They Do Read, After All: Slovene Primary School Students' Reading Motivation in EFL

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The main focus of this chapter is on reading motivation, one of the key factors that influence reading efficiency and learning motivation in general. We were particularly interested in voluntary foreign language reading motivation of young adolescents in Slovenia, more specifically the frequency of their voluntary free time reading in English, the format of the chosen reading materials and various aspects of their reading motivation in EFL. The analysis of 192 questionnaires showed that the majority of participants frequently read in English and most often find their reading materials on line. They have multidimensional reading motivation, with the strongest component being EFL reading self-efficacy and intrinsic motivation for EFL. Differences between genders were found both in the selection of the reading material, as well as in the dimensions of their reading motivation, while the identified transfer of L1 reading attitudes to EFL reading attitudes appears to be relatively weak.

Keywords: reading motivation, EFL, primary school learners, gender differences, transfer of reading attitudes

Introduction

In schools worldwide, one of the main learning goals in primary grades is the ability to read. However, for reading to become one's gateway for continued, life-long learning and at the same time source of enjoyment, learning how to decode letters/characters is not enough. A child can become an independent reader and learner only through an interest in reading, carefully designed instruction and numerous encounters with diverse reading materials. In our globally linked world, diverse reading materials are no longer found only in libraries, but in the multilingual environment of the world-wide-web, which means it is of utmost importance to develop motivated fluent readers in different foreign languages as well. This seemingly clear and simple goal has nevertheless remained a challenge for numerous teachers and students alike.

In Slovenia, international studies of student performance in reading showed relatively poor results in reading literacy for a whole decade (PISA 2000,

2006, 2009, 2012), which triggered numerous studies on L1 reading motivation and reading strategies (Bucik 2005; Pečjak et al. 2006; Pečjak and Gradišar 2012). Despite the fact that a number of these focused on voluntary reading for fun that teenagers engage in within their free time, the focus remained on reading printed materials (books, magazines, etc.), which no longer present the only or main source of information or reading pleasure for a typical (Slovene) teenager. In the last decade, reading, as numerous other activities that adolescents participate in, moved into the virtual world and one cannot address the questions related to reading without considering digital reading as well. Since the majority of reading materials on line are in English and other foreign languages, it is crucial that the studies of reading motivation expand their scope to the field of reading motivation in a foreign language, which so far remains under-researched in the Slovene context. On the other hand, also existing studies on EFL reading motivation (e.g. Baker and Wigfield 1999; Guthrie and Wigfield 1997; Mori 2002; Takase 2007) are subject to limitations, as they predominantly focus on the participants' motivation to read books and other printed materials, failing to consider online reading sources, and limit their scope to the population of secondary school and university students included into assigned reading classes. Therefore, the aim of this study was to get a bigger picture of reading behaviour and reading motivation in EFL for a group of Slovene primary school pupils, more specifically the frequency of voluntary free time reading in English, the format of the chosen reading materials and various aspects of the reading motivation in EFL. A preliminary study (Pirih 2015) showed a relatively high frequency of voluntary reading of diverse materials in English, a multidimensional EFL reading motivation and weak transfer of L1 reading attitudes to EFL reading attitudes for the studied population. The present study, conducted with a slightly modified questionnaire and a more elaborate statistical analysis of the results aimed at getting a somewhat better understanding of the multidimensional nature of motivation for reading in a foreign language for this population of Slovene primary school pupils.

Reading Motivation

An attempt to define reading motivation is an attempt to answer questions like What makes one read? Why are some people engaged readers, while others hardly ever read? Why do some people want to repeat their reading experience? How does one become a reader for life, while so many quit reading once they finish school? Experts in the field of reading (Baker and Wigfield 1999; Guthrie and Wigfield 1997; Pečjak and Gradišar 2012) define reading mo-

tivation as a multidimensional construct that includes a number of goals and beliefs and see it as one of the key factors that influence reading efficiency and learning motivation in general. Pečjak and Gradišar (2012) explain that different motivational aspects within the reading motivation construct encourage an individual to initiate reading, give meaning to the reading process and persist in reading as well as repeat the reading experience.

The most influential model of reading motivation, Wigfield and Guthrie's (1997) taxonomy of reading motivation, was developed within the theoretical framework of Deci and Ryan's (1985) self-determination theory (SDT), which sees an individual's behaviour as a result of various intrinsic and extrinsic motives. While intrinsically motivated behaviours, crucial in the educational process (Deci and Ryan 1985), bring an internal reward, namely an experience of pleasure and satisfaction, extrinsically motivated behaviours are typically performed to receive a reward outside the activity itself or to avoid punishment. Deci and Ryan (1987) proposed four dimensions of motivation: competency, relatedness, autonomy and interest. If a learner is given the opportunity to make autonomous choices, this will enhance his/her intrinsic motivation. Similarly, if a learner feels competent or effective when he/she is engaged in a challenging activity, this will intrinsically motivate him/her. And finally, the sense of belonging (in a classroom) that derives from social relationships based on trust and care, results in intrinsic motivation.

These dimensions were further analysed by Wigfield and Guthrie (1997) in their Motivation for Reading Questionnaire (MRQ), administered in US elementary schools. Their results confirmed that children's reading motivation is multidimensional, composed of 11 dimensions of reading motivation that form three categories: *competence and self-efficacy beliefs, purposes for reading/reading goals and social aspects of reading*.

As Wigfield and Guthrie explain, when students feel competent and efficacious at reading and regard the reading task as challenging, they develop (higher) intrinsic motivation for reading, while low reading self-esteem often results in reading avoidance. However, one's engagement in reading is not facilitated predominantly by the reading self-efficacy beliefs but the purposes for reading, especially intrinsically motivated goals. According to Wigfield (1997), for students to become engaged readers, the reading task should be interesting, they should get involved in reading and perceive it as important for their lives and/or success. On the other hand, they should also recognise reading as useful, i.e. bringing rewards or helping them to outperform others. While Ryan and Deci (2000) believe that extrinsic motivation usually results in less cognitive engagement and the use of less complex learning strate-

Figure 1 Wigfield and Guthrie's Taxonomy of Reading Motivation (adapted from Dunston and Gambrell 2009, 272)

gies, Pečjak and Gradišar (2012) explain that external recognition or a reward might have a negative influence on intrinsically motivated students (they can become increasingly dependent on external rewards), but it can, on the other hand, function as a very important encouragement for weaker, reluctant readers or beginners. As Wigfield and Guthrie (1997) stress in the last category of their taxonomy, i.e. social aspects of reading, reading is a social activity which may enable the readers to achieve social goals. The opportunity to share their reading experience with significant others or/and meet the teacher's requirements increases the students' reading motivation. In his research, Sweet (1997) has shown that active and good readers come from families that value books, encourage reading and participate in reading.

Results of numerous studies on reading motivation showed more or less significant gender differences in various motivational dimensions (Wigfield and Guthrie 1997; Millard 1997; Pečjak and Peklaj 2006; Wigfield, Gladstone, and Turci 2016). The differences in the profile of reading motivation have been detected in girls and boys as young as six (Baker and Scher 2002); Bucik (2005) found differences in interest for reading in the population of 5-6-

year-olds, where girls were reported to have a higher interest for reading than boys. McKenna, Kear, and Ellsworth (1995) came to similar results for the same age group and discovered that the differences between boys and girls increase as the pupils grow older, while Pečjak with associates (2006) stresses that the frequency of reading in their free time and of reading for school decreases in all pupils, regardless of their sex, and the positive attitude towards reading significantly decreases, especially in boys, during primary school years. On the other hand, girls value social reasons for reading more than boys do (Wigfield and Guthrie 1997). They are more motivated to read if they know they will be able to discuss what they have read with their classmates or friends.

FL Reading Motivation

Foreign language students often have no direct contact with target language speakers except via written materials. Even in the world of advanced information and communication technology, which enables and promotes also spoken interaction with people globally, written texts are still an indispensable source of target language input. Therefore, developing motivated fluent foreign language readers is of utmost importance. Trying to explain the factors influencing one's decision to read in a second language, Day and Bamford (1998, 28–30) created their model of L2 reading motivation. The model was designed within the expectancy /value theory of L2 learning motivation (Eccles et al., 1983; Eccles and Wigfield, 1995) and includes four major components: *materials*, *reading ability in the L2*, *attitudes toward reading in the L2*, and *sociocultural environment*, including the influences of family and friends. Materials and reading ability are related to the expectancy component of successful L2 reading (i.e. the individual's expectation of success in reading), while attitudes and sociocultural environment are related to the value component (i.e. the value the individual associates with success in reading). Day and Bamford (1998; 2002) explain that interesting, attractive, readily available and easy-to-understand (well within the learners' reading competence in L2) reading materials can encourage the students' decision to read in L2, while varied reading materials stimulate also a flexible approach to reading (reading for different reasons and in different ways). The reading ability in L2 relates to the individual's sense of self-efficacy and beliefs about their reading ability in L2. Students with low reading ability are likely to have low expectations of success, and, as a result, they tend to have lower motivation to read. However, if they read materials which are well within their reading comfort zone, they are more likely to expect success and to be motivated to

read. According to Day and Bamford (1998), L2 reading attitudes are shaped by L1 reading attitudes, previous L2 reading attitudes (if any), attitudes toward the L2, culture and people, and L2 classroom environment. Especially Day and Bamford's belief that positive and negative attitudes to reading in L1 transfer to L2 reading has been disputed by some researchers of reading motivation (among them Yamashita 2004; Takase 2007; and Pirih 2015) who report that the transfer of reading attitudes is not as straightforward as that and that there are motivated L1 readers who are not motivated to read in L2, as they would not 'sacrifice' the enjoyment of effortless reading in L1, and vice versa (Takase 2007). Similarly, the influence of attitudes toward the L2 speaking community might be questioned as foreign language learners do not typically have enough experience of the target language community to have positive or negative attitudes towards it (Dörnyei 1990). Moreover, in the case of global languages, like English, non-native speakers often perceive the knowledge of a specific language simply as an indispensable skill for citizens of the world, rather than a way to meet and learn about the FL speaking nations and cultures (Pirih 2019). In Day and Bamford's (1998) opinion, one's decision to read in L2 is influenced predominantly by reading materials and attitudes, while reading ability and sociocultural environment (1998) play a less decisive role. However, studies (Fujita and Noro 2009; Sani and Zain 2011) have found the crucial role that L2 proficiency and L2 reading ability play in L2 reading motivation, while de Burgh-Hirabe (2011) also identified a less favourable sociocultural environment as a decisive factor in hindering students' L2 reading motivation. What does then facilitate voluntary reading in FL? Do L1 reading behaviour and motivation transfer to FL reading behaviour and motivation? Are there any differences between genders in the context of FL reading motivation? The present study was conducted in an attempt to answer these and some other questions and thus get an insight into reading behaviour and various aspects of the reading motivation in EFL for Slovene elementary school pupils.

Study

Research Questions

- How often and what kind of texts do Slovene primary school students read in English in their free time?
- What factors is EFL reading motivation for the selected sample of students composed of?
- Which factors predict the primary school students' motivation to read in EFL?

- Are there differences in reading motivation and reading behaviour (frequency of reading and format of reading material in English) between boys and girls?
- Do L1 reading behaviour and motivation transfer to EFL reading behaviour and motivation?

Participants

The participants in the research were 192 pupils of a suburban/rural primary school in the Primorska region (the Littoral), Slovenia, aged between 11 and 14 years. The sample was composed of 99 males (51.5%) and 93 females (48.5%); 45 pupils (23.4%) in Grade 6 (11 years old), 55 pupils (28.6%) in Grade 7 (12 years old), 54 pupils (28.1%) in Grade 8 (13 years old) and 38 pupils (19.8%) in the last grade, Grade 9 (14 years old), and it represented the total school population of the selected school of the last 4 grades, present at the time of the distribution of the questionnaire.

Instrument

The questionnaire, administered in Slovene, was composed of a series of close-ended questions and statements. Apart from the initial questions regarding gender and age, the questionnaire contained 34 items, 2 of which (frequency of EFL voluntary reading and format of reading materials in English) were multiple choice questions, while the other 32 were statements scaled along the 4-point Likert scale (from *I strongly agree* to *I strongly disagree*). The 'forced choice' method, with the removed neutral option (*I neither agree or disagree*), was used to avoid the questionable neutrality of the respondents.

The questionnaire consisted of items related to reading materials in English, reading ability in EFL, motivation and attitudes towards reading in EFL, and environmental influences on reading in EFL, as well as motivation, attitudes, and parent and family influences on reading in the L1. The instrument was based on Takase's (2007) questionnaire researching Japanese high school students' EFL reading motivation, however, it was modified to better suit the age of the participants and the aim of the conducted study. The questionnaire was also pilot tested in a preliminary study (Pirih 2015) and further modified to clarify some confusing items.

Data Collection and Analysis

Before the distribution of the questionnaire, the participants were given some additional guidelines and explanations regarding the voluntary par-

ticipation and ensured anonymity. It was specifically stressed that the goal of the study was to get the macro view of their reading motivation in EFL and not characteristics of the individual respondents, that there were no 'right' or 'wrong' answers, and that the focus was on voluntary free-time reading of various materials in English as opposed to intensive reading within English school lessons or reading exclusively books in English.

To study the gathered data from the questionnaires, various statistical methods and techniques (i.e. descriptive statistics, bivariate and multivariate methods) were used, all performed with SPSS statistical software tool.

Results and Discussion

Frequency of Reading in English and Types of Reading Materials

The initial question of this research aimed at discovering the frequency of voluntary reading in English and the format of reading materials, selected by the respondents. The majority of studies on EFL reading motivation (Mori 2002; Takase 2007) take the number of words or books read or the duration of time as the criterion to measure the participants' reading in EFL, since these numbers provide a more precise data for further analysis. This study, however, is specific in certain ways. Firstly, it does not limit the research to reading books in English, but takes into consideration various formats of reading materials, which makes the estimate or even exact count of the read words difficult; secondly, reading certain formats, like web sites, can be intertwined with other activities (e.g. L1 reading, browsing), and the estimate of time spent reading in English is difficult to make; and finally, the participants in the study were young adolescents who, judging from the researcher's personal experience as their teacher, were mostly incapable of such estimates on their own.

In some informal conversations with my pupils, prior to this study, I asked them about the frequency of their free time reading in English and was surprised to get a negative answer from a large number of them. It only later became clear that we understood the question in a slightly, but decisively, different way. While I wanted them to tell me about voluntarily reading in English, regardless of the format or topic of texts, they 'heard' a question about reading books or literature in English. Once we clarified the misunderstanding they mostly reported reading in English (very) often. A similar sequence of events happened with other students while they were completing the questionnaire. It is evident from their answers that they first ticked 'never' to the question on the frequency of reading in English, later, presumably after reading the next question on the possible formats of reading materials, realized the true meaning of the question and chose 'almost every day'

Table 1 The Distribution of Respondents According to Their Age and Frequency of Reading

Age		(1)	(2)	(3)	(4)	(5)	(6)
11	Count	21	15	4	4	1	45
	Percent	46.7	33.3	8.9	8.9	2.2	100.0
12	Count	22	18	6	5	4	55
	Percent	40.0	32.7	10.9	9.1	7.3	100.0
13	Count	17	11	15	6	5	54
	Percent	31.5	20.4	27.8	11.1	9.3	100.0
14	Count	20	13	3	2	0	38
	Percent	52.6	34.2	7.9	5.3	0.0	100.0
Total	Count	80	57	28	17	10	192
	Percent	41.7	29.7	14.6	8.9	5.2	100.0

Notes Column headings are as follows: (1) almost every day, (2) once a week, (3) once a month, (4) only during holidays, (5) never, (6) total.

or '1x week.' The analysis of the questionnaire confirmed frequent reading in English by the selected population of pupils.

As seen from table 1, in each age group the highest share of participants reported to read in English almost every day, with the highest share of 14-year-olds. Among the ones who read in English once per week, the share of 11-, 12-, and 14-year-olds was almost the same and fluctuated around 30%, while the share of 13-year-olds who read in English once per week was lower. Among the participants who read in English once per month, 13-year-olds stood out with 27.8%. Reading in English only during holidays was least likely for 14-year-olds, whereas among the participants that never read in English the highest share was represented by 13-year-olds. According to the value of Likelihood ratio statistics, 13-year-old participants differ significantly from other participants regarding the frequency of reading in English, namely they read the least of all, making Year 8 the critical year for EFL reading motivation. The trend in EFL reading seems to follow the trend in L1 reading, where the drop of reading motivation from Year 3 to Year 7 is reported, regardless of the gender (Pečjak and Gradišar 2012).

Unlike other studies (Mori 2002; Takase 2007) on L2 reading motivation, this study does not limit its scope to books or only printed materials in English, but takes into account various formats of reading materials, with the aim of getting a more detailed picture of participants' free-time reading. Since numerous free time activities that today's adolescents participate in, also reading, moved into the virtual world (OECD 2011), it seemed necessary to expand the range of reading materials and consider very different formats, from

Figure 2 Format of Texts Read in English ($n = 192$)

printed texts to web sites. The most unusual option might seem English subtitles in films, but it is not that unusual in this environment. In Slovenia, only children's programs in foreign languages are dubbed, others are subtitled. Consequently, Slovene viewers are used to reading subtitles.

Figure 2 shows that those respondents who reported reading in English most frequently read the content of various web sites (79.7%) and/or English-subtitled films (43.2%). 29.2% of respondents read English magazines and 26% of participants preferred reading comics. Only 17.7% of participants spent their free time by reading English books. Even though at least one third of the participants reported reading different types of printed materials, the preferable choice of the majority, regardless of their age, were various web sites in English. In the questionnaires, numerous respondents noted they read fanfiction stories, lyrics of popular songs, online magazines, instructions for video games, etc. The result is not surprising, since internet reading materials are easily accessible and cover a virtually unlimited range of topics and genres, making it possible for the readers to find texts that suit their needs, interests and levels. This clearly makes online materials in English a preferable choice to the limited selection of printed materials in English in school and public libraries in the area. The availability of reading materials is one of the most important variables influencing L2 reading motivation in Day and Bamford's (1998) model of L2 reading motivation. Taking this into account, we can conclude that availability of reading materials in English (with easily available online texts and less available books) strongly influenced the choice of reading materials of the studied group.

The Dimensions of EFL Reading Motivation

To determine the dimensions of EFL reading motivation for the selected sample of students, factor analysis was applied to the variables measuring the level of agreement with the statements regarding participants' reading motivation. In the course of the analysis of multicollinearity in the data, some variables were excluded from further analysis, since their communalities were

Table 2 Rotated Factor Weights

Item (1)	(2)	(3)	(4)
t6 I am successful at reading tasks in English.	0.774		
t7 I am good at reading in English.	0.746		
t9 I like reading in English even if it requires additional time and effort.	0.685	0.314	0.226
t12 I read in English even if it is not obligatory.	0.628	0.245	
t10 Of all English tasks, I like reading the most.	0.520	0.342	0.329
t11 Reading in English is my hobby.	0.436		0.205
t3 I often read online.	0.414		
t26 I read in English because I will need to do it in secondary school.		0.840	
t25 I read in English to get better grades.		0.786	
t27 I read in English to get a better job in the future.		0.671	
t24 I read in English to get a better result on the national assessment test.		0.654	0.298
t13 I read in English to be smarter.		0.503	0.432
t21 My family reads a lot.			0.695
t4 I often use school or public libraries.			0.577
t1 I like reading in Slovene.			0.527
t22 My parents took me to the library when I was little.			0.517
t20 Reading is important to broaden my horizons.	0.210		0.515
t2 I prefer reading to watching TV.			0.498
t14 I read in English to compete with my classmates.		0.255	0.689
t16 I like reading in English because my friends like it as well.		0.254	0.639

Notes Factors: (1) EFL reading self-efficacy and intrinsic motivation for EFL reading, (2) Extrinsic motivation for EFL reading, (3) Family attitudes towards reading and intrinsic motivation for L1 reading, (4) EFL reading in social context.

not high enough (under 0.3). Altogether 20 variables were included in the factor analysis. Using the Varimax rotation method, four factors were extracted. According to the Cronbach's alpha values, the first two factors indicate a high level of reliability (0.801, 0.852; $\alpha > 0.8$) and the last two factors indicate a moderate level of reliability (0.744, 0.620; $0.6 < \alpha < 0.8$).

The first factor, explaining the highest proportion of variance (12.7%), was named *EFL reading self-efficacy and intrinsic motivation for EFL reading*. It includes factors that are the most often cited dimensions in reading motivation (Gambrell et al. 1996), namely self-efficacy and intrinsic motivation. Reading self-efficacy factor includes items that describe self-efficacy beliefs about reading in EFL (t6, t7) and willingness to invest time and effort into

EFL reading (t9). The intrinsic motivation factor includes items describing involvement in EFL reading (t10, t11, t12) and fondness for online materials (t3). Even though the last item does not specify the language of reading materials, the participants seemed to relate online reading with texts and reading in English. Despite the fact that self-efficacy and intrinsic motivation are usually found separate, it is not surprising that they emerged in the same dimension, as they are closely connected. Wigfield and Guthrie (1997) explain that the individual's positive competence and self-efficacy beliefs reveal the fulfilled need for competence (in Self-Determination Theory terms) and facilitate his/her intrinsic motivation.

The second factor (12.5% of variability) was named *Extrinsic motivation for EFL reading*. It includes items that relate to interest in EFL reading because it brings external rewards, i.e. public acknowledgment and grades (t24, t25, t26, t27) and an item related to intelligence (t13), which can also be perceived as something generally recognised as positive and desirable, thus bringing recognition. Even though secondary education and employment possibilities (t26, t27) seem as ideas quite distant to a primary school pupil, they loaded together with items describing factors more closely related to primary school context, namely grades (t25) and the national assessment test (t24).

The third dimension *Family attitudes towards reading and intrinsic motivation for L1 reading* (10.9% of variability) relates to reading in the participants' mother tongue. The items that loaded on family attitudes towards reading describe family engagement in reading (t21) and parents' influence on the participants' reading in early childhood (t22), while the other six items (t1, t2, t4, t20) relate to intrinsic motivation for L1 reading. It is interesting that there are two items related to library visits in this factor (t22 and t4), which suggests a connection already established by several researchers (check Pečjak et al. 2006, 34), namely a connection between library visits of young teenagers or even adults and their early childhood experiences with libraries, influenced by their parents. Overall, it is not surprising that the two factors loaded together, since numerous studies (e.g. OECD 2002; Pečjak et al. 2006, Pečjak and Gradišar 2012) stress the link between family attitudes and engagement in reading and the children's intrinsic motivation for reading.

The last dimension, explaining the lowest proportion of variance (7.7%), is *EFL reading in social context*. It includes two items describing the influence of peers (t14, t16).

Predictors of EFL Reading Motivation

To test the differences in dimensions of reading motivation according to the participants' frequency of reading in English, the ANOVA test was conducted,

while the relations between the dimensions of EFL reading motivation of the selected sample of students was analysed by correlation analysis.

The results show that the effect of the frequency of participants' reading is statistically significant only for the first factor, i.e. *EFL reading self-efficacy and intrinsic motivation for EFL reading*. The participants who read more frequently felt more competent and were more intrinsically motivated for reading in English than their peers that read less often. At the same time they did not seem to be motivated by grades and public acknowledgement, i.e. external awards to the same extent, which is not surprising, since it had been explicitly explained to them prior to the completion of the questionnaire that the focus was on voluntary, free time reading, which they obviously did not link to school-related tasks.

Despite the fact that *Family attitudes towards reading and intrinsic motivation for L1 reading* did not emerge as a statistically significant factor of influence on EFL reading motivation, the results show that all groups of readers (frequent and occasional) and non-readers alike expressed a relatively high intrinsic motivation for L1 reading, showing that intrinsic motivation is the most powerful factor for motivating the students in their L1 as well. The results of the analysis are thus consistent with the findings of Wigfield and Guthrie's (1997) study on younger primary school pupils (third and fifth graders) and Baker and Wigfield's study (1999), both of which show that intrinsic motivation more strongly predicts the amount of reading than extrinsic motivation. Even though researchers (Pečjak and Košir 2004, Pečjak et al. 2006) explain that in the last years of primary school extrinsic motivation becomes a stronger influence on reading and general learning motivation than intrinsic motivation, the results of this and Takase's (2007) study, which also reported on the statistically significant influence of intrinsic motivation for EFL reading, imply that in FL voluntary reading Wigfield and Guthrie's (1997) findings can be generalized to teenage readers as well.

The analysis of data showed also lower self-efficacy and intrinsic motivation for EFL reading, but higher *extrinsic motivation for EFL reading* for the group of occasional readers (who read once a month or only during holidays) and non-readers. These results correspond to those of Fujita and Noro's (2009) study of Japanese EFL learners participating in an extensive reading program, which showed the connection between the learners' competence in EFL and reading motivation; better readers developed their intrinsic motivation, while poorer readers developed class-related extrinsic motivation. Moreover, correlation analysis showed a strong and statistically significant correlation between the factors *EFL reading in social context* and *Extrinsic motivation for EFL reading*, meaning that reading motivation of participants

Figure 3 The Distribution of Male and Female Participants According to Their Frequency of Reading ($n = 192$)

who reported higher extrinsic motivation for EFL reading highly depends on the social context, more precisely peer influence. For extrinsically motivated readers in English the source of their motivation were not only grades but also social confirmation and competition with their peers. However, altogether, the participants attached a relatively low value to the social context in EFL reading, suggesting they perceive reading as a more individualized than social activity.

Gender Differences in Reading Behaviour and Reading Motivation

Numerous studies (Wigfield and Guthrie 1997; Millard 1997; Pečjak and Košir 2004; Pečjak and Peklaj 2006) have shown gender differences in various aspects of reading motivation. For this reason, one of the aims of this study has been to check the potential differences between boys and girls in the studied population in their EFL reading behaviour and motivation.

As seen in figure 3, there were more female than male participants who read almost every day, whereas the share of male and female participants who read once per week was almost the same. The situation then turned: among male participants there was a higher proportion of those who read once per month, only during holidays, and who never read in English. According to the value of Pearson Chi-square statistics, the difference in frequency of reading between male and female participants is not statistically significant. Nevertheless, these results mirror the findings of numerous studies in different countries showing that girls read more than boys; on average, they not only spend more time reading, they also tend to read more diverse types of materials than boys (OECD 2002; Puklek Levpušček, Podlesek, and Šterman Ivančič 2012). Among others, McKenna, Kear, and Ellsworth (1995, 934) in their study of American primary school children's reading attitudes came to the conclusion that girls have more favourable attitudes than boys to recreational and academic reading, while Pečjak and her associates (2006) reported that positive attitude towards reading significantly decreases during primary school years, however, the trend is more noticeable for boys.

Figure 4 The Distribution of Male and Female Participants According to the Format of Text They Read in English ($n = 192$)

As for the format of texts the participants typically chose (figure 4), both, male and female participants, reported to frequently read the content on the web sites. Among female participants, the second most popular material were magazines, followed by English subtitles in films, books, and lastly comics. Among male participants, English subtitles in films were the second most popular material they read in English, followed by comics, magazines and books. As shown, female participants read printed materials, with the exception of comics, more often than male participants. There was, however, no difference in the frequency of screen reading (i.e. reading English subtitles in films or web sites) between male and female participants. In terms of the diversity of reading materials, noticeably more girls reported reading diverse reading materials (i.e. on screen, short printed materials and books) than boys, however, among the least diversified readers there was the same percentage of boys and girls. These findings mirror those of PISA 2000 (OECD 2002) and PISA 2009 (Puklek Levpušček, Podlesek, and Šterman Ivančič 2012) which show a very similar distribution of diverse readers according to gender. In these studies, girls identified themselves as readers of newspapers, magazines, books (especially fiction), but not comics, and boys as readers of newspapers, magazines and comics. Experts have widely debated on possible reasons for these differences and suggested solutions to improve boys' reading engagement. One of the most frequently mentioned causes are to some degree stereotyped reading materials that are used at school. Instead of the topics often included in school curricula, boys prefer reading web sites, jour-

nals on sport, electronics and computer games, and comics (Blair and Sanford 1999, as cited in Pečjak et al. 2006; Millard 1997; OECD 2002). Thus, school environments that enable easy access to large amounts of varied reading material and encourage pupils' autonomy in choosing reading materials are of utmost importance especially for them. The fact that the findings of this study of EFL reading agree with those of L1 reading suggests that certain aspects of reading behaviour in the L1, specifically the attitude towards reading and preference for specific format of reading materials, transfer to some extent to reading behaviour in the FL (as further discussed in the next section).

Further analysis of the questionnaires revealed some similarities as well as differences between boys and girls in dimensions and predictors of EFL reading motivation. Participants, regardless of their gender, who read a lot in English, were largely motivated by their self-efficacy beliefs and intrinsic motivation for reading in English. For extrinsically motivated readers of both genders, the results suggest that their motivation comes more from social recognition from their peers than grades or job possibilities (*EFL reading in social context*). However, there are also statistically significant differences between male and female participants, namely in *EFL reading in social context* and *Family attitudes towards reading and intrinsic motivation for L1 reading*. For male respondents EFL reading in social context, i.e. the influence of peers, had a weaker effect on their EFL reading motivation as compared to female participants. This mirrors the findings of various studies (Wigfield and Guthrie 1997, Pečjak et al. 2006) which show that social reasons for reading are valued especially by girls. They are more motivated to read if they know they will be able to discuss what they have read with their classmates or friends. On the other hand, boys' reading motivation is more influenced by peer competition (Wigfield and Guthrie 1997). Since the motivational dimension *EFL reading in social context* is composed of one item related to sharing the reading experience with peers and one item related to peer competition, the results suggest that the influence of social reasons for reading in EFL were stronger than peer competition. Another difference is in the *Family attitudes towards reading and intrinsic motivation for L1 reading*, as this factor proves to be less important for female participants as compared to their male schoolmates.

Transfer of L1 Reading Behaviour and Motivation to EFL Reading Behaviour and Motivation

As regards reading behaviour, namely the frequency of reading and the choice of reading material, it is very difficult to make any clear comparisons, since the data on these aspects of L1 reading for the studied group was not

obtained. However, on the basis of the results for EFL reading and the reported results concerning L1 reading in Slovenia from various studies (Pečjak et al. 2006; Pečjak and Gradišar 2012), also PISA 2009 (Puklek Levpušček, Podlessek, and Šterman Ivančič 2012) we can to a certain extent compare reading behaviour of Slovene primary school children in their mother tongue and EFL. We can say that in L1 reading and EFL reading, digital reading occurs more frequently than reading of printed materials. Since digital reading includes not only text processing, but also navigation in a digital environment, we can assume that the participants acquired the set of digital reading skills in their mother tongue first and then used them in FL digital reading. However, since the majority of texts online are in English, the switch from digital reading of materials in Slovene to that in English possibly happened quite early, making the experience with L1 digital reading less influential for EFL digital reading than in the case of printed materials. With regard to printed materials, the findings about gender differences in the frequency of reading, the choice of reading materials and consequently in the reading profiles (discussed in the previous section) suggest that reading habits which the participants developed in their mother tongue influenced and shaped also reading in EFL.

The analysis of the motivational dimensions, their influence on the frequency of reading in EFL and the respective correlations showed two interesting results. As expected, non-readers in EFL expressed low EFL reading self-efficacy and intrinsic motivation for EFL reading and low motivation for EFL reading in social context. However, their family attitudes towards reading and intrinsic motivation for L1 reading are almost as high as in frequent readers and higher than in participants who reported reading in English once a week or less often. This clearly shows that the intrinsic motivation of non-readers in EFL was limited to L1 reading and their positive experiences with L1 reading in early childhood and early teens did not transfer to EFL reading. On the other hand, weak, yet statistically significant correlations between the factors *EFL reading self-efficacy and intrinsic motivation for EFL reading* and *Family attitudes towards reading and intrinsic motivation for L1 reading* show that on the whole, participants who reported more positive family attitudes towards reading and were more intrinsically motivated for L1 reading, felt also more self-efficient and intrinsically motivated for EFL reading. As explained in the previous section on gender differences in reading motivation, this mostly applies to boys, while the transfer of L1 reading motivation to EFL reading motivation for girls was not identified. This might suggest that early childhood experiences with reading and positive attitudes towards reading

that a child develops through the influence of significant others, i.e. parents, which numerous researchers (e.g. McKenna, Kear, and Ellsworth 1995; Pečjak et al. 2006) see as the crucial factor shaping an individual's interest in reading, are more influential for the development of L2/FL reading motivation for boys than they are for girls. However, to understand the matter better, some follow up interviews with non-readers and male readers of English materials should be conducted. In her research of Japanese high school students' motivation for extensive EFL reading, Takase (2007) also studied the relationship between L1 reading and L2 reading, but did not identify a transfer from L1 reading to L2 reading. Yamashita (2004), on the other hand, conducted a study of reading attitudes and EFL extensive reading of Japanese university students, and identified the transfer of the affective domain of reading (attitudes) from L1 to EFL. She, however, did not compare the results of male and female students.

Conclusion

Developing motivation for reading in foreign languages is key not only for more efficient foreign language learning, but also for successful encounters via written materials with foreign language speakers globally. For this reason, reading motivation studies in Slovenia and elsewhere should expand their scope from L1 to reading in different foreign languages.

Despite the fact that the present research included a relatively small, single-school sample of participants, it gives us an insight into the reading behaviour and reading motivation in EFL for Slovene primary school pupils, aged 11–14. The findings confirm some results of the preliminary study (Pirih 2015), namely that the majority of young adolescents, girls and boys alike, frequently read in English in their free time and that most of their reading in English, as numerous other free time activities, takes place online, while printed materials appear to be significantly less popular. This suggests that it is of utmost importance to include online materials and authentic texts of other formats into primary school reading lessons and to give the pupils autonomy in choosing what they want to read. In this way they might be encouraged to read also diverse reading materials (digital and printed texts of different length), which is the precondition for gaining higher levels of proficiency. The results further confirm that the participants' EFL reading motivation is a multidimensional construct, with four identified components: EFL reading self-efficacy and intrinsic motivation for EFL reading, extrinsic motivation for EFL reading, family attitudes towards reading and intrinsic motivation for L1 reading, and EFL reading in social context. However, only one statistically

significant predictor of motivation for the participants to frequently read materials in English was identified, namely EFL reading self-efficacy and intrinsic motivation for EFL reading. The reason for this might be that the participants focused on voluntary, free time reading, which they obviously did not link to school-related tasks and other extrinsically motivated goals. Moreover, correlation between the EFL reading self-efficacy and intrinsic motivation for EFL reading and family attitudes towards reading and intrinsic motivation for L1 reading show the transfer of L1 reading motivation to EFL reading motivation, however, only for boys. It seems that when developing their FL reading motivation, male learners are more influenced by their early childhood experiences with reading and positive attitudes towards reading that are shaped through the influence of one's parents than their female peers. Some gender differences were found also in the choice of reading materials in English, with significantly more girls reporting to read magazines and books than boys, who prefer reading comics. These differences are true for L1 reading as well, which suggests that preference for specific format of reading materials to some extent transfers from L1 to EFL reading.

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