L2 learners’ motivation for L2 reading

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The present study is an exploration of multiple dimensions of L2 learners’ reading motivation and their relationships with L2 reading comprehension. Based on theories of motivation and previous studies in L1 and L2 reading motivations, it is hypothesized that L2 reading motivation is influenced by nine dimensions of motivation (Curiosity, Involvement, Challenge, Importance of L2 Reading, L2 Reading Self-Confidence, Instrumental Orientation, Recognition, Compliance, and Intrinsic Motivation for L1 Reading). Their dimensionality is examined using an L2 reading motivation questionnaire (L2RMQ), which was created by referring to the studies in L1 and L2 reading. The relationship between L2 reading motivation and text comprehension is investigated with the L2RMQ and a reading test. The participants of the study, 1,030 students from nine Japanese universities, completed the questionnaire and the test. The results are statistically analyzed using descriptive statistics, confirmatory factor analysis, and structural equation modeling to create an L2 reading motivation model (L2RM Model). The L2RM Model demonstrates the following: a) as has been found in previous studies, L2 reading motivation is multidimensional, consisting of both intrinsic and extrinsic motivations; b) although L2 reading motivation largely resembles L1 reading motivation, there are some L2 specific dimensions such as Instrumental Orientation and L2 Reading Self-Confidence; and c) L2 reading motivation significantly predicts L2 text comprehension. In summary, the present study demonstrates the multidimensionality of L2 reading motivation as well as the close connection between L2 reading motivation and text comprehension. The presentation will report the details of these findings including pedagogical implications and stress the need to incorporate motivational support into L2 reading instruction.

Keywords: L2 reading, L1 reading, motivation.