

Investigation on Motivation of Online Reading: A Case Study Preparatory Year Students

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ABSTRACT

Our knowledge of online reading motivation behavior is primarily based on limited data. The aim of the research was consequently to scrutinize students' motivation behavior toward online reading act. Therefore, this research employed a mixed method approach to satisfy the objectives of the study. Thus, data collection tools from previous research were carefully selected and modified to suit the purpose of the study. Respondents included in this study were randomly selected from the population under examination, the students of PYP at Majmaah University. The students' responses were keyed WARPPLS software. In respect to qualitative data, five students were interviewed to obtain their responses to online reading motivation behavior. The main result was students and their colleagues have a different opinion about online reading. In line with results of the questionnaire, students' interviews revealed that they are motivated to read online for different purposes such as reading for exam, pleasure or discovering new things. These results offer an overwhelming understanding of the notion of online reading motivation and broaden our knowledge of the factors that might affect students' motivation while reading online.

KEYWORDS: Reading, online reading, motivation, EFL reading.

1. INTRODUCTION

No one can deny the importance of reading in peoples' lives. It is the key to success and building knowledge that enables individuals to be superior, well - educated and smarter. Books, newspaper, and magazines were the sources of information and tools we use to practice reading whether for pleasure or other purposes. Nowadays, with massive progress in the field of technology, reading as activity started to shift from paper-based form to digital one. This alteration gives reading new aspect where people can use their smartphones, tablets and other devices to read their exciting topics with one touch.

2. BACKGROUND

Despite the importance of motivational factors, the field remains plagued by issues. Two related problems have included framing underlying constructs and identifying or developing appropriate measures of those constructs. Many now agree that motivation is multidimensional in nature, comprising several factors (Guthrie, Wigfield, & VonSecker, 2000; W. Schaufeli, 2012; Wigfield & Guthrie, 1997). However, measuring these factors—and, in consequence, understanding the research that employs such measures—can be problematic because of differences in how the various components have been operationalized (Morgan & Fuchs, 2007; Petscher, 2010; Schaufeli, 2012; Watkins & Coffey, 2004).

The disarray that presently characterizes the terminology of reading motivation might well cause some investigators to avoid its study altogether (Petscher, 2010). Others, however, suggest that the situation occasions merely the need for a systematic review. Indeed, (W. B. Schaufeli, 2012) call for definitional clarity, noting that

It should be a task of high priority for future research to reach a consensus on the definition of reading motivation (including its dimensions) and the use of individual and

composite scales. The great variety of measures and combinations thereof makes it difficult to compare and evaluate the results from prior studies. (p. 459)

This process led to a final list of 12 motivation-related constructs: agency, attitudes, expectancy, extrinsic motivation, goals, interest, intrinsic motivation, reading motivation, self-belief, self-concept, self-efficacy, and value. Of note, although engagement has been widely discussed as an essential construct (Guthrie, Klauda, & Ho, 2013; Guthrie et al., 2000; Ivey & Johnston, 2013; Workman, 2008); we did not include it in the present analysis because it also includes behavioral aspects (Fredricks, Blumenfeld, & Paris, 2004). Whereas the 12 terms included in our analysis are factors that either facilitate or promote reading practices, engagement is often conceptualized as an optimal outcome, condition, or experience where readers are involved in reading.

R. Day (2002) highlights the variety that online context provides for readers and users. Moreover, recent technologies and internet give the superiority for digital material over the paper-based text due to the diversity of materials and topics exhibited digitally (Coiro, 2009).

3. DEFINITION OF MOTIVATION

Motivation plays a crucial role in second language learning. In his definition of motivation, Gardner (1985) states that motivation in second language learning is the desire to communicate with target language and use what you have acquired in the community of target language. For reading, motivation is different from learning second language (Grabe, 2009). Wigfield and Guthrie (1997) defined motivation as "beliefs, needs, and goals that individual have". Moreover, Guthrie et al. (2000) indicate that students who have high intrinsic motivation tend to use more comprehension strategies and had better reading comprehension of science context. They also found that students with learning goal had a high reading performance and were active readers. Reading motivation might be used as predicting tool of the amount of reading and reading comprehension.

From these studies, Wigfield and Guthrie (1997) built up a Motivation for Reading Questionnaire (MRQ), which many L2 reading motivation studies subsequently adopted. The early MRQ version explored self-efficacy and intrinsic, extrinsic, and social motivations. Recent studies have adapted (Wigfield & Guthrie, 1997) questionnaires and developed different constructs (Mori, 2002). Mori (2002), for example, created a 30-item L2 reading-motivation questionnaire that explored self-efficacy and reading's intrinsic value, extrinsic utility, and importance. (Mori, 2004) later developed a new questionnaire on the basis of Expectancy-Value Theory (Eccles & Wigfield, 1995) to re-examine the relationship between motivation and the amount of reading. Results showed that reading proficiency did not anticipate how much students read, whereas students' study habits and task-specific motivations did.

4. THE COMPONENTS OF EFL READING MOTIVATION

In their theoretical model of L2 reading motivation, R. R. Day, Bamford, Renandya, Jacobs, and Yu (1998) suggest that motivation to read in L2 is strongly influenced by extensive reading materials and attitudes and less by reading ability and the sociocultural environment. The results of this study, however, show a slightly different picture of the influences on the participants' EFL reading. One of the most influential factors (and also predictors of motivation for the participants to read in English) is the participants' perceived reading ability in English, i.e. the more the students feel competent at reading in English, the more they hope to be fruitful further on and the more they read, and vice versa. Furthermore, students who consider themselves as competent readers in English are more inclined to leave their comfort zone when choosing their reading materials (e.g. reading materials which are above their reading competence in EFL, reading also materials chosen by others). Moreover, the participants show high value to interesting materials, regardless of the language they are written in, which does echo with R. R. Day et al. (1998) claim that L2 reading motivation is strongly influenced by reading materials.

Motivation theories are among the most important aspects of psychology and language education (Guilloteaux & Dörnyei, 2008). Motivation is the major source of stimulus to initiate second language learning and serves as the driving force to sustain students' enthusiasm in learning (Dörnyei & Skehan, 2003). Without sufficient motivation, good teaching and curriculum planning cannot ensure successful learning. Students need to be continuously motivated during the long and laborious language learning process (Grabe, 2009). It has been demonstrated in extensive research on first language (L1) reading motivation that how much students read and how well they comprehend the text can be predicted by the intrinsic and extrinsic dimensions of motivation (Baker & Wigfield, 1999; Gottfried, 1990; Wang & Guthrie, 2004).

Motivation in second language (L2) contexts has been shown to follow a different path, and few researchers have addressed its connection to reading comprehension (Grabe, 2009). Until the 1990s, motivation for L2 learning was dominated by Mori (2002) integrative and instrumental motivation model. It was not until the early 1990s that there was an emergence of a wider range of motivation research (Dörnyei & Skehan, 2003), and it

was found that students with different language profiles had different learning motivations. For example, English foreign language (Abanomey) and English as a second language (Plano Clark, Garrett, & Leslie-Pelecky) students may be more influenced by academic and classroom factors that include a focus on goals, self-efficacy, and interest (Grabe, 2009; Ushioda, 2008).

Researchers' focus in empirical studies of L2 reading motivation has been on developing instruments to explore learners' motivation. (Mori, 2002) developed an L2 reading motivation questionnaire based on (Wigfield & Guthrie, 1997) Motivations for Reading Questionnaire (MRQ). They tested 447 Japanese learners of English, and found four factors influencing motivation: the intrinsic value of reading, the extrinsic utility or value of reading, the importance of reading, and reading efficacy. (Takase, 2007) investigated the motivational effects of extensive reading among 219 high school EFL students in Japan. Results showed that the amount of L2 reading was predicted by L1 and L2 motivation. Apple (2005) surveyed 85 Japanese university learners' motivational changes after a 3-month extensive reading program. Results showed that students did not seem to improve due to the relatively short timeframe and the difficulty of ascertaining increased motivation among students whose motivation was initially high.

Individual differences have also been found to play a role in L2 motivation. Researchers have found that females were more motivated than males to learn languages (Carreira, 2011; Sung & Padilla, 1998). (Carreira, 2011) investigated 268 EFL Japanese sixth graders' motivations for learning English and found a significant effect on intrinsic motivation for learning EFL, on interest in foreign countries, and on instrumental motivation, with girls having higher scores than boys. Sung and Padilla investigated 591 American students in Asian language programs and found that female students had more motivation to study a foreign language than male students did. Mori and Gabel investigated 453 second-year non-English majors' motivations in four dimensions: integrativeness, intrinsic value, negative value, and attainment value. Results showed that females had significantly higher scores in integrativeness than male students did. As for language proficiencies, Lau and Chan (2003) investigated 159 Hong Kong students' Chinese reading comprehension and demonstrated that good and poor readers had different strategy uses and reading motivations, with poor readers' motivations to read being very low. The pedagogical implications of these studies are that poor readers will be helped by reading programs with strategy training and teaching materials to enhance motivation.

Overall, the positive relationship between motivation and reading behaviors has been supported by the extensive L1 reading motivation research. However, relatively few researchers have focused on L2 reading motivation (Apple, 2005; Huang, 2013; Mori, 2002; Takase, 2007), and even fewer researchers have explored the effects of learners' proficiency levels and gender differences on motivation. Because motivation is one of the key factors in L2 reading development, and because a new and important opportunity for teaching reading and increasing motivation is offered by online reading, empirical studies on L2 reading motivation, especially in a digital reading environment (Larson, 2009), are urgently needed.

As mentioned above, this study concerns checking the validity and reliability of the amended version of the (ORMQ). Therefore, the researchers went through the pilot study to find out whether the amended questionnaire is suitable to measure online reading motivation.

5. METHODOLOGY

5.1. Population

The target respondents have been selected randomly from the students of PYP, at Majmaah University. The respondents were studying in second semester for the academic year 2017/2018. The number of respondents was 170. The researcher interviewed 5 students representing the qualitative stage of the study.

5.2. Research design

The researcher followed mixed design method (Quantitative- qualitative). The study is mainly based on the quantitative approach since it suits with the nature of the study and reach to large number of respondents. And to give more deep understanding for the results generated from the quantitative phase, the researcher employed the qualitative approach by interviewing 5 students who were chosen randomly to state their opinions about motivation to read online.

5.3. Research instrument

To achieve the aims of the study, the researcher employed a questionnaire to obtain students responses quantitatively. On the other hand, he conducted interviews with randomly selected students to satisfy the mixed method approach where the researcher mixes between quantitative and qualitative method.

5.3.1 Quantitative phase

For the purpose of the study, the researchers adapted Wigfield and Guthrie’s (Carrier) Motivations for Reading Questionnaire (MRQ), where the researcher changed and modified the statements of the questionnaire to be suitable for study's purpose. The modified questionnaire went through stages. First, it has been exposed to language instructor to check the language of amended statements. After language checkup process, the researcher sent the questionnaire to a panel that they are expert in the field of study to check whether the amended statements are fulfilling the intended objectives of the research or not.

5.3.2 Qualitative phase

In this phase, the researcher interviewed 5 students and recorded their responses to the questions where they exposed to while the interviews. After that, students’ responses were analyzed and classified to themes and sub-themes in order to form a comprehensive understanding of motivation for online reading.

5.4. Data collection

To reach the modified questionnaire to the whole respondents smoothly taking in account the factors of time and distribution, the researcher designed a link and asks students to enter the link and rate their responses to questionnaire statements. The time that the students took to write down their answers was recorded by the researcher. After that, the researcher approached students' responses to (WARP PLS) program to analyze their responses.

On the basis of the results generated from students’ responses to questionnaire, the researcher interviewed students to integrate the results of questionnaire with students’ responses during interviews.

5.5. Discussion

The aim of conducting this pilot study is to ensure that the modified version of (MRQ) is valid to measure the online reading motivation. The first step is to perform Cronbach’s Alpha test, which is used to measure the internal consistency of questionnaire’s items. The table below shows that the estimation of Cronbach’s Alpha is .931, suggesting that the items have relatively high internal consistency. (Note that a reliability coefficient of .70 or higher is considered “acceptable” in most social science research situations.).

5.6. Quantitative phase analysis

5.6.1. Validity of Motivation Tool

In this section, motivation tool has gone to ensure the validity. Therefore, SmartPLS was used to seek a statistical evidence for convergent validity. Results obtained from the pilot study in respect to motivation tool are presented in Table 1 The results showed that all internal consistency reliability values (ICR) are higher than 0.70 as recommended by Nunnally (Becker & Dwyer), ranging from 0.70 to 0.88. In addition, the AVE results are higher than 0.50 and composite reliability values are higher than the threshold 0.50 (Chin, 1998; Hsu, Shepherd, & Tesch, 2006).

In respect to ICR, all constructs exhibit more than 0.70 which is considered above any correlation value among all other constructs. Table 2 exhibits correlations results. The results reveal that all correlation values are between -1 and +1 which according to Hair et al., (Alsamadani), values within that range display convergent validity i.e. convergence. Therefore, it can be established that motivation tool is valid to be used for further investigation.

Table 1 Motivation Tool Pilot Study Results

Construct	ICR	AVE	CR
Avoidance	0.78	0.61	0.88
Devalue	0.77	0.60	0.91
Efficacy	0.70	0.50	0.85
Intrinsic Motivation	0.70	0.50	0.81
Peer rejection	0.88	0.78	0.95
Peers acceptance	0.83	0.69	0.92
Perceived difficulty	0.85	0.72	0.93
Value	0.70	0.50	0.87

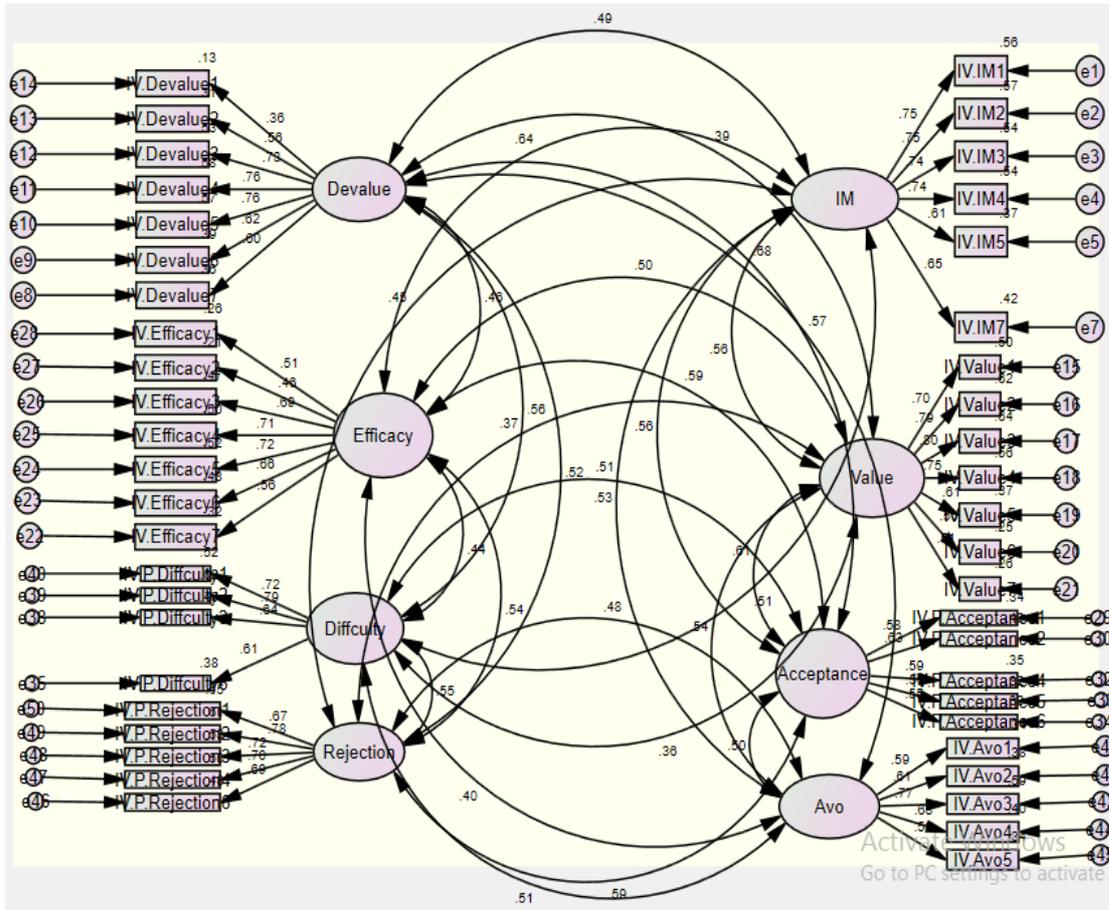


Table 2 Correlation Results of Motivation Tool

	<i>Avoidance</i>	<i>Devalue</i>	<i>Efficacy</i>	<i>Intrinsic Motivation</i>	<i>Peer rejection</i>	<i>Peers acceptance</i>	<i>Perceived difficulty</i>	<i>Value</i>
<i>Avoidance</i>	1							
<i>Devalue</i>	0.84	1						
<i>Efficacy</i>	0.44	0.52	1					
<i>Intrinsic Motivation</i>	0.07	0.11	0.48	1				
<i>Peer rejection</i>	0.70	0.71	0.51	0.40	1			
<i>Peers acceptance</i>	0.38	0.57	0.61	0.46	0.43	1		
<i>Perceived difficulty</i>	0.55	0.70	0.39	0.56	0.67	0.62	1	
<i>Value</i>	0.39	0.40	0.74	0.67	0.52	0.73	0.66	1

The operational definition of motivation concept used in the research refers to reasons to be motivated to read online by university students. In order to establish reliability in motivation tool, Cronbach Alpha test was used in which it is considered internal consistency most popular test (Field, 2009). The results obtained from the pilot study yielded a lowest score i.e. $\alpha = 0.80$ and highest score $\alpha = 0.94$. Table 3 provides information on scores obtained from the pilot study.

Table 3 Cronbach’s Alpha results

<i>Construct</i>	<i>Cronbach’s Alpha</i>
Avoidance	0.84
Devalue	0.88
Efficacy	0.81
Intrinsic Motivation	0.80
Peer rejection	0.94
Peers acceptance	0.91
Perceived difficulty	0.92
Value	0.83

Table 4 gives insights on the mean and standard deviation for each ORM. The value of the mean refers to the frequency of use which ranged from 1 (strongly disagree) to 5 (strongly agree).

Table 4

		Mean	SD
Intrinsic Motivation			
I enjoy online reading.	IM1	3.063	1.374
I read information from the internet as much as I can.	IM2	2.924	1.39
I read online because it’s fun.	IM3	3.066	1.422
I read interesting information online	IM4	3.003	1.429
I read information online during my free time.	IM5	3.03	1.345
I spent long hours reading online information	IM6	2.877	1.357
If I hear about something interesting, I might use the internet to read about it.	IM7	3.01	1.429
		2.9961	1.3922
Avoidance			
I read online information as little as possible.	A1	2.745	1.301
Online reading is not fun.	A2	2.646	1.401
Online reading is not one of my favourite activities.	A3	2.658	1.321
Online reading is boring.	A4	2.682	1.39
I put in as little effort as possible to online reading.	A5	2.795	1.329
		2.7052	1.3484
Value			
It is easy to read information on the internet, so I won't have to work hard	V1	2.891	1.329
It’s important to me to understand online information.	V2	3.046	1.409
Online reading is more useful than most of my other activities that I do.	V3	2.887	1.352
Online reading in my spare time is very important to me	V4	2.861	1.367
Reading information online outside of university is important to me.	V5	2.944	1.367
I can make use of what I learn by reading online.	V6	2.927	1.369
It is very important for me to be successful in online reading.	V7	2.848	1.377
		2.9148	1.3671
Devalue			

It doesn't make a difference to me whether I read online or not.	D1	2.917	1.38
Online reading takes too much time.	D2	2.97	1.288
I don't want to read information on the internet.	D3	2.95	1.295
Online Reading is not a good way to spend time	D4	2.97	1.394
Online Reading is not important to me	D5	2.917	1.356
I have more important things to do than online reading in my spare time	D6	3.003	1.318
Online Reading is a waste of time	D7	2.914	1.337
		2.9487	1.3382
Peers Acceptance			
My peers and I share the same opinion about online reading.	PA1	3.03	1.353
Other students care about my opinion regarding online information.	PA2	2.983	1.321
Other students respect my habit of online reading.	PA3	2.752	1.367
Other students value my ideas about the information I on the internet.	PA4	2.947	1.321
My class fellows think that what I read online is interesting.	PA5	2.831	1.305
Students trust the information that I read online.	PA6	3.093	1.26
		2.9393	1.321
Peer Rejection			
My peers and I have different opinion about online reading.	PR1	3.179	1.313
My peers do not care for my ideas about the information I get by reading online.	PR2	3.123	1.287
Other students don't respect me because I often get information online.	PR3	3.036	1.345
Other students don't value my opinion about online information.	PR4	2.92	1.241
Other students don't value my opinion about online information.	PR5	3.026	1.366
		3.0568	1.3104
Efficacy			
I can figure out how different section fit together when I read an online text.	E1	3.076	1.252
I am good at explaining online information.	E2	2.99	1.333
I can find the main idea of an online text.	E3	3.02	1.4
I can figure out what unfamiliar words mean in online texts.	E4	3.172	1.324
I understand most of the information that I read on the internet.	E5	3.076	1.339
I understand the main point of an online text.	E6	3.027	1.359
I can correctly answer questions based on online information that I have read on the internet.	E7	2.901	1.358
		3.0374	1.3378
Perceived Difficulty			
Online information is too hard to read in my spare time.	PD1	2.947	1.38
I need more help than other students to understand the main ideas of some online information.	PD2	2.904	1.386
It is hard to explain online information that I read on the internet.	PD3	2.921	1.381
I think reading online is really confusing.	PD4	3	1.398
It is hard for me to answer questions about the information I read online.	PD5	2.914	1.347

It is difficult for me to read online compared to other students.	PD6	2.851	1.342
		2.9228	1.3723

Based on the results above, we can figure out that the highest mean goes to (peer rejection) factor with mean (M=3.0568) while Dowson and McInerney (2001) comes in the last position with mean (M=2.7052). The highest frequent statement was reported by students is *My peers and I have different opinion about online reading* (M=3.179) and the least frequent statement is *Online reading is not fun* (M= 2.646).

Table 5

Category	statement	Category	Statement
Highest frequent		Least frequent	
PR1	My peers and I have different opinion about online reading.	A2	Online reading is not fun.
E4	I can figure out what unfamiliar words mean in online texts.	A3	Online reading is not one of my favorite activities.
PR2	My peers do not care for my ideas about the information I get by reading online.	A4	Online reading is boring.
PA6	Students trust the information that I read online.	A1	I read online information as little as possible.
E1	I can figure out how different section fit together when I read an online text.	PA3	Other students respect my habit of online reading.

The given table above depicts the highest frequent statements and the lowest statements. As for the most frequent, we can see that peer rejection and efficacy share the same percentage 40% for each while peer acceptance takes part with 20%. In contrast, it is obvious that the overwhelming majority belongs to avoidance with 80% and peer acceptance shares only with 20%.

5.6.2. Qualitative data analysis

5.6.2.1. Sample of interview

As underliend before, the sample size of students were interviewed was five. The students study in PYP and they are varied in their diciplines. The following table offers further details in this regard.

Table 6

S/N	Respondents	Discipline
1	A	Medicine
2	B	Medicine
3	C	Engineering
4	D	Engineering
5	E	Applied Medical Sciences

In this section, five students study in PYP were selected and interviewed to investigate the motivation of online reading among Saudi EFL. The respondents' interviews' data were noted verbatim. Table reflects the main themes and subthemes resulted from students' interviews.

Table 7

S/N	Main theme	Sub- theme
1	Motivation to read online	Motivation is important Motivation is not important Preference to read books
2	Reading material	Reading college's subjects Reading from websites Reading for study
3	Purpose of reading online	Reading for pleasure Reading about international issues

5.6.2.2. Interviews' analysis

The following table shows the answers of the students toward the interview's question where they declared their opinions about online reading motivation.

Table 8 Motivation to read online

S/N	Participants	Responses
1	Khalid	"I am not motivated to read online. I favor reading books since I have an eye problem (sight problem); therefore, I always have a tendency to decrease the time of watching the screen. As a result, I am more interested in reading books although internet includes huge and enormous information."
2	Abdullah	"Motivation doesn't mean anything to me. I don't care about online reading motivation"
3	Faisal	"Motivation is important to read online. For example, reading for college's subject increases my motivation to read. In contrast, I will be less motivated if I read for pleasure."
4	Sultan	"If I have a question and I don't know the answer, I will be motivated to go online and search for it. So, motivation depends on my needs"
5	Ahmad	"I am motivated for online reading. World of the internet like the ocean where I can explore many things. Today many passages and articles motivate me to read specially those focus on certain topics such as mind blowing."

Two of the students described themselves that they are unmotivated for online reading for different reasons. Khalid attributed that he is not motivated to certain health problem, eye sight problem. Therefore, he favors reading books though the information in the internet is huge, *I am not motivated to read online. I favor reading books since I have an eye problem (sight problem), therefore, I always have a tendency to decrease the time of watching the screen. As a result, I am more interested in reading books although internet includes huge and enormous information.* However, Abdullah is unmotivated due to his carelessness toward online reading *"Motivation doesn't mean anything to me. I don't care about online reading motivation"*

Conversely, Sultan connected his motivation toward online reading with the purpose of online reading. So, if he has a question, he will be motivated to read online to find the answer *"If I have a question and I don't know the answer, I will be motivated to go online and search for it. So, motivation depends on my needs"*. Faisal valued the importance of motivation. Furthermore, he is highly motivated when online reading has a connection with his college's subjects. Conversely, he is less motivated when online reading goes for pleasure: *"Motivation is important to read online. For example, reading for college's subject increases my motivation to read. In contrast, I will be less motivated if I read for pleasure."* Ahmad has a different view from the others. He valued the internet information since it supports him to increase his awareness about global issues *"I am motivated for online reading. World of internet is like the ocean where I can explore many things. Today many passages and articles motivate me to read specially those focus on certain topics such as mind blowing."*

6. DISCUSSION and CONCLUSION

Researchers progressively are calling for more investigation of motivation in specific aspects which gives studies value and finds different understanding for motivation (Bong, 2004; Wigfield, Guthrie, Tonks, & Perencevich, 2004). This study was designed to explore students' motivation toward online reading. We studied multiple domains of motivation toward online reading. For that reason, we have devised a modified questionnaire to achieve the goals of the study and answer the proposed questions.

Taken together, the findings of this study implicate that the most crucial aspect that has an impact on students' motivation is peer rejection. This is an evidence that students are uncaring to their peers' points of view concerning what they read online. On the other hand, Avoidance, one of the investigated aspects, was the least factor that affects the students' motivation. This outcome suggests that the majority of students do not oppose or have a rejection to use the online methods as a tool for reading and obtaining information. The analysis of this study revealed that the most frequent statement was My peers and I have a different opinion about online reading and the least frequent statement is Online reading is not fun.

For interest, it was quite apparent from students' responses that they are highly confident of their way of online reading and the content they read. Consequently, this led students to be uncaring to their colleagues' views and reject opinions proposed by them. This implies that students consider online reading as a space of their freedom to search what they want, moving from one website to another, communicating with others and a place to express thoughts and opinions. In contrast, students' responses reflect that they are not avoiding internet in general which indicates to the power of internet existence in their daily life.

Qualitatively, students show carelessness toward the impact of motivation on online reading. However, they connected their motivation for online reading with the purpose of reading. So, the purpose of reading spurs students to read online and form their ways of reading. One of the interviewees mentioned the importance of the internet as a source to boost the students' awareness of global issues.

Long and Szabo (2016) have found that digital text can be a propelling variable in expanding their engagement which prompts higher accomplishment. Picton (2014) described that e-books and online platform had a direct impact on increasing students' motivation to read.

This study sought to investigate the students' motivation to read online and address the aspect that might affect this process. Therefore, this research would pave the way for other scholars to undertake in this area and where they can discuss other domains in motivation for online reading.

Definitions of term

The researchers used abbreviations in the research, and to clarify the definition of each term to be clear and avoid any misunderstanding of their meanings, the following list explains each term:

The term	Definition
MRQ	Motivations for Reading Questionnaire
IM	Intrinsic motivation
AV	Avoidance
V	Value
DV	Devalue
PA	Peer acceptance
PR	Peer rejection
EF	Efficacy
PD	Perceived difficulty

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