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How to Create an Environment in which
Students are Self-Motivated to Read Fiction in
English in the ESL-classroom

A Quantitative Study from Students' Point of View
Analyzed with the Self-Determination Theory

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Abstract

This study aims to investigate how to create an environment where students are self-motivated to read fiction in English in the ESL-classroom among upper secondary students. Information was collected through a survey with both qualitative and quantitative questions concerning students' own reading habits and reading motivation. In total, 134 surveys were collected from two different, one private and one public, upper secondary schools in Sweden. The results showed that most students in the survey believe reading fiction in English to be essential for their language development. However, the results also pointed to a lack of motivation among the majority of students. Based on the results, together with previous research, we conclude that teachers should aim to promote an environment characterized by intrinsic motivation in order to achieve autonomous and life-long reading habits.

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1 Introduction

As future English teachers, we recognize a great need to further develop our knowledge concerning reading motivation in the ESL-classroom. Many students agree that reading is necessary for language development, however, from our own experience, using literature in the classroom is often met with a negative attitude from students. According to Christine Nuttall, author of *Teaching Reading Skills in a Foreign Language*, “the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (Nuttall 1996:128). Furthermore, reading comprehension is part of the Swedish National Curriculum (Skolverket 2011). Nevertheless, according to our own experiences, working with literature in the ESL-classroom faces great resistance among Swedish upper secondary school students. Additionally, according to the OECD report in 2016, the 2015 PISA results showed that Sweden's average in reading increased by 17% since PISA 2012, but were still lower than the point average reached in 2000 and 2003.

The main focus of this essay began as an investigation of what aspects may motivate upper secondary school students in Sweden to read fiction in English. We decided to create a survey consisting of questions related to students' reading habits and reading motivation. The study was carried out at two different upper secondary schools with a selection of students in English 5, English 6 and English 7 courses. The results of the survey showed that the majority of the replies all had something to do with motivation: a lack of motivation, self-motivation, intrinsic or extrinsic motivation and so forth. Subsequently, we decided to search for literature focusing solely on motivation in education and found a theory called Self-Determination Theory, an organismic (a psychological) theory, suitable for our study. Self-Determination Theory was first initiated by Edward L. Deci and Richard M. Ryan. Even though the theory has been used in many different areas, we will apply the theory to reading motivation among Swedish upper secondary school students. Deci and Ryan argue, that each human being has three basic intrinsic (For definition of *intrinsic* see section 2.1) needs that have to be satisfied in order for autonomous (For definition of *autonomous* see section 2.1) motivation to occur. According to SDT, it is the intrinsic and autonomous motivation that will lead to students wanting to read.

When creating the survey, our main focus was to investigate how our students believed we, as English teachers, might best motivate them to read fiction in English. However, according to Deci and Ryan (2002) the question is not how to motivate others, in our case our

students, but rather how to create an environment that allows students to motivate themselves. In this essay, we will therefore use Self-Determination Theory to examine autonomous and intrinsic motivation when learning and more specifically, to analyze Swedish upper secondary school students' motivation to read fiction in English in the ESL-classroom.

1.1 Research question and thesis statement

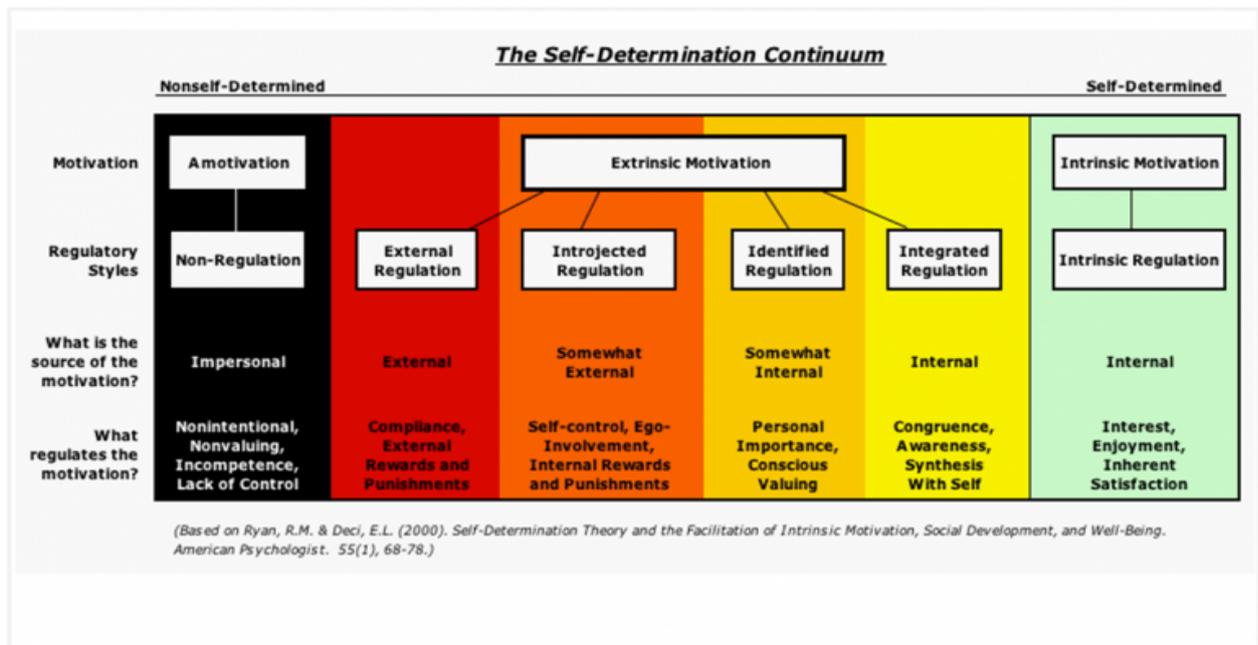
How may teachers create an environment where students are self-motivated to read fiction in English, in the ESL-classroom?

This study will show that by creating a study environment where students are intrinsically, rather than extrinsically, motivated, teachers will more likely encourage students to be self-motivated to read fiction in English inside and outside the ESL-classroom.

2 Background

2.1 Important Definitions

Self-Determination Theory: A motivation theory discussing controlled (Nonself-Determined) versus autonomous (Self-Determined) motivation (explained in detail under methodology).



Motivation: When defining motivation we refer to Deci and Ryan's definition: "To be motivated means to be moved to do something" (Deci & Ryan 2000b:54). However, there are different types of motivation: Intrinsic, Extrinsic, Amotivation, Integrated, Identified and

Introjected. All of these types decide whether motivation is more autonomous or controlled. The more intrinsically motivated a person is the more autonomous (self-determined) the motivation.

Intrinsic and Extrinsic motivation: *Intrinsic* motivation refers to behavior driven by internal rewards or personal interest, such as doing something for pleasure. In contrast, *extrinsic* motivation refers to when someone's behavior is driven by external rewards or punishments. Ryan and Deci (2000b) state that intrinsic motivation involves the student doing something he or she genuinely finds enjoyable or interesting. The impulse and need to want to learn and succeed is what drives a student's inner motivation. A student who is driven by internal motivation is more likely to read novels at home or at school during their leisure time. Ryan and Deci (2000b) suggest that intrinsic motivation has become an important phenomenon for teachers because it often results in high-quality learning and creativity. On the other hand, extrinsically motivated students are driven to engage in activities because of the results (Ryan and Deci 2000b). For example, a student who is motivated by extrinsic motivation may read a novel only to pass the course or receive a higher grade.

Three important definitions that may be defined are **integrated motivation:** When someone is integratedly motivated, he or she will do something because of his or her own values; **identified motivation:** Identified motivated people value the results of the action or doing; and **introjected motivation**, which is concerned with shame, guilt, and comparisons.

Autonomous (Self-determined) and controlled motivation (nonself-determined): Autonomous motivation is explained, by Ryan and Deci, as intrinsic motivation combined with kinds of extrinsic motivation. When someone is autonomously motivated, he or she gains self-support and self-advocacy in their own actions, or through the activity itself. In contrast, controlled motivation refers to extrinsic and introjected regulation, which means that the person is driven by external motivation such as shame, comparisons, punishments or rewards (Ryan & Deci 2000b).

Reading motivation: Another concept worth explaining is *reading motivation*, where we have decided to use Gambrell's definition: "Motivation to read can be defined as the likelihood of engaging in reading or choosing to read" (Gambrell 2011:172); in other words, when students feel motivated to read.

2.2 Literature Review

Several studies have examined reading motivation and an increasing number of studies have been written over the last decade (e.g., Deci et. al 1991; Wigfield 1997; Gambrell 2011; Schiefele et. al 2012; Lundahl 2012).

Bo Lundahl argues in *Engelsk språkdidaktik – Texter, kommunikation, språkutveckling* (2012), the use of fiction in the ESL-classroom is crucial for language development and one's reading ability. An important reason for the use of fiction, according to Lundahl, is that literature in general is universal and timeless and has appeared in all cultures and throughout generations. Lundahl claims that there is a clear cognitive aspect where reading is beneficial for thinking-, memory- and problem solving skills. Another beneficial aspect of reading may be seen through a social aspect; students are enabled to connect their reading to the social and cultural environment that they are a part of (Lundahl 2012:229). Moreover, literature engages the reader and increases empathy in humans (ibid:403). With that said, the most important factor to bring students to read, according to Lundahl, is motivation. Without motivation it is difficult for a teacher to reach his or her students no matter the lesson structure, assignment or activities. Essential for motivation when reading a text in English is for the reader to be familiar with characters and the environment together with the author's language (ibid:269). As the first pages are often filled with difficult words and descriptions, Lundahl gives the advice to skip or skim through the first pages rather than read word by word since the beginning of a novel is critical for whether students will be motivated or not to continue reading (ibid). Besides skimming or skipping a few pages, he points out that an introduction to the work is another essential factor contributing to motivation. Introducing fiction can include pictures, dialogues, discussions and furthermore, depending on if all students read the same text or not. However, regardless if students read the same book or not, the focus should be on the story as a whole, rather than on details (ibid). Lundahl further highlights the importance of studying motivation as a dynamic and progressing aspect. Students should, therefore, not be categorized as either motivated or unmotivated, since motivation comes in all different forms, is often influenced, and can quickly change (ibid:211).

Furthermore, research on the subject is much needed in order to "support students in becoming proficient, persistent, and passionate readers" (Gambrell 2011:177). Research shows an association between intrinsic reading motivation and reading comprehension compared to extrinsic reading motivation, which has been found negatively associated with reading comprehension, and reading habits. In the article "Dimensions of Reading Motivation

and Their Relation to Reading Behavior and Competence" (Schiefele et. al 2012), several forms of reading motivation are examined. Reading motivation is divided into two main categories: intrinsic reading motivation, and extrinsic reading motivation. Different dimensions of motivation are likely to have different effect on reading behavior and reading competence. Extrinsic reading motivation refers to reasons for reading that are external to both the activity of reading, and the topic of the text. For example, readers who are motivated by extrinsic reasons are thinking about the positive, or, for that matter, negative outcomes, such as receiving a higher grade, or avoiding negative consequences, rather than the reading activity in itself. A student, who is motivated by an intrinsic reason, may read because of their individual interest in a particular text. Intrinsic motivation is defined as the student's own willingness to read because it is rewarding, enjoyable or satisfying in its own right. Intrinsic motivation to read can be either object- or activity-specific. When discussing object-specific intrinsic reading motivation, students are motivated to read because of an interest in the topic of a text. In the case of activity-specific intrinsic reading motivation, students are motivated to read because the activity of reading provides positive experiences (Schiefele 2009). The conclusion of the article shows that students who are intrinsically motivated to read not only read more in their leisure time but also comprehend text materials at a deeper level than extrinsic motivated students. Likewise, McGeown (2013) agrees with Schiefele, that intrinsically motivated readers are more involved in their reading and as a result may achieve a deeper comprehension of the text (4). However, McGeown also argues that readers can be motivated by several different reasons, both intrinsic and extrinsic (2013:4).

Similarities to the described research are found in the article "Motivation and Education: The Self-Determination Perspective" (Deci et. al 1991); being intrinsically motivated leads to a positive outcome. The study, based on previous research and studies, concludes that students who are intrinsically motivated are also more likely to complete schoolwork. Students with a greater intrinsic motivation showed more positive emotions in the classroom and more satisfaction in school in general than students whose motivational profiles were less autonomous. Students who are intrinsically motivated for doing schoolwork are also more likely to stay in school, to achieve and to be more well-adjusted than students with less self-determined types of motivation (Deci et. al 1991).

In order to achieve intrinsic reading motivation, Wigfield & Guthrie (2010) claim that there are three main factors involved: interest, dedication, and confidence, similar to Ryan and Deci (2002) who argue that intrinsic autonomous motivation is based on three basic

needs: *competence, relatedness, and autonomy*. Linda B. Gambrell (2011) finds in her work "Seven Rules of Engagement: What's Most Important to Know About Motivation to Read", that there are seven "research-based rules" (173) that contribute to enhanced intrinsic reading motivation among students (ibid:172-173). According to Gambrell, the following seven rules are important for teachers to consider when teaching literature;

1. Students are more motivated to read when the reading tasks and activities are relevant to their lives
2. Students are more motivated to read when they have access to a wide range of reading materials
3. Students are more motivated to read when they have ample opportunities to engage in sustained reading
4. Students are more motivated to read when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks
5. Students are more motivated to read when they have opportunities to socially interact with others about the text they are reading
6. Students are more motivated to read when they have opportunities to be successful with challenging texts
7. Students are more motivated to read when classroom incentives reflect the value and importance of reading

(Gambrell 2011:173-176)

Gambrell believes these seven vital rules, or practices as she also refers to them, function as essential tools for "promoting students' intrinsic motivation to read" (ibid:177). In other words, if a teacher considers these rules, students are more likely to engage in reading on their own.

3 Methodology

In this section, the methodology of this essay will be presented. The section is divided into two parts where the first part contains an explanation of the used survey and the second part describes and explains our used theory, Self Determination Theory - SDT.

3.1 Survey

To be able to create an environment where students are motivated to read in English we wanted to hear what our ESL students' thoughts on the matter were. We, therefore, created an online survey consisting of thirteen questions about reading habits, attitude towards reading, and experienced motivation regarding reading fiction in English. In this section, the approach and the implementation of the survey will be explained together with the selection of informants, the demarcation, ethical approach, and lastly the validity and reliability of the survey.

The survey was structured according to the mixed method where both closed and opened questions were asked (Bryman 2011:243-245). We created the survey online using Google forms where the reply alternatives were called *multiple choice*, *short answer* and *paragraph*, which enabled both quantitative and qualitative answers. The questions consisted of personal questions, such as experienced motivation, questions about attitude, for example attitude towards fiction in English, and questions about beliefs why reading might be beneficial for students (Bryman 2011:248). A disadvantage concerning closed questions is that students are often limited in their reply since options are most often set. Students' actual experiences or opinions might not be listed as an option and the questionnaire might consequently lack accuracy (Bryman 2011:246). Therefore, to increase the credibility of the survey, we added questions where the students were able to write their answers freely.

Even though only 134 answered questionnaires were obtained, a generalization has been made which needs to be taken into consideration (Bryman 2011:168). If more time were accessible, the survey would have been submitted to more than two schools and exposed to a greater number of students. Since this survey also took place during our VFU, teaching practice period, we had the opportunity to gather empirical material during these weeks. Hence, the survey was answered by students taught at our VFU-schools (English 5, English 6 and English 7). There has thus been a convenience selection since the participants happened to currently be available for the study (Bryman 2011:194).

To ensure the survey's accuracy, the concepts of validity and reliability have been used. Validity is simply described as the instrument's ability to measure what researchers want measured, whereas reliability refers to whether the results from the survey would be consistent or sequential; in other words, if the results from the survey would be the same if the study were to be done again (Bryman 2011:49-50). Since motivation is quite difficult to

research because of its constant changing form depending on participants' geographic, economic, and ethical background, the validity of the survey needs to be considered.

We also experienced a degree of difficulty keeping the study objective and free of our own values and interests. According to Bryman, it is almost impossible for researchers to keep research free from their own values. A researcher's values can affect the whole research from beginning to end and influence both design and final results. Since we are aware of how our values and prejudices may influence research reliability we made certain we kept our focus on the gathered material, that is the student answered surveys (Bryman 2011:43-44).

To ensure the research is ethical, we have chosen to follow Swedish Research Council's guidelines to protect the participating students and prevent abuse, mental and physical harm, and humiliation among students. There are four main requirements: The principle of information, the principle of consent, the principle of confidentiality, and the principle of fair use. The information requirement refers to all participants who take part in the survey being aware of their rights. Participation is voluntary and students can at any time choose to cease participation. The requirement concerning consent means that all participants have to accept their participation in the survey. All of the participating students are 15 years of age or older and there is therefore no need of guardian consent. Regarding confidentiality, participants will be treated anonymously; hence an online survey where all the information and answers received will be dealt with confidentially. The principle of fair use means that all information and the results obtained of this study will be used only for this study (Swedish Research Council 2002).

3.2 Self-Determination Theory

The main purpose of the Self-Determination Theory, SDT, by Deci and Ryan, is to provide a method for analyzing human beings' inner- and autonomous motivation in fields such as healthcare, education, goals, environment, psychotherapy, psychopathology. According to SDT, all human beings have three psychological needs that are essential for self-motivation and well-being: the need for *competence*, *relatedness* and *autonomy* (Ryan & Deci 2000a:68). Lack of one need may lead to students not being able to maintain self-determined motivation. While these needs could be understood as skills or attributions, according to the SDT, these needs concern human feelings and emotions.

The first need explained by the SDT is *competence*, which relates to one's feelings in the social environment: "Competence refers to feeling effective in one's ongoing interactions

with the social environment and experiencing opportunities to exercise and express one's capacities (Ryan & Deci 2002:7). *Competence* is, in this context, not an attained skill or a capability but rather, as stated, a feeling and a sense of confidence, for example, if a student feels able to cope with an assignment, such as to finish reading the novel that the class is reading in school. A student who experiences himself as competent will feel better and less anxious about their performance in school than students that have a low sense of *competence*.

Relatedness is the second need, according to SDT, which encompasses one's feelings of being connected to others, “to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and with one's community” (Ryan and Deci 2002:7). *Relatedness* can function as a motivating resource in the classroom when a student is faced with a difficult situation. Having meaningful relationships with the teacher and classmates can help a student conquer challenges faced in school.

The third, and last need essential for one's self-motivation is *autonomy*, which “refers to the perceived origin or source of one's own behavior. *Autonomy* concerns acting from interest and integrated values” (Ryan & Deci 2002:8). However, it should not be confused with independence since autonomous behavior and motivation often relies on surrounding events and or people (Ryan & Deci 2002:8). In order to increase *autonomy*, teachers should have students' interests in mind when selecting fiction to read in class. It is also important for students to be a part of and involved in their education and that their opinion matter. For example, if students have the opportunity to select which novel to read in class on their own, it is more likely that the student will read the text and actually enjoy it, which in turn increases *autonomy* and *intrinsic motivation*.

To conclude, the Self-Determination Theory finds that successful possession of these three basic needs of *competence*, *relatedness*, and *autonomy* facilitate autonomous, self-determined, motivation. Autonomous motivation, in contradiction to controlled motivation, defined as “something one feels compelled to do by external or internal pressures” (Koestner et. al 2008:1202) contributes to students wanting to learn rather than being forced to learn.

In this essay, we will use the SDT to analyze Swedish upper secondary students' motivation to read fiction in English, in the ESL-classroom.

4 Results

In this section, the results of the survey will be presented. The number of students who responded to the survey was 134 including 71 girls, 62 boys, and one student defined as

other. The survey was answered by three English 5 students, 48 English 6 students, and 83 students taking English 7. The section will be divided into two parts where the first part presents the quantitative data where students answered questions with set reply options and the second part presents the qualitative data where students were able to write freely in their replies.

4.1 Quantitative result

In this section, the results will be presented through charts.

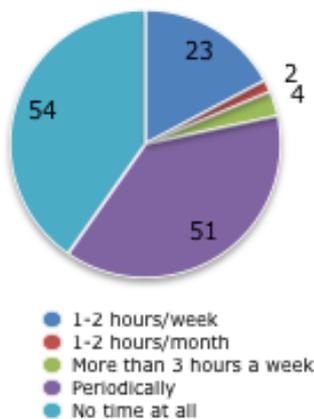
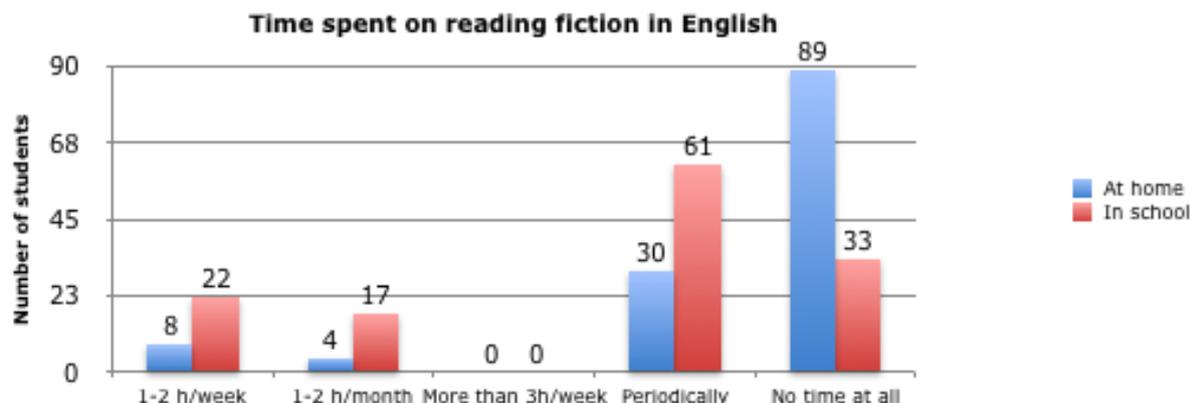


Figure 1: The diagram shows the number of hours students spend reading fiction (both in native Swedish and English) in total. Total number of answers: 134.

The number of hours students spend reading fiction in any language varies significantly. All of 54 students answered that they do not spend any time at all reading fiction while 51 students indicated that they read periodically throughout the year. 23 students said they read about one to two hours per week, four students said they read more than three hours per week and only two students indicated that they read one to two hours per month.

* * *

Figure 2: The chart below shows the number of hours students spend reading fiction in English at home and at school.



This table shows the number of hours students spend on reading fiction in English at home and in school. In total, 134 students were given the survey, however, only 133 students responded to this question (of how many hours they spend on reading at home). All the students stated they read more in school than they do at home. As many as 89 students said they do not spend any time at all reading fiction in English at home. 61 students also stated that they read periodically in school, which is most likely due to their education and the use of literature in teaching. However, 33 students stated they do not read any fiction in English in school, which is notable since the participants all have been required to read at least one novel this year for schoolwork¹.

* * *

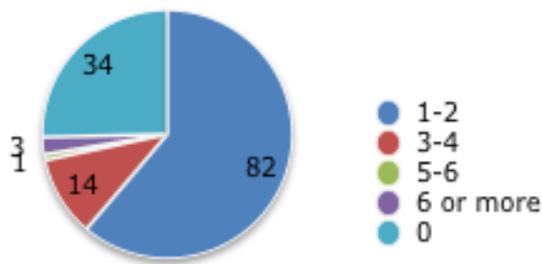


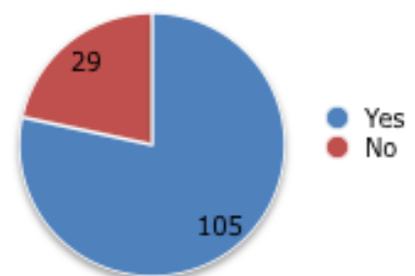
Figure 3: The pie chart shows the number of fictional books in English students read in average per year. Total number of replies: 134

From this pie chart it is shown that the majority of the participating students, 82 of 134 students, or about 61%, read an average of 1-2 literary books in English per year. 34 students said they do not read any fiction in English at all. 18 students said they read three or more books of fiction in English per year.

* * *

Figure 4: The pie chart shows the number of students who think that reading fiction in English is important versus non important. Total number of replies: 134

In total, 105 students consider the reading of fiction in English essential. In the question why they believed it was important,



¹ Information from English teachers in each class

the answers were as follow:

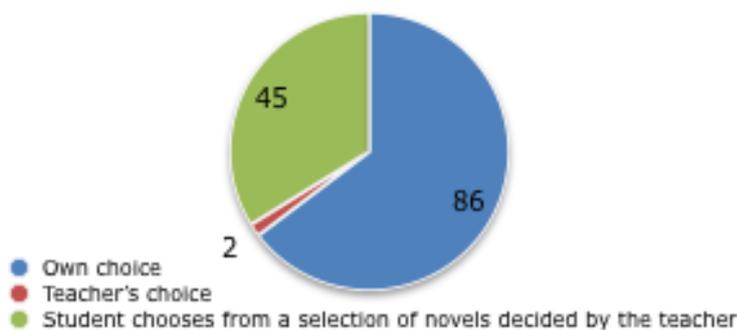
- It increases vocabulary and improve sentence structure
- It increases reading comprehension and fluency
- It improves writing skills
- It helps developing different views of other people or cultures
- Many novels are better in English than in Swedish

29 students responded that they do not believe that reading fiction in English is essential and the primary reasons for this are:

- It has nothing to do with a future chosen profession
- There are more fun / alternative ways to develop ones language, for example; the Internet or video games
- Do not like to read or are not interested in reading

* * *

Figure 5: The pie chart shows the number of students who want to choose their own literature when they are instructed to read in school, how many students that want the teacher to choose the novel, and how many students want the teacher to select a few books that students then can to choose from. Total number of replies: 133

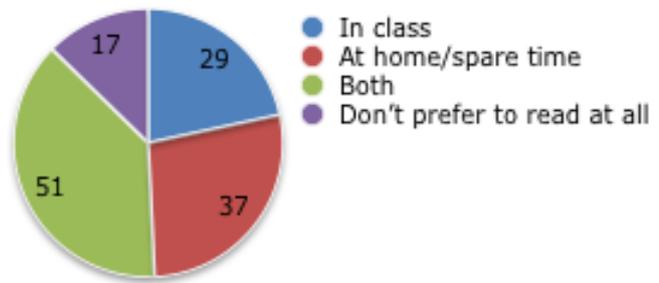


In total, 133 students answered the question. The majority of students want to choose the novel they will be reading in English themselves, whereas 45 students think that the teacher should select a number of novels from which they then will

be able to choose. Only two students prefer the teacher to decide novel for them.

* * *

Figure 6: The pie chart shows where / when students prefer to read. Total number of replies: 134



When asked about the students' preferences to read in school or at home, the choices of *both* or *don't prefer to read at all* were relatively even. 51 students answered that they prefer to read both at home and in school. 29 students prefer to read in class, while 37 students prefer to read at home or in their spare time. Only 17 students do not prefer to read at all.

* * *

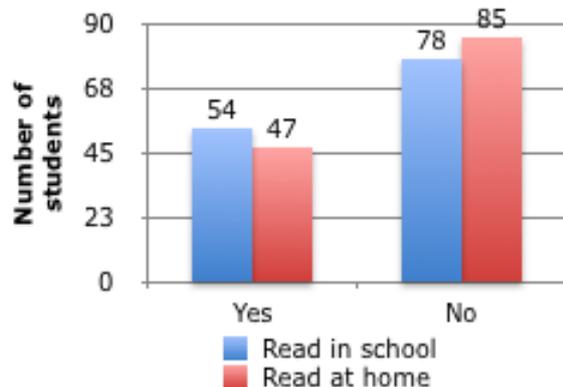


Figure 7: The chart shows if the students enjoy reading fiction in English at home and in school. Total number of replies: 132

As indicated by the chart, we suggest that a greater amount of participating students dislike reading whether at home or at school. Of the students who answered 'yes' to the questions that they enjoy reading, there are a few more students who prefer to read in school than there are who prefer to read at home. 54 students preferred reading in school versus 47 students who preferred reading at home.

* * *

4.2 Qualitative result

4.2.1 Students' own reading motivation

127 students answered the question, "What would make you want to read more fiction in English?". The responses were as follow:

- *Interesting novel*
- *More spare-time*
- *More time set for reading and less activities*
- *Interesting introduction*

- *A variety of lessons, not just reading*
- *A novel well suited for the student*
- *A purpose*
- *Not always "read the novel - watch the movie and then analyze"*
- *Choose novel by themselves*
- *No deadline*

The result of the survey shows that students find it difficult to motivate themselves to read fiction in English. However, the answers varied. 125 students in total answered the question and many responded, "I don't know" or "I don't like reading" to the question. Some students, however, explained that they choose a novel of their own interest, think of grades or to escape reality for a moment. Many students replied that it is more fun to read fiction in English if they were able to choose the novel based on their own interests, instead of the English teacher choosing the novel. However, as one student explained, he does not take any initiative to read on his own but rather needs the teacher to hand him a novel and then force him to read it. Another student pointed out that "it takes more time to read in English than in Swedish, and therefore I want to read novels that are interesting". Several students also stated that they feel motivated when their language skills improve and that they enjoy reading novels or other texts during spare hours in school, in order to relax. Another student pointed out that it is rare to find a novel that he enjoys but once he does, he is automatically motivated to continue reading. Lastly, one student replied that he feels motivated to read but he has too much to do in other subjects to find the peace to sit down and actually read a novel.

When asking what would encourage students to read more fiction in English many students replied that it is difficult to find the time for reading. One student responded that it is important for students to have time to read in class so you do not have to do all reading at home. Another student explained that it is important for the English teacher to clarify the purpose of why students should read. A third student also believed that it is important that every student should have the opportunity to read the novel at their own pace but also that the examination after the reading should be adapted individually.

4.2.2 How teachers can help to motivate reading fiction in English

125 students answered the question, "How can your English teacher motivate you to read more fiction in English?", and here are their suggestions:

- *Adapt the book according to the students' interest*
- *Let the students choose book for themselves*
- *More time during class to read*

- *A good working environment in the classroom*
- *Interesting and fun assignments connected to the reading*
- *A clear purpose why it's important to read*
- *Several titles to choose from*
- *Discuss the novel, in smaller group or in the whole class*
- *Work thematically during reading*
- *Assignments that are grade-based*
- *Force the students to read*
- *Allow audio books*
- *Recommend good and new book titles*

One student gave the suggestion that when the class starts to read a novel, the English teacher could start the project by reading a couple of chapters out loud, and then let the students continue reading individually, in order to make the novel more compelling and interesting. Many students would either like to be involved in the selection of the novel, or the English teacher bringing out a selection of novels that have received good reviews or are dealing with interesting and relevant topics. One student replied that it is important that the teacher recommends good titles that are worth reading whereas another student believed that it is important that the teacher has read the novel, in order to motivate the students to read. One student, in the survey, wished for more reading assignments and explained that he had only read one fictional novel in upper secondary school and that the pace was too slow and therefore boring. However, another student answered that it would motivate her to read more novels if the teacher did not hand out any assignments afterwards. Some suggestions were given about the teacher choosing shorter novels and must take into account that it may be difficult and take a lot of time and patience for the students to read texts in English. One of the students suggested to let the students themselves create a time schedule regarding their reading while another student suggested that they could read a chapter a week, and then discuss it together with the whole class or in smaller groups. This points to a variety in the students' answers, which implicates the importance of a variation of teaching methods and assignments.

5 Discussion

The following section is divided into five parts. The first part focuses on why intrinsic motivation is important. The second, third and fourth parts discusses motivation in relation to *competence*, *relatedness*, and *autonomy* according to Self-Determination Theory. The very last part includes ways to enhance intrinsic reading motivation in the ESL-classroom.

5.1 Why intrinsic motivation is important

Students with greater intrinsic motivation show more positive emotions in the classroom and more satisfaction in school in general (Deci et. al 1991). However, according to our survey, all 54 students stated that they do not spend any time at all reading fiction in English, which is an indication of a lack of motivation whether it is intrinsically or extrinsically based. These students are clearly not motivated by extrinsic reasons such as grades, rewards or punishment or they would have at least read the required fiction for class. Neither are they intrinsically motivated since intrinsic motivation is based on one's inner interest and values and students would, therefore, have indicated a want or interest in reading. All the students stating that they spend one or two hours a month reading fiction, or students who state that they read periodically (see figure 2 under section 4.1), indicate that they are extrinsically motivated because if they would have been intrinsically motivated they would read more (Schiefele et. al 2012). Meanwhile, students stating that they read one to two hours a week or more, indicate an intrinsic motivation. Not only does intrinsic motivation lead to students reading more but also to a deeper comprehension of text materials compared to extrinsically motivated students (McGeown 2013; Schiefele et. al 2012).

Intrinsically motivated students are more likely to read at home since they are driven by their inner motivation to read, such as personal interest (Schiefele 2009). When students were asked how many hours they spend reading fiction in English at home and in school, most students answered that they spend more time reading in school than they do at home, which is an indication of extrinsic motivation. Most of the reading takes place in school where they are forced to read since it is part of their schoolwork, rather than home. When students are reading fiction in English in school it is possible that they are reading because they have to. Students may be aware that if they do not read in school, there will be negative consequences. According to Schiefele (2009), students who are intrinsically motivated to read are provided with a positive experience of the reading activity itself and are, therefore, more likely to engage in reading in their spare time. If teachers are to create an environment in the classroom, which embraces intrinsic motivation, students are more likely to continue the reading activity at home. Since the Swedish school system today is mainly characterized by extrinsic motivational factors, such as grades, assignments, deadlines and so forth, creating an environment, which produces intrinsic motivation, may be difficult but vital for a lifelong learning.

5.2 Competence

In order for students to be intrinsically motivated it is important for students to gain a sense of *competence* (Ryan & Deci 2002). The reason as to why 54 students replied, not spending any time at all reading fiction in English may be explained by a lack of *competence*, according to Self-Determination Theory (ibid:7). However, this does not mean that these students are unmotivated to read; hence it is important to not categorize students as either motivated or unmotivated. Motivation is multifaceted and can, therefore, change quickly (Lundahl 2012:211). Nevertheless, if students lack a sense of *competence*, they will not be intrinsically motivated and therefore spend less time reading, since intrinsic motivation depends on all three basic needs (Ryan & Deci 2002). Why students lack *competence* might be due to the level of assignments being too difficult or reading texts that are too easy, since students feel competent when texts are challenging but not too difficult nor too easy.

According to Gambrell (2011), one of the rules for enhancing intrinsic motivation to read is for students to have the opportunity to be successful with challenging texts (173-176). From the results of the survey, one student replied that reading fiction in English is more time-consuming than reading in Swedish (see section 4.2.1), which points to the importance of embracing these opportunities for students to actually manage and be successful with reading fiction in English. Several students also stated an increase in reading motivation when their language skills improve, which may be indicators of both extrinsic and intrinsic motivation (see section 4.2.1). Students' language skills may be measured, as they receive a grade or feedback and will therefore lead to extrinsic motivation to read. The extrinsic motivation to read may then lead to students feeling a sense of *competence*, which in turn may enhance intrinsic motivation (Ryan & Deci 2002).

However, if a student receives a bad grade this may then decrease a sense of *competence*, and furthermore hinder intrinsic motivation. A mixture of both intrinsic and extrinsic motivation can, therefore, lead to more autonomous and self-determined motivation (Ryan et. al 2000a:68-78). A teacher's role in this case would be to help students to find a text that suits each student's individual level in order to make the student gain a sense of *competence*. The text should not be too easy or too difficult, but it is important that it is challenging in order to keep the student intrinsically motivated. Sometimes it can be difficult for the student to know their reading level and, therefore, the teacher can function as a guide in order to keep the students challenged and motivated.

5.3 Relatedness

The most important aspect of intrinsic motivation, according to Ryan and Deci, is that students are comfortable and that their sense of *relatedness* is fulfilled. For students to feel *relatedness*, to have a sense of belongingness, both classroom environment and classroom activities are essential (Ryan and Deci 2002:7). According to Skollagen [The Swedish Education Act], all students have the right to a safe environment in school with the opportunity to work in a peaceful classroom (SFS 2010:800). However, it seems difficult to create an environment that satisfies all learners, as some students are able to work through noise in the classroom, while other students demand complete silence in order to be able to read. As the survey showed, several students replied that it is important to have time during lessons to read and that the working environment in the classroom is vital whether it promotes reading or not. However, more students prefer to read fiction in English at home or in their spare time than in school, 37 students compared to 9 (see figure 6). Some students answered that it is difficult to focus on reading in the classroom because it is more difficult to focus on reading in general in school. This shows the importance of creating a good working environment in school. One student responded that it must be quiet in the classroom in order for him to find the concentration. For those students who have difficulties with reading in a totally quiet classroom, they may, for example, use headphones to listen to music while they are reading. Many students replied that it is important that the classroom is silent in order for them to focus on the actual reading and not become distracted. However, what works in one classroom might differ from another.

According to Deci and Ryan (2002), a sense of *relatedness* is, besides being concerned with classroom environment, also defined as one's feeling of being connected to others (7). Since the survey did not consist of any questions regarding students' feeling of belongingness in the classroom or being connected to others, it is difficult to analyze this part. However, several students responded that discussing the novel they read in class, or in smaller groups increases their motivation. Similarly, Gambrell discusses the importance of allowing group work when working with fiction. Discussing reading material in groups is essential in order for social interaction to occur, which she means will lead to intrinsic motivation (Gambrell 2011:173-176). Furthermore, a student's sense of belongingness may also apply to feeling connected to certain fictional characters in the novel they are reading. If this is the case, a student's motivation to read may be due to a sense of *relatedness*, which increases intrinsic motivation.

To create an environment where students feel *relatedness*, both classroom environment and classroom activities are therefore essential. Teachers may, for example, work collaboratively with the novel in the classroom and make sure classroom environment is beneficial for all students.

5.4 Autonomy

As explained by SDT, the third need of *autonomy*, concerns acting from personal interests and integrated values (Ryan & Deci 2002:8). When students do not experience any happiness from reading they simply will not read voluntarily. Considering 105 of 134 students of our survey think reading fiction in English is essential (see figure 4), it is interesting to analyze why these students, do not read more knowing the benefits of reading (compare with figure 1 and 2). These students even pointed out, many of them aware, that reading increases one's vocabulary and improves one's sentence structure. Students also replied that reading may increase reading comprehension and fluency as well as improve writing skills. Why 29 students do not believe reading fiction in English to be essential is due to lack of motivation, and specifically *autonomy*, since *autonomy* concerns the students' behavior. These students answered that it, i.e. the novel, has nothing to do with their future chosen profession and that there are more fun and alternative ways to develop ones language, for example via the internet or through video games. According to Gambrell's first rule, students are more motivated when reading tasks and activities are relevant to their lives (Gambrell 2011:173). Some of the students also stated that they simply do not like to read or are not interested in the subject. In order for *autonomy* to occur, reading assignments and novels should be relatable and interesting for the students (Gambrell 2011:173-176).

The result of the survey shows that students want to be more involved in choosing the literature that they will read in school, which may increase *autonomy*. A majority of the students responded that they would like to choose their own novel to read instead of the English teacher choosing for them. According to Gambrell (2011), students are more motivated to read when they have opportunities to make choices about that they read and how they engage in and complete literacy tasks (175). In order to make students motivated, the teacher may, therefore, let the students be more involved and engaged in choosing which literature they will read during class. At the same time, it can be difficult for students to choose a novel that is suitable for their reading level in order to challenge each individual's skills, which is also crucial for students' reading motivation (ibid:176). As stated under section 5.2 "Competence", if a text is too difficult it is likely that the student will not read the

entire novel, instead search information about the book online since the student might not understand the message of the novel. Again a student's lack of feeling *competence* may lead to students not reading at all. On the other hand, when students are given the opportunity to select a novel of their own choice and interests, it is more likely that *autonomy* increases, which in turn may lead to a greater self-determined motivation (Ryan & Deci 2002). We, therefore, believe that the teacher ought to have a dialogue with their students, allowing them to be part of the process, to include them, and make use of student participation as a motivation tool. It is important for students to feel and be involved in their education (Ryan & Deci 2002). At the same time, it is important that the teacher has a clear lesson plan and that the teacher is able to always justify the choice of the novel, if the students are not to choose novel for themselves. One student replied in the survey that it is important that the teacher recommend good titles that are worth reading and another student responded that it is important that the teacher has read the novel in order to promote students' motivation to read. According to Gambrell, students are more likely to read if they have a variety of novels to choose from. A wide range of novels to choose from are more likely to trigger each student's personal interest, which increases *autonomy* and in turn may increase students' intrinsic motivation (Gambrell 2011:174).

5.5 Concluding suggestions to increase reading motivation

Motivation is essential for reading comprehension. Without motivation it is difficult for the teacher to reach his or her students, no matter the lesson structure or assignments (Lundahl 2012). First of all, according to Lundahl, it is important how you introduce fiction to the students since the first pages are often filled with difficult words and descriptions. As the results of the survey showed, one student suggested that at the very beginning of reading a novel, the English teacher may start the project by reading a couple of chapters out loud. The teacher may then let the students continue reading individually, in order to make the novel more compelling and interesting. If the teacher is not reading the first chapter, Lundahl gives the advice to let the students skip, or skim through the first pages rather than to read word by word since the beginning of a novel is critical for whether students will be motivated or not to continue reading (Lundahl 2012:269). If the students find the novel interesting it is more likely that they will continue reading due to intrinsic motivation. In the beginning of reading a novel for school, students that are extrinsically motivated may change into intrinsically motivated if they think the novel is enjoyable on its own. Therefore, in order to keep students

motivated it is important for the English teacher to introduce the novel in an interesting way to keep students motivated for further reading.

Another way to increase reading motivation is to work collaboratively with fiction in the ESL-classroom. As shown by our survey, students enjoy working in groups and want to discuss the fiction they read. If a student is having a hard time understanding a text or a part of a text, teachers may create activities where students discuss the main topic, themes, characters or the like. This may increase students' feelings of *competence* and *relatedness*, which in turn leads to increased intrinsic motivation. Another example might be to introduce *läslyftet*, a project to increase students' reading comprehension where teachers collaborate together to create a reading environment suitable for teamwork, which may increase students' sense of belonging and *relatedness*. The project's aim is to increase students reading comprehension and writing skills by increasing students' reading motivation and create a community where students want to read (Skolverket 2017). Since this project is based on collaborative work among teachers, these teachers may discuss pedagogical work and, therefore, enhance and develop their literature teaching, assignment and lesson plans. As a result, teachers may bring new material to their students, which may increase students' reading motivation.

Thirdly, choosing relevant reading material and activities catering to students' interests are of great importance. Overall, the overwhelming response to the question of what would make students read more fiction in English is to let students themselves choose the literature instead of their English teacher. However, students' answers varied extensively. Some students emphasized choosing a novel of their own interest, while others wanted to be forced to read a certain text. In our own experiences as teachers, it is difficult for a teacher not only to have students' interests in mind but also to individualize lessons and activities. Making sure lesson plans and assignments suit each individual student's interests is both time consuming and demands great effort. Since students also read at different paces it may, therefore, be difficult for the teacher to determine how much time should be spent on reading a novel. This may possibly be an obstacle that teachers face while teaching fiction in the ESL classroom. Nevertheless, since intrinsic motivation to read can be either object- or activity specific, students may be motivated to read because of an interest in the topic of a text or because the activity of reading provides positive experiences (Schiefele 2009). Both interests and reading activities are, therefore, essential to students' reading motivation. In addition, Gambrell believes that it is important for teachers to create reading tasks and activities that

are relevant to students' lives at the same time as the reading has a clear purpose (Gambrell 2011:173-176). According to Lundahl, literature should furthermore engage- and embrace empathy in readers in order to promote self-determined motivation, which leads to students wanting to read (Lundahl 2012:269). If students are intrinsically motivated, they will engage in and promote reading on their own, which in turn results in a deeper understanding of the read material (McGeown 2013).

Lastly, as this study shows, following the seven rules of engagement concerning reading motivation by Gambrell may successfully lead to increasing reading motivation in the ESL-classroom (Gambrell 2011:172-177). However, results from this survey show that students agree with rules one through five, but rule six and seven are not stated in the results. As to Gambrell's first rule: Students are more motivated to read when the reading tasks and activities are relevant to their lives. In the survey students replied that they are more motivated to read when the reading has to do with their chosen future profession. Furthermore, Gambrell's second rule involving students being more motivated to read when they have access to a wide range of reading materials, is clearly shown in the results of this survey. The results indicate that students want to be able to choose a novel of their own interest and a wide range of novels might enable this. The surveyed students agree with her third rule: Students are more motivated to read when they have ample opportunities to engage in sustained reading. Students want more time to read, and they want leisure time to read since they do not have the time to spend on reading at home. Her fourth rule involves students' own choices about what they read and how they engage in and complete literacy tasks, which was clearly stated by the students in the survey. 86 students responded that they want to choose their own novel to read and 46 students stated that they want to choose from a selection of novels. Only 2 students, out of 133, want the teacher to decide what novel they are to read. As to the fifth rule, students are more motivated to read when they have opportunities to socially interact with others about the text they are reading. Results from the survey show that students want to work in groups and discuss reading material.

However, as previously mentioned, with regards to Grambrell's rules six and seven of motivation; students are more motivated to read when they have opportunities to be successful with challenging texts; students are more motivated to read when classroom incentives reflect the value and importance of reading, did not apply to this study. The students in the survey did, nevertheless, state that they believe it is important for teachers to

recommend novels, and that teachers should have read the novel that students are to read in class (Gambrell 2011:173-176).

6 Conclusion

In conclusion, this study answers the question how teachers may create an environment where students are self-motivated to read fiction in English, in the ESL-classroom.

Research shows an association between intrinsic reading motivation and reading comprehension, compared to extrinsic reading motivation, which is negatively associated with reading comprehension and reading habits. It is, therefore, important for teachers to strive for an environment, which enhances intrinsic reading motivation. The results of the survey, consisting of 134 replies from upper secondary students attending two different schools, show that students feel more motivated to read fiction in English when they may choose their own novel to read; receive lesson time to read; when the novel is based on their individual interests; when they work collaboratively with the novel; and when there is a quiet and relaxed classroom environment. However, as the results of the survey also showed, students' replies varied regarding how much time should be spent on reading a novel in English. If teachers have this in mind when teaching fiction in the ESL-classroom, one may enhance intrinsic reading motivation among students. Even though Deci and Ryan (2002) argue that is not about how to motivate others but rather how to create an environment in which students are self-motivated, there are a few strategies teachers may follow to enhance intrinsic reading motivation. Previous research, furthermore, shows that the introduction of a novel is important as well as how teachers work with the first couple of pages, since this is the most critical part whether students will be motivated or not to continue reading (Lundahl 2012).

As a conclusion of this study, if teachers are able to create an environment where students are intrinsically, rather than extrinsically, motivated, they (the teachers) will more likely encourage students to be self-motivated to read fiction in English, which, in turn, may lead to life-long reading habits.

Since this study, among other studies, agrees with previous research regarding what motivates students to read, we would have, if the survey was conducted again, constructed "rated" questions. Students would then be able to rate factors, such as Gambrell's seven rules of engagement, to see which of these factors that are most important for increased intrinsic reading motivation among students.

7 Future research

For future research, it would be interesting to not only broaden the study and deepen the analysis as how to increase intrinsic motivation for reading fiction in English, but also to observe classroom environment and classroom behavior when working with fiction in the ESL-classroom. According to Deci et. al (1991), intrinsically motivated students tend to show more positive emotions in the classroom. Since this study is solely based on a survey, such an observation was not possible but may, in the future, lead to further findings about how to create an environment where students are self-motivated to read fiction in English in the ESL-classroom. This field would also benefit from being studied with a more qualitative method such as through interviews.

Another possible angle for future research would be to study *Läslyftet* in depth in order to see how intrinsic motivation can be increased; how and why is *Läslyftet* used in schools in Sweden today, and is this project beneficial for creating an environment in which students are self-motivated to read fiction in English in the ESL-classroom? Since *Läslyftet* is a project where teachers collaborate in order to increase students' reading comprehension, and to create an environment where students want to read, it would be relevant to apply the Self-Determination Theory to this project (Skolverket 2017).

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9 Appendices

9.1 Survey

For online survey visit: <https://goo.gl/forms/AdPyq5hFuxNw5gFc2>

LÄSVANOR OCH MOTIVATION

En undersökning kring elevers läsvanor och motivation av skönlitteratur på engelska

Kön

- Tjej
- Kille
- Annat

Vilken kurs läser du?

- Engelska 5
- Engelska 6
- Engelska 7

Hur mycket tid lägger du på läsning av skönlitteratur totalt?

- 1-2 timmar i veckan
- 1-2 timmar I månaden
- mer än 3 timmar I veckan
- periodvis
- ingen tid alls

1. Hur mycket tid lägger du på att läsa skönlitteratur på engelska i skolan?

- 1-2 timmar i veckan
- 1-2 timmar I månaden
- mer än 3 timmar I veckan
- periodvis
- ingen tid alls

2. Hur mycket tid lägger du på att läsa skönlitteratur på engelska hemma?

- 1-2 timmar i veckan
- 1-2 timmar I månaden
- mer än 3 timmar I veckan
- periodvis
- ingen tid alls

3. Hur många skönlitterära böcker på engelska läser du i snitt per år?

- 1-2
- 3-4
- 5-6
- 6 eller fler
- 0

4. Läser du annat än skönlitteratur på engelska? I så fall vad?

Kort svarstext

5. Tycker du att det är viktigt att läsa skönlitterära böcker på engelska?

- Ja
- Nej

Om du svarade ja på fråga 5, varför tycker du att det är viktigt?

Om du svarade nej på fråga 5, varför inte?

6. Föredrar du att välja bok själv eller vill du att läraren ska välja bok du/klassen ska läsa?

- Välja själv
- Läraren väljer
- Läraren väljer ut några alternative som du sedan får välja av

7. Hur föredrar du att läsa; under lektionstid eller hemma?

- Lektionstid
- Hemma/fritid
- Både under lektionstid och hemma
- Föredrar att inte läsa alls

8. Tycker du om att läsa skönlitteratur på engelska i skolan?

- Ja
- Nej

9. Tycker du om att läsa skönlitteratur på engelska hemma?

- Ja
- Nej

10. Vad skulle få dig att vilja läsa fler skönlitterära böcker på engelska? (Nämn minst tre anledningar)

- 1.
- 2.
- 3.

11. Hur kan din engelsklärare motivera dig till att läsa mer skönlitteratur på engelska? (Ge minst tre exempel)

- 1.
- 2.
- 3.

12. Hur motiverar du dig själv att läsa skönlitteratur på engelska och vad motiveras du av?

13. Har du några övriga förslag eller tankar?

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