructs, includes *self-efficacy*, *challenge*, and *work avoidance*. The second category comprises the following: *curiosity*, *involvement*, *importance*, *recognition*, *competition*, and *grade*. The third and final category includes two dimensions: *social reasons for reading* and *reading compliance*. Guthrie and Baker (1999, in Nichino, 2005) used this instrument to identify the different dimensions of the motivation to read of 371 children and their relations to reading activity and reading achievement. The results revealed that those dimensions belonging to the extrinsic and intrinsic motivation, like Importance and Grades, were the strongest. Social and Work Avoidance dimensions were the lowest which were interpreted to mean that the participants did not read for social reasons and that they did not avoid work in reading.

Nelson and Manset-Williamson (2006) looked into the possible effect of two kinds of reading intervention, explicit teaching and guided reading, on the self-efficacy, attributions, and affect of 20 students from grades 4 to 8 with reading disabilities. Using data from a Self-efficacy questionnaire, Attribution Strategy Success and Failure Scales, oral retelling, multiple choice scores which were administered prior and after the treatment, the pair’s main finding was that both reading interventions resulted in greater self-efficacy, more adaptive reading attributions, and more positive affect for reading although the reading comprehension scores did not significantly increase.

The studies reported here have indicated that motivation is truly adaptable, multidimensional, and dynamic. Moreover, these studies have cited the role of reading task, reading context, and especially the background and experiences of the participants in increasing and varying their motivation to read.

Since motivation has a social dimension, there have been studies too that attempted to explain the role of home and parental factors in children’s motivation to read. Sonnenschein and Munsterman (2002) examined the types of comments made by African- American and European- American parents while their five-year old children were reading as well as the affective quality of

the reading interaction at home during one summer. They have observed that the children were reading both a familiar and an unfamiliar book with a member of their family, usually a parent but in one-third of the cases, an older sibling. The strongest predictor of their motivation to read was the affective quality of their reading interaction.

The pair of Baker and Scher (2002) had 65 6-year-olds and their mothers who came from different socio-cultural backgrounds as participants. Each child was asked to answer a Motivation for Reading Scale while the mothers were interviewed regarding their beliefs about reasons for reading, their beliefs about their child's interest in learning to read, and their ratings of the frequency of their child's experiences with printed materials. Findings revealed that the children-participants had generally positive views about reading and that neither gender, ethnicity, nor income level of their family affected their motivation to read. Value, enjoyment, and perceived competence were the dimensions of their motivation to read. Their over-all motivation was not associated with frequency of storybook reading or library visits, and frequent use of basic skills books (ABC books) was negatively associated with their motivation. Two parent-related factors predicted the children's motivation to read: parental identification of pleasure as a reason for reading and parents' reports that their child took an active interest in learning to read.

Research has also noted that maintaining motivation for reading activities is not an easy task because academic motivation naturally tends to decline by the middle grades or early adolescent years (Pressley, 1998, in Caldwell, 2002; Guthrie & Wigfield, 2000). Possible reasons that have been cited are changes from intrinsic to extrinsic motivation of students at this stage, decline in their self-efficacy, and instructional processes in reading that negatively affect students' reading motivation (Guthrie & Wigfield, 2000). For instance, the three most common strategies that schools use to motivate their students, namely rewards, competition, and the instrumental value of the task, are extrinsic in nature (Good & Brophy, 1987, in Johns & VanLeirsburg, 1994), which has obvious limitations. This is because rewards can make learners feel disheartened and unwilling to participate if they know that they do not have a genuine chance of getting the reward, while competition creates winners and losers which could affect students' self-confidence and self-concept (Johns & VanLeirsburg, 1994).

Interestingly enough, the study that follows is one of the few which revealed positive results with regard to the motivation to read of learners in this age bracket.

Another example of a study on adolescent motivation is the one by Pitcher et al. (2007) who modified Gambrell, Palmer, Codling and Mazzone's (1996) Motivation to Read Profile (MRP) and called their instrument the Adolescent Motivation to Read Profile (AMRP). Eleven researchers conducted the survey to 384 students and interviewed 100 students who were in their early, middle, and late adolescence. The respondents came from different ethnicities. Results revealed that females had higher scores than males who had decrease in their scores in later adolescent years. Moreover, the answers during the interview proved to be richer because these explained, gave support, and clarified the respondents' answers in the survey.

In addition, Guthrie et al. (2006) have reported that American adolescents were more motivated to read 'non-traditional' texts and to read outside the classroom. The researchers inferred that this could mean that readers in this age group do not like reading materials and tasks to be imposed on them; they would like to be given choices when it comes to what and when to read.

Majority of the studies on motivation to read, especially in the first language, have focused on young readers. This may be explained by theorizing that early success or failure in reading would affect one's reading motivation which may be carried through the years. Furthermore,

motivation is the “preeminent predictor’ of frequent reading” (Guthrie, 1999, in Morgan & Fuchs, 2007, par. 3). That is why reading experts have cited the role of early intervention to prevent problems related to **both** poor reading skills and low motivation to read among children.

**Studies on Reading Motivation on a Second Language.** While most of the previous research on motivation to read in the first language focused on children’s motivation, studies on L2 reading motivation have generally employed adolescent and adult students as participants. It should be noted that this area of second language reading is more limited compared with first language reading; however, the studies have likewise revealed significant findings. The following are some of those which attempted to explain the motivational factors in reading and other topics related to motivation among second language readers.

Fransson (1984, in Bernhardt, 1998) in his study on university students found that positive affect facilitates reading comprehension and that motivation for reading influences strategy use. Moreover, he reported that those students who were anxious while reading focused on details than on the important ideas, which made him conclude that when a reader has high anxiety, he/she loses the purpose of reading (Alderson, 2000).

Mori (2002a) also investigated what comprises foreign language reading motivation. Using Wigfield and Guthrie’s (1995; 1997) model in an EFL context, she tested whether reading motivation in the new situation will be similar to L1 reading motivation which is multidimensional and independent of each other. The 447 participants were women from a Japanese university who were tested in intact groups. Using a modified Motivation to Read Questionnaire, the findings revealed that the participants’ motivation to read were also multidimensional which included Reading Efficacy, Reading Challenge, Reading Curiosity, Reading Involvement, Importance of Reading, Reading for Grades, Compliance, and Reading Work Avoidance. However, among those eight dimensions, only Reading Efficacy and Importance of Reading were clearly identified. Reading Curiosity, Reading Involvement, Reading Avoidance, and Reading Challenge clustered into one dimension, defined as Intrinsic Value of Reading. The researcher then proposed that motivation to read in English for her participants may instead be divided into four sub-components, namely Intrinsic Value of Reading in English, Attainment Value of Reading in English, Extrinsic Utility Value of Reading in English, and Expectancy for Success in Reading in English.

A researcher who replicated Mori’s (2002) study is Nichino (2005). For the participants in this study, six factors were obtained and categorized into five sub-components of EFL reading motivation: Reading Efficacy, Intrinsic Value of Reading in English, Extrinsic Utility Value of Reading in English, Importance of Reading in English, and Communicative Orientation.

A similar study was conducted by Takase (2007) who had high school girls as participants who underwent an extensive reading program for one year. The researcher investigated the factors that affected the girls’ reading motivation in English. Findings identified intrinsic motivation in L1 reading and in L2 reading were the two most important factors. Parental involvement and family attitudes affected their L1 reading motivation but not their L2 reading motivation. Moreover, there were those who had intrinsic motivation to read in English but did not develop positive reading attitudes in their L1.

Kondo-Brown (2006) investigated how 17 affective factors were related to Japanese second language (L2) reading comprehension and *kanji* knowledge test scores of 43 university students in advanced Japanese courses. Major findings showed that reading comprehension ability and *kanji* knowledge had direct associations with self-perception of Japanese reading ability, perceived

difficulty in learning *kanji*, and the intensity of motivation for reading Japanese. Also, self-perception of Japanese reading ability correlated more strongly with demonstrated *kanji* knowledge than with reading comprehension ability. Students who were more determined to learn Japanese in general seemed to have higher intrinsic or extrinsic orientation for reading Japanese, but only those with stronger intrinsic orientation for reading Japanese are more likely to work at reading Japanese. Finally, it was noted that intolerance of ambiguity and disengagement from the analytical study of *kanji* may be signs of lack of intrinsic orientation and motivation for reading Japanese.

The results in the four previous studies provided evidence that motivation to read in one's first language and second language tends to be different and is affected by different factors. However, the construct of L2 reading motivation closely resembles the general motivational structure proposed by expectancy-value theory on which Guthrie and Wigfield based their model.

There have been studies that used motivation and other variables to know how these affect, facilitate, or decrease one's motivation to read in L2.

Two hundred sixty-two first and second year English and non-English major Japanese students participated in another experiment by Mori (2002b). They were asked to answer a questionnaire and to do an extensive reading assignment. Using principal components analysis and multiple regression analysis, the researcher was able to identify the different motivational subcomponents of their motivation to read and the relationship between some subcomponents of motivation and the amount of reading. The results of the factor analysis revealed seven independent motivational subcomponents in the questionnaire related to reading motivation and motivation to learn English, and five independent factors pertaining to motivation to work on the task, namely Intrinsic Value of Reading and Learning English, Integrative Orientation, Expectancy for Success, Attainment Value of Reading and Learning English, Interest in Cultures, Grade-related Extrinsic Utility Value, Effort, Intrinsic Value of the Task, Attitudes Toward Procedures of the Task, Extrinsic Utility Value of the Task, Attitudes toward Stories in the Task, and Cost. The results of multiple regression analysis suggested that the significant predictors of the quantity of time the students read outside their classes were Expectancy for Success, Cost, Intrinsic Value of the Task, and Attitudes toward Procedures of the Task.

Reiter (2003) reported that Sustained Silent Reading increased the reading comprehension and motivation of high school students who were learning English as an L2. This implies that there is an association among pleasure reading, motivation, and reading comprehension.

Hitosugi and Day (2004) had first year university students who were studying Japanese as a foreign/second language as their participants in a study which investigated if extensive reading would help improve L2/EFL learners' reading abilities and motivation to read. For ten weeks, they were asked to read books which were primarily written for children who are learning Japanese as their first language. These books (all 266 of them) have been listed and ranked according to their difficulty. As a requirement in their course, the students were asked to select and read a minimum of 40 books. Furthermore, they were to submit a Reaction Report in Japanese. Students were asked to rate the books they read by using a code from one to five, with five indicating a really terrific book and one indicating a very boring book. To encourage students to continue reading once they had read 40 books an additional 5% in their grade was given for reading an additional 20 books. Once a week, the students had varied extensive reading activities to develop their oral fluency in the target language. At the end of the semester, the students reported that they looked forward to the activities. The results of the questionnaire on their motivation to read and reading tests showed improvement.

The three previous studies noted the effectiveness of two instructional strategies, namely extensive reading and sustained silent reading, in improving the participants' motivation to read in a second and foreign language. Similar to some L1 reading motivation studies reported here earlier, improving the learning context and environment will likely lead to increase in motivation to read in a second language. The last foreign study to be reported in this section analyzed the relationship between reading motivation and strategy use while using extensive reading as an instructional strategy.

Nichino (2007) did a longitudinal case study on the reading strategies and motivation of 2 Japanese middle school students beginning to read extensively in English. During a 2.5-year study, the researcher conducted interviews 4 times, gave tests regularly, and observed participant behavior in each reading session. The results showed that the 2 participants used a variety of reading strategies and that their L2 reading motivation changed as they became increasingly fluent readers. The findings revealed significant individual differences in the use of reading strategies and support a dynamic view of L2 reading motivation.

In the Philippines, there are a number of recent studies which examined the role of reading motivation and attitudes. Mercado (1999) found that among her 90 intermediate student-participants, only 19 have high, positive self-perception as a reader. However, these students' self-perception had no significant relationship with their academic reading achievement.

Perez (2004) attempted to identify the difference in reading ability and motivation among high school students with personality as the independent variable. Randomly selected students from Rizal High School were asked to answer the Achievement Motivation and Learning Strategies Survey (AMLSS), Myers-Briggs Type Indicator (MBTI), and the Reading Comprehension California Achievement Test to gather the needed data. After analyzing her data using t-test and Pearson Product Moment Correlation, she found that her participants had a number of positive learning strategies and achievement goals like working hard to have good grades and to be recognized, double-checking their answers for accuracy, and preparing, attending and reciting during their English classes. Those with the judging type of personality used effective methods to achieve high academic performance. Moreover, five factors of motivation had significant correlation with reading comprehension: Achievement Motivation, Attitude in English Class Participation, Attitude in Reading Comprehension Test, Attitude in Reading Comprehension, and Strategy in Reading Comprehension Test. One motivational factor, Strategy in Reading Comprehension did not significantly correlate with reading comprehension.

Just like the results of a good number of foreign and local studies reported earlier, the last set of studies revealed inconsistent findings as to the relationship of the participants' motivation to read and their reading achievement and use of reading strategies. This gives the idea that there are intervening or mediating factors that have not been accounted for.

### **Other Possible Dimensions of Reading Motivation**

Although previous studies have been able to identify a number of reading motivation dimensions, Wigfield and Guthrie (2000, in Baker & Wigfield, 1999) still think that "questionnaires containing other kinds of items could potentially uncover other aspects of reading motivation. We believe it is important for researchers to extend the search for additional dimensions of reading motivation" (p. 39).

Their idea makes sense because as reflected in the review earlier, there have been only four reading researchers who have modified their original questionnaire and added some items

which they deem appropriate for the participants they had in their studies in order to capture the dimensions of their reading motivation. None of these motivational researchers has claimed any generalization as far as their findings are concerned.

Along this line, the present researcher is particularly interested to study and explore whether there are dimensions of reading motivation which are truly unique to Filipino bilingual adolescents. This particular group of learners has not been tapped in earlier reading motivation research since past participants have been monolingual and EFL learners. Using a basic tenet in reading education that reading is one's first language is different from reading in one's second language, this researcher argues that it is probable that learners who are reading in their native language and those who are reading in a distant language would have different reasons for doing so from those who are reading a language that they learn openly and naturally like their first one. The age of the participants is another factor that may provide different results. The previous participants were either children or college students. If indeed reading motivation decreases at certain age and grade levels (middle grades and early adolescents), a study with adolescents will either confirm or weaken this finding.

But what are the possible other dimensions of reading motivation? What are the sources of these dimensions?

Articles on reading comprehension discuss many factors that affect the reading process. These factors have been categorized as reader, text, and context factors (Ocampo, 2006). These categories are said to be linked with one another. For instance, a Grade 4 student may be able to comprehend a story from his or her textbook, but may have difficulty if given a story from a Grade 6 textbook. This highlights the importance of text factors. Whereas, when a seemingly uninteresting text to a class may become exciting when a teacher employs creative reading activities and tasks points to the importance of context factors in reading. In fact, it has been observed that instructional methods play an important role especially in second language learning.

From this background, this researcher would like to look into the various text and context factors of reading as possible sources for the other dimensions of reading motivation, and which will differentiate the bilingual readers' reasons for reading from those of the monolinguals and EFL readers. *If reader, text, and context factors in reading are indeed interrelated, could it be possible that certain text and context factors are also dimensions of motivation to read?*

What follows is a short review of studies that found particular text and context reading factors to be associated with some affective factors.

An important step taken by a reader to be able to make sense of the printed page is to connect what he or she is reading with his or her existing body of knowledge. A text that contains information and details close to what a reader already knows is likely to be understood and appreciated better than one which has ideas that are far or opposite to what a reader perceives to be true and correct. So far, research on content schema has revealed that learners have better comprehension, read the text faster, and recalled more of the content when they have background knowledge on the topic being discussed in texts (Steffensen, Joag-dev, & Anderson, 1979, in Carrell, 1983; Johnson, 1983; Aron, 1986; Malik, 1990, in Carlo & Sylvester, 1996; Pritchard, 1990; Roller & Matambo, 1992; Abu-Rabia, 1996). Similarly, Anderson (1982, in Fox, 1990) found that more interesting materials were more likely to be attended to by students and so they spent more time reading these texts.

Context also plays an important role in attempting to develop students' genuine love for reading, as reported by previous researchers (Gambrell, 2001; Pressley, 2002).



*Self-selection* or giving students some choices as to the reading materials, manner of expressing their comprehension of the text is strongly-linked to motivation to read, persistence, effort, and attention, while *social interaction* among the students, teachers, peers, and family also fostered intrinsic motivation to read (Gambrell, 2001; Morrow, 1992, in May, 2001).

Fox (1990) recommended that teachers encourage their students not to read books they are not enjoying, not to use threatening ways of checking students' reading, and to ensure that students read in a relaxed and comfortable place.

Gee (1999) had similar points that can be summarized in 5 Cs: give students opportunities for Choice, Challenge, Control, Collaboration, and Connection. Moreover, they should be taught to accept and attempt to read both easy and difficult books.

From all of these, common threads are noticeable: *Students understand reading materials which are familiar to them in content and format. Reading texts chosen by the learners themselves are enjoyed more than those imposed on them. Readers do not enjoy materials that are too difficult for them. Reading becomes an enjoyable activity when learners are in a relaxed atmosphere. Interesting reading lessons and classroom activities will make students want to read.* All these statements point to the importance of enjoyment and interest in any attempt to read. This researcher argues that when one talks about enjoyment and interest, he/she is actually making a case for motivation.

Therefore, all of the statements above are snippets on how motivation to read can be developed by positive encounters with texts and context. Extending Wigfield et al. (2006) argument that motivation is a personal attribute that is significantly affected by an individual's varied experiences, this researcher asserts that experiences with certain text and with other people are among those events that may develop or hamper an individual's motivation to read.

The studies which have been reviewed so far are those that show connection between text and context factors in reading and motivation. These have not empirically tested the factors as possible dimensions of reading motivation.

The present researcher has found two studies which have identified text and context factors as dimensions or factors of reading motivation. However, these studies have obvious limitations and differences with how the studies on reading motivation dimensions have been conducted. First, the two studies have employed Conversational Interviews to gather data from a limited number of participants (4 and 16 respectively); this did not allow the researchers to generalize their findings. Second, the studies had 2<sup>nd</sup> and 4<sup>th</sup> grade students as participants. Third, the participants were monolinguals. Despite these restrictions, the findings have discovered that indeed, there are text and context factors that have motivational dimensions as well.

The first study was conducted by Edmunds and Bauserman (2006). They found that their participants' personal interest on certain topics, materials that contain humor and adventure, exciting book covers and illustrations, teachers who read books to them, peers and family member who expose them to books primarily by giving them books as gifts and who share books with them are their motivations for reading. The first three are text-related dimensions while the last two are context-related dimensions.

The second study, carried out by Cole (2003) revealed similar results. The participants identified the following as their motivations in reading: classroom activities that attempt to relate what they read with real life, teaching strategies that allow self expression, feedback, social discussion, and participation, and books which are presented in chapter and series format. Except for the last which is a text-related dimension, the study was able to identify four context-related dimensions.

Aside from the two empirical studies, there are related concepts discussed by motivational researchers which are worth discussing at this point because they give justification to the possible inclusion of text and context factors as dimensions of reading motivation.

The first is on sources of motivation. According to Csikszentmihalyi & Rathunde (1993, in *Literature Review: Affect in Language Learning*, n.d. ), many past theories on motivation have not given enough emphasis on *emergent motivation* which refers to the “enjoyment of performance in the present” (par. 4). They claim that existing theories have dwelt on the drives and goals of individuals which are considered instinctive reactions. This is evident in the area of reading since the constructs that have been used to explain individuals’ reasons for reading are those that analyze their long-term intentions and aims. On the other hand, text and context factors as possible domains of reading motivation are clear examples of “here and now” type of motivation. Fleeting as it is, an emergent motivation can develop into a more lasting one.

The other two concepts are based on the Self-Determination Theory by Ryan and Deci (2000, in La Guardia & Ryan, 2002). These are the individual’s need for *relatedness* and *autonomy*. The former is defined as “the feelings of connection and belongingness with others” (p. 195) while the latter is synonymous with the notion of independence. These constructs are able to explain how some socio-contextual factors at home and school could either develop or diminish motivation. In reading, it is highly probable that learners enjoy reading when it allows them to express and share their feelings toward reading materials with their peers and teachers, and when they are given the chance to demonstrate their understanding and appreciation of texts in their own ways.

With these points, the present researcher believes that other dimensions of reading motivation can truly be present when text and context factors of the reading process are analyzed. Specifically, this study tested whether *content schemata*, *formal schemata*, *text structure*, *syntax*, *pressure/tension to read*, *opportunities for choice*, *instruction*, *atmosphere*, and *family/peer factors* are dimensions of Filipino bilinguals’ motivation to read.

### Methodology

To address the concerns of this exploratory study, a descriptive-correlational design was employed. Through the administration of a questionnaire, the researcher was able to identify and describe the dimensions of the participants’ motivation to read English texts, and determined the relationships and the extent of correlation that existed. The specific research questions are the following:

1. *What are the domains of the motivation to read of the participants?*
2. *How are these domains interrelated?*

To do this, the researcher, with her two research assistants, administered The Dimensions of Bilinguals’ Motivation to Read in English Questionnaire (DBMREQ). To identify the first language and second language of the participants, a Language Background Questionnaire was also given out.

## Participants

The study involved 646 students (girls=366, boys=280) of a co-institutional parochial school in the city of Manila. Their first language is Tagalog while English is their second language. The students came from the 14 sections in the Junior Year. They were in intact classes when they answered the questionnaires during their regular English class time. One section spent an average of 40 minutes to answer the two instruments.

## Instruments

**The Dimensions of Bilinguals' Motivation to Read in English Questionnaire (DBMREQ).** This is a 63-item five point Likert scale (1=Strongly Disagree, 5=Strongly Agree), combining 20 items from Mori's (2002) and 7 items from Wigfield & Guthrie's (1997) Motivation to Read Questionnaires and 36 items which the present researcher added to find out if motivation to read is affected by other reader-related and text-related factors, such as self-schemata, content schemata, formal schemata, text structure, syntax, family/peer, context, pressure, and perceived choice. The role that these additional factors play in second language reading has been mentioned and discussed in the previous section of this paper. The items have been checked for their comprehensibility.

**Language Background Questionnaire.** In the present study, this three-page instrument was used to confirm that the students' first and second languages are Tagalog and English respectively. The other parts of the questionnaire however were not analyzed in the current report.

## Results and Discussion

The next sections present the discussion of the answers to the two research questions posed by the researcher.

1. What are the domains of the motivation to read of the participants?

A factor analysis was done to identify the various domains of the participants' motivation to read. The data from the 64 items were analyzed using varimax rotation. Those items with loadings  $>.40$  were included in the final factors while those with loadings  $<.40$  were eliminated. A loading of  $.41$  was the lowest while the highest was  $.79$ . Forty eight of the original 64 items remained which produced six interpretable factors that represented 38.48% of the reading motivation variance. (See Table 1)

Factor 1 obtained high loadings from nine items. Those include items that were expected to split into two components, but, in fact, loaded together on this factor: Social Factors (Items 30 and 35), and Context/Instruction (Items 42, 44, 46, 49, 56, 57, and 58). Factor 1 is best defined as *Social and Learning Environment* because a close examination of the items reveals that these variables are outside of a reader. Sample items are *"I enjoy reading because the teacher prepares interesting lessons and activities"* and *"I enjoy reading in English when I'm allowed to read in a relaxed atmosphere."* This factor accounted for 10.88% of the difference which is the highest

among the six factors considered in this study. It could be interpreted to indicate that the bilingual participants' motivation to read in English is primarily affected by common purposes among the learners and by teachers' style and class atmosphere during reading activities.

Table 1  
*Summary of Item Factor Loadings*

Items	F1	F2	F3	F4	F5	F6
<b>Factor 1: Social and Learning Environment</b>						
By learning to read in English, I hope to learn about various opinions of different people.	.41					
Learning to read in English is important in that we need to cope with globalization.	.50					
I appreciate when a teacher gives praise and positive feedback about my efforts to read in English.	.58					
I enjoy reading in English because the teacher prepares interesting lessons and activities.	.49					
I enjoy reading when the teacher helps me with difficult English words and other language problems.	.55					
An interesting method of teaching will make me want to read in English.	.57					
I enjoy reading in English when the teacher allows us to express ourselves and our understanding of a reading material.	.51					
I like reading in English when the teacher uses our background knowledge and experiences in discussing reading materials in class.	.56					
I enjoy reading in English when I'm allowed to read in a relaxed atmosphere	.45					
<b>Factor 2: External Motivation</b>						
It is a waste of time to learn to read in English.		.60				
It is difficult to read in English		.45				
I do not want to read in English even if the content is interesting.		.55				
Long and difficult English passages make reading not interesting for me.		.61				
I do not read unless I have to.		.60				
I read because it is a requirement in many of my subjects in school.		.47				
I would not volunteer to read unless it is required as a homework or assignment.		.61				
When a writer uses English words that I don't understand, or writes complicated and/or long sentences and paragraphs, I don't enjoy reading.		.57				
I do not enjoy reading in English when I'm under time pressure.		.41				
I don't read in English because the teacher does not encourage me enough to do so.		.69				
I feel pressured when I'm given an English reading task.		.41				
I don't read in English much because it is not a usual activity at home.		.58				
I feel it was not my own choice to read in English.		.60				
<b>Factor 3: Mastery Orientation</b>						
I get deeply interested in stories even if they are written in English.			.69			
I like reading English novels.			.67			
I tend to get deeply active and diligent when I read in English.			.67			
It is fun to read in English.			.62			
I like reading English newspapers and/or magazines.			.49			
I like challenging my English reading skills and abilities.			.48			

<i>Cont. Table 1</i>						
I consider myself a good reader in English.			.55			
I am good at reading in English.			.42			
I'm confident that I can understand a new reading material in English because I have done so in the past.			.46			
I enjoy reading difficult English passages.			.53			
I read even if it is not required by the teachers.			.57			
I enjoy reading in English because I feel that it is my own choice.			.49			
I can still concentrate on my reading in English even if the environment is noisy.			.41			
Reading materials in English are fun to read.			.53			
<b>Factor 4: Pressure</b>						
I feel tense when I'm asked to read in English.				-.58		
I feel pressured when I'm given an English reading task.				-.49		
I don't feel nervous when I read in English.				.57		
<b>Factor 5: Performance Orientation</b>						
I like being the best in reading in English.					.56	
Reading in English is important because it will make me more knowledgeable than others.					.53	
I like to get compliments for my English reading skills and abilities.					.52	
I like to finish my reading before other students.					.46	
I like being the one who knows an answer in something we read in class.					.56	
<b>Factor 6: Familiarity with the Content and Format of the Text</b>						
I like reading in English when I'm familiar with the kind of reading material I'm reading.						.79
I enjoy reading English materials when the content is familiar to me.						.78
I appreciate a reading material in English when I know how the ideas are related with one another.						.47
I get interested in reading in English when I can choose the material I want to read.						.42
<b>Eigenvalue</b>	10.88	5.17	2.85	2.24	1.96	1.54
<b>Percentage of variance explained</b>	16.99	8.07	4.46	3.50	3.06	2.40

Thirteen items loaded on Factor 2 which accounted for 5.17% of the variance. These come from various variables such as Work Avoidance, Compliance, Content and Forma Schemata, Pressure, Context/Instruction, Family/Peer, and Perceived Choice. Together, they explain how finding significance and enjoyment in reading materials, activities and tasks, which are factors outside of a reader, would affect one's reading motivation; hence this factor is called *External Motivation*. Notice that the statements under this factor were reversed items- like "*It is a waste of time to read in English*" which expresses a reason why someone would avoid reading; "*I do not read unless I have to*" which implies the lack of initiative to read, and "*I feel pressured when I'm given an English reading task*" which indicates a feeling of unsteadiness during a reading activity. Therefore, the reversed scores actually refer to external factors as a domain of reading motivation.

Factor 3 obtained high loadings from 14 items, most of which are concerned with the importance of *Mastery Orientation* in reading. This factor explained 2.85% of the difference. The majority of the items corresponded to four aspects of L1 reading motivation identified by Wigfield and Guthrie (1995). Those aspects include Involvement, Curiosity, Efficacy, and Challenge. The results reflect the earlier descriptions given to mastery-oriented students: "*They assume*

*responsibility for learning and have a strong sense of self-efficacy. They perform best in competitiveness*” (Woolfolk, 2007, p.393). Likewise, variables based on the Competence and Efficacy Theory actually combined with the Achievement Goals’ construct in this Factor.

Another factor which emanates from the reader is Factor 4. The three (two were reverse-coded) items are collectively labeled *Pressure* because these describe how reading can bring anxiety, burden and similar negative feelings which make some people avoid the activity, and even to lose their purpose in reading (Alderson, 2000). Corollary, to be motivated to read, one should feel some control and freedom to make some choices being given to him/her. This is one of the proposed factors of reading motivation by the present researcher. Factor 4 accounted for 2.24% of the variance.

Factor 5 included five items that refer to *Performance Orientation*. Collectively they describe how a motivated reader wants to be known as a good reader and the positive challenge that reading brings to a motivated learner. Like Factor 1, this factor has two separate variables noted in previous motivation to read research, Competition and Recognition, which loaded together and explained 1.96% of the difference.

Another factor, which was one of those proposed by this researcher, cites the connection between certain text factors and one’s motivation to read. Even if *Text Content and Format Familiarity* has been acknowledged and noted to be an important factor in reading comprehension and is related to reading motivation, its direct relationship with the latter has not been studied enough. Factor 6, which explained 1.54% of the variance, may then be considered a text-based factor in motivation to read. The items indicate that when the content and format of a reading material is typical and known to the reader, reading becomes enjoyable.

Consistent with the results of previous empirical studies on reading motivation, the present research involving bilingual participants revealed that their motivation to read is multi-dimensional that ranges from extrinsic to intrinsic to text-based ones. Likewise, a good number of these factors are constructs from general motivation theories which have been identified by previous studies as factors of motivation in this specific domain.

However, it is very noticeable that the factors of the present participants’ reading motivation are not the same compared with those of the participants in previous research. Social and Learning environment, their strongest motivational factor which is the combined effect of instructional strategies employed by the teacher, atmosphere in the classroom, and people we are in contact with, may be considered extrinsic in nature. In a previous study by Wigfield and Guthrie (1997), the foremost reading motivation among their participants was Importance of Reading, while for the participants in the studies by Mori (2002), Nichino (2005), and Takase (2007), it was the Intrinsic Value of Reading. Hence, in these studies that used framework and methodology similar to the one at hand, the top most reason for reading among the readers was intrinsic in nature. Their other reasons for reading which are basically extrinsic were Social, Recognition, Competition, and Utility factors. For the present participants, Social factor loaded with Context factor as Social and Learning Environment factor, while Recognition and Competition combined as Performance Orientation factor of reading motivation, whereas the pattern of their motivation to read using the intrinsic-extrinsic dichotomy reveals that they generally have three intrinsic factors (Learning Environment, Mastery Orientation, and Pressure) and two extrinsic factors (External Motivation and Performance Orientation). A unique motivational factor found among them is Familiarity with the Content and Format of Text which is neither intrinsic nor extrinsic.

All of these comparisons seem to point to the idea that although motivation to read is indeed multi-dimensional, the factors of motivation in this domain may still differ depending on the characteristics of the participants being profiled. It should be noted that in the examples noted above, Wigfield and Guthrie's (1997) participants were monolingual boys and girls who were in grade school, those by Mori (2002) were Japanese female university students, while Nichino's (2005) and Takase's (2007) were Japanese high school students. On the other hand, the participants in the current study are male and female high school students who are ESL readers living in an urban setting. Age, SES, family language background, language proficiency in L1 and L2, reading proficiency in L1 and L2, language community where motivation in the target language is being tested, are just some of the numerous variables that should be considered to get a very clear picture of one's motivation to read.

A very important contribution of the present study is the one on the additional variables proposed by the researcher. Context (which includes items on instruction and learning atmosphere), Family/Peer, Perceived Choice, Pressure/Tension, and Familiarity with the Content and Format of Text have been empirically tested and proven to be factors of reading motivation of bilingual readers. The last two even resulting to independent dimensions of the domain of motivation being investigated, while the others clustered with the other variables similar to what earlier studies have reported.

Looking at the items proposed by the current researcher helps prove that certain text and context factors of reading are sources of reading motivation dimensions. All the five items which were projected by the researcher to test Text Content and Structure Familiarity loaded as one dimension of reading motivation. The same can be said about the three items for Pressure and the nine for Instruction. Three of the four items for Atmosphere, a Context factor like Instruction, also loaded as the Social and Learning Environment dimension. Two of the five items proposed for Choice split into External Motivation and Pressure dimensions. Lastly, one of the three items intended to test Family/Peer as a dimension loaded as a variable in the External Motivation dimension.

## 2. How are these domains interrelated?

After identifying the dimensions of the participants' motivation to read, scales were created for each factor. To find out if there were statistically significant relationships among the six dimensions, a Pearson correlation was employed. Overall, results revealed that the different dimensions of motivation have significant but weak to moderate (.39-.61) correlations with each other.

Table 2

*Means, Standard Deviations, and Intercorrelations of Reading Motivation Dimensions*

Variable	M	SD	1	2	3	4	5	6
1. Social & Learning Environment	4.24	.46	-					
2. External Motivation	2.53	.68	.03	-				
3. Mastery Orientation	3.73	.56	.51*	-.30	-			
4. Pressure	3.28	.61	.30	.19	.61*	-		
5. Performance Orientation	3.36	.66	.28	-.02	.30	.11	-	
6. Familiarity with the Content and Format of the Text	3.86	.65	.52*	.39*	.01	-.08	.17	-

Table 2 shows the relationship among the various dimensions of reading motivation. External Motivation (Factor 2) correlated with Familiarity with the Content and Format of the Text dimension (Factor 6) of the same domain of motivation ( $r=.39$ ). A common element in both domains is the presence of interest in the reading texts which probably relates the two dimensions with each other. This means that both familiarity and enjoyment with various reading texts and tasks lead to motivation among ESL readers.

Mastery Orientation (Factor 3) correlated with Social and Learning Environment (Factor 1) ( $r=.51$ ) and with the Pressure dimension (Factor 4) of reading motivation ( $r=.61$ ). These findings may mean that bilingual readers who value their achievement and self-worth are also motivated by factors outside themselves like the learning environment, and they tend to handle pressure well when reading.

Social and Learning environment reading dimension, which is actually a cluster of Context factors, correlated with Content and Format Familiarity dimension ( $r=.52$ ). It has been noted in previous studies that text, context, and reader factors influence reading (Lipson & Wixson, 1991, in Ocampo, 2006). This new finding seems to indicate that these factors do not just affect the general reading process, but also affect a specific domain of reading which is motivation.

The dynamic characteristic of motivation is made evident by these results, mainly because the factors which are outside the reader show connection with those found within the reader. Moreover, one's familiarity with text content and format seems to be related with external factors of reading motivation but not with the internal ones.

### Conclusion and Implications

Through this empirical undertaking, it has been established that the same text and context factors that play significant roles in the general reading process are also motivational dimensions in reading, specifically in second language reading. For teachers, the findings imply that learners' interest, preferences and choices, familiarity with the content and format of reading materials are to be considered in choosing texts to be used in their classroom. Also, text should give enough challenge to the students without making them feel pressured to read which may lead them to become frustrated and to avoid reading. A balanced use of narrative and informational texts must also be observed.

Because context factors are the ones controlled by the teacher, using engaging methods and strategies are encouraged to facilitate students' motivation to read in a second language. Moreover, since Social & Learning environment and external factors proved to be dimensions of reading motivation among bilingual readers, giving praises and positive feedback, planning interesting lessons and activities, allowing varieties in student self-expression and their understanding of reading materials, tapping students' background knowledge, and encouraging competition among learners are worth considering as well. Moreover, by giving students reading activities that they will accomplish outside the classroom and by using non-traditional reading materials, teachers highlight the important message that reading is not limited to school setting and school-type materials, and that it should be enjoyed and appreciated more with their parents and peers.

Similarly, for school administrators, a reflection on whether their schools' curriculum gives reading its due importance by having a constantly updated, flexible and well-rounded reading program is one way to increase and develop their bilingual students' motivation to read. Likewise, parents as first teachers of their children are encouraged to model positive reading behaviors and



attitudes which later on will manifest in their children's motivation to read. They can also assist the school in its endeavor to develop motivated readers by seeing to it that their children read at home and share what they read to them. These suggestions will likely benefit Filipino students in general, but especially those who are students in the public schools who may have limited access to good reading materials, who have low English language proficiency, who are reading below their expected levels, who have parents and peers who have no time and/or limited knowledge (among many other possible reasons) to model good reading habits and practices. In this case, the schools are given additional responsibility not just to make their students learn to read and to read in order to learn, but also to choose to read and enjoy reading because they appreciate doing so.

The same findings on the importance of text in motivating readers will guide textbook writers and publishers to consider these factors in planning and writing their books. More than matching texts with certain readability measurements, people in the textbook production business are to regard what topics and structure the expected readers are familiar and interested in, without sacrificing the goal of helping them develop a fine taste and appetite for reading.

For research purposes, the findings here open up many possible tasks and topics for those interested in the field of reading motivation. Future researchers may want to know if there are differences in bilingual participants' motivation to read in their first and second languages. Other assessment tools, such as observation, interview, think aloud protocols, are encouraged to be used to identify and describe the dimensions of motivations. For those inclined to use self-report instruments like those which were used here, they may want to further validate these instruments and to add other possible constructs of reading motivation aside from those identified in the present study using the researcher-made questionnaire. Furthermore, using other variables like gender, language and reading proficiency, socio-economic status, educational level (grade school, high school, college, etc.), could reveal significant findings as well. Also, it would be interesting to undertake a longitudinal study on bilinguals' reading motivation. There had been some studies of this type among children who are reading in their first language, and the results have been revealing as reported in a section of this paper. Another interesting study is to know whether one's motivation in the four macro skills are related with one another, whether amotivation exist in any of the four dimensions, and whether amotivation in one skill will affect the motivation in the other skills. As noted by some motivation researchers, socio-cultural factors in reading motivation have not been fully studied which make them possible and worthy research undertakings.

The methodology and results presented here, modest as they appear, contribute in the attempt to probe into and to understand the role of affective factors in the specific domain of reading. As noted in the review of previous studies made, established reading researchers have pointed to this domain as the most probable source of difference in second language reading performance.

Moreover, since there have been very few empirical studies on reading motivation in the Philippines, this study may be considered an important addition to this small group in terms of the number of participants, its attempt to identify and describe bilingual readers' motivation to read in a second language. Indeed, like what this study and the previous ones have proven, the area of reading motivation has a lot of potentials for research and practical application that will ultimately help students become lifelong readers and learners.

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