

## **Read in English: High School Students' Motivation**

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Although there are several research studies that intended to discover what comprises motivation to learn a foreign/second language, to our knowledge there have been no empirical studies in the field of EFL that examined United Arab Emirates (UAE) students' motivation to read. Therefore, this study intended to investigate how four motivational constructs are related to UAE foreign language reading motivation and English achievement scores. Additionally, this study explored differences in motivational constructs based on gender variable. The data were collected from 513 high school students. The results of this study revealed that Intrinsic Value was the best predictor of UAE high school students' motivation to reading English as a foreign language. The variables Intrinsic Value and Extrinsic Value were the significant predictors of reading English achievement scores. The results of the MANOVA indicated a significant difference in Extrinsic Value based on gender, with females scoring significantly higher on those items.

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### **1. Introduction**

There is a general consensus among educators and researchers that motivation plays a central role in academic learning because motivation activates behavior (Guthrie & Wigfield, 2000). Gardner (1985) described motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning" (p.10). Motivation is crucial for reading in a second/foreign language because motivation has been reported to influence all aspects of language such as reading strategies, language proficiency and interaction with speakers of target language (Csizér & Dörnyei, 2005; Kissau, 2006; Krashen, 1993; Oxford & Shearin, 1994). Wigfield and Guthrie (1995) categorized language reading motivation into three major categories:

1. Achievement values and goals: Achievement values and goals is the purpose the individual has such as focusing on mastering task and increasing competence at different tasks.
2. Reading efficacy: Reading efficacy refers to believe on self as competent reader by challenging difficult reading materials.
3. Social aspects of reading: It refers to the course of sharing the meanings gleaned from reading with others.

Further, Wigfield (2004) indicates that reading motivation includes the following components:

4. Self-efficacy: A person' assessment of his abilities at different activities and his sense of capabilities of accomplishment.
5. Intrinsic motivation: Intrinsic motivation refers to innate desire to initiate, sustain and direct reading activity for its own sake (e.g. a person is doing an activity for his own sake)
6. Extrinsic motivation: Extrinsic motivation refers to sustaining and directing reading activity for a reward or grade (e.g. a person is doing the activity to receive some benefits).
7. Valuing of reading: A person's incentive or purpose for doing an activity.

Despite the importance of reading motivation in EFL setting and the overwhelming studies on reading motivation (e.g., Nemati, Salmani Nodoushan & Ashrafzadeh, 2010; Salmani

Nodoushan, 2003; 2006a,b,c; 2007a,b,c; 2008a,b,c,d; 2009a,b; 2010a,b; 2011a,b,c; 2012a,b; forthcoming), to our knowledge there is no a single research carried out on the reading motivation of UAE students studying English as a foreign language. In the Arab World, very few studies were found that investigated motivation in EFL settings. For instance, Suleiman (1993) conducted a study to investigate Arab students' motivation and attitude for learning English as a foreign language. Additionally, only two studies were found that investigated the UAE students' motivation to learn in general (Burt, 2004 & Khamis, et al., 2008) and no single study was found that focused on the motivation of UAE students in EFL reading. This study, therefore, intends to investigate the reading motivation of the UAE high school students in reading English as a foreign language, and to explore differences in motivational constructs based on gender and language achievement variables. The study explored answers to the following specific questions:

1. What relative contribution do Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy make to UAE students' motivation to read English as a foreign language?
2. What are the relative contributions of Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy to predict English achievement scores?
3. Does the students' gender make a difference to the four motivational constructs included in this study?

## 2. Background

Several empirical research studies indicated that there is a positive correlation between student's motivation and school achievement (e.g., Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007; Linnenbrink & Pintrich, 2003). Furthermore, the relationship between the student's motivation and academic achievement is well established in the field of second language learning (Masgoret & Gardner, 2003). Recently, research work on student's motivation and its relation to school achievement has focused, among other things, on motivation factors including Intrinsic Value, Extrinsic Value, values for achievement, and self-efficacy (e.g., Guthrie, et al., 2007; Linnerbrink & Pintrich, 2003). Indeed, the role of intrinsic and extrinsic constructs is well documented in reading motivation research. Intrinsic and extrinsic are based on Deci and Ryan's (1985) self-determination theory. This theory portrayed motivation constructs in a long range of two contrasting motivation behaviors that include intrinsic motivation and extrinsic motivation. Several research studies have examined the relationship between the intrinsic construct and reading motivation. For instance, in a study conducted by Cox and Guthrie (2001) with 251 students in 3<sup>rd</sup> and 4<sup>th</sup> grades, results showed that the intrinsic factor was the greatest in motivation. Additionally, Baker and Wigfield (1999) and Wigfield and Guthrie (1997) suggested that intrinsic motivation is the most powerful factor for motivating learners to read books in both their first and second language. The results of Mori and Gobel (2006) revealed that Japanese university students' English language learning motivation comprised of intrinsic motivation and attainment value. In an effort to investigate the factors that motivate Japanese high school students to read English extensively, Takase (2007) found that the two most influential factors in the study were students' intrinsic motivation for first and for second language reading.

In EFL settings, several investigators reported that extrinsic motivation is related positively to students' reading motivation. For instance, Bidin *et al.* (2009) conducted a study with 620 students in three campuses in the northern region of Malaysia. The results of this study revealed that the students were more extrinsically than intrinsically motivated when learning English. Kondo-Brown (2009) also found that upper-level postsecondary students of Chinese, Japanese, and Korean are strongly motivated to read in a foreign language because of its extrinsic value.

Another important factor of reading motivation is reading efficacy. Reading Efficacy is built on Bandura's (1997) self-efficacy theory. This theory postulates that students are more likely involved in reading a foreign language if they believe that they are equipped with the necessary skills. Previous research indicated that students with high self-efficacy are relatively active readers and high achievers (e.g., Guthrie, Coddington, & Wigfield, 2009; Guthrie *et al.* 2000; Schunk & Rice, 1993).

Attainment value also emerged as an independent factor of reading and general motivation (Mori, 2004). Previous investigators indicated that student achievement was influenced by their expectancy-related beliefs and task values (e.g., Eccles & Wigfield, 1995). A study conducted by Anmarkrud and Bråten (2009) with 104 Norwegian ninth-grade students examined whether perceived reading efficacy and reading task value uniquely predicted the comprehension of a social studies text. Results showed that reading task value was a statistically significant positive predictor of reading comprehension (Anmarkrud & Bråten, 2009).

Previous research also found gender-related differences as an important factor that affects student reading motivation. In a study by Baker and Wigfield (1999) aimed at assessing dimensions of reading motivation, researchers found that the dimensions differed by gender and ethnicity. The relationship between reading motivation and reading achievement was greater for girls than for boys. Additionally, McKenna, Kear and Ellsworth (1995) found that girls had more positive attitudes than boys toward both recreational and academic reading. In foreign language learning motivation, research found that female students have greater motivation and have more positive attitudes toward studying a foreign language than male students (e.g., Dörnyei & Clement, 2001; Jones & Jones, 2001; Mori & Gobel, 2006; Sung & Padilla, 1998). Additionally, in a more recent study that aimed at investigating the factors that affect motivation to learn among the United Arab Emirates (UAE) middle and high school students, Khamis, Dukmak and Elhoweris (2008) found that there were significant differences in terms of motivation and gender, with Emirati girls displaying higher levels of motivation than boys.

Previous research indicates that motivation differs across different subject areas (Wigfield, 1997; Wigfield, Guthrie, Tonks, Perencevich, 2004). Additionally, motivation researchers argue that to understand how motivation influences performance in particular, it is critical that one measures motivation in that particular area. Since related studies in the UAE (e.g., Burt, 2004 & Khamis, et al., 2008) are all focused on students' motivation to learn in general, this study intends to shed light on the UAE high school students' motivation to read English as a foreign language.

In the past 30 years, the United Arab Emirates has witnessed tremendous changes in terms of demographics, development and modernization in various domains. These changes have an impact on the official language, diversity, and schooling. Following these changes, English language has practically become almost a lingua franca in the UAE, even though Arabic is the official language of the country. Indeed, English language proficiency is now crucial for academic progress and employment success in the UAE.

### 3. METHOD

#### 3.1. Participants

The sample consisted of 513 UAE high school students. It consisted of 248 (48.3%) male and 265 (51.7%) female students, where the majority of them (445 or 86.7%) study in public school and 68 (13.3%) study in private schools. The age of the participants is 15-18 years old. In terms of grade level, 116 students (22.6%) are in grade ten, 174 students (33.9%) are in grade eleven and 223 (43.51%) are in grade twelve. The participants came from 30 schools in the seven Emirates (states) that constitute the UAE union. Table 1 presents a description of the sample.

Table 1

*Description of the Sample*

	Sex		Education		Grade		
	Male	Female	Public	Private	Ten	Eleven	Twelve
Frequency	248	265	445	68	116	174	223
Percentage	48.3	51.7	86.7	13.3	22.6	33.9	43.51

### 3.2. Instruments

Two surveys instruments were developed to answer the research questions posed in this study. The first instrument included 6 items related to reading motivation of foreign language learning. Respondents were asked to rate these items on a 4-point Likert type scale (Strongly Disagree, Disagree, Agree, and Strongly Agree). Additionally, a five point Likert-scale questionnaire designed to examine high school students reading motivation of English as a foreign language was developed. All the items in the two survey instruments were derived from extensive review of the literature on reading motivation of foreign and/or second language learning. Additionally, the questionnaires were developed to integrate other research (Mori, 2002, 2004; Mori & Gobel, 2006; Takase, 2007; Wigfield & Guthrie, 1995, 1997; Wigfield et al, 2004). Professional articles and text books on the subject of foreign language reading motivation were also examined to develop the questionnaires of this study (e.g., Guthrie & Wigfield, 2000; Guthrie, et al., 2009; Schmidt & Boraie & Kassabgy, 1996; Oxford, 1996). The questionnaire assessed different components identified in previous research in reading motivation. To assure the content validity of the two questionnaires, the content validity was assessed by sending a copy of each questionnaire to four experts in the field of reading education and educational psychology to assess the intended content area by judging the overall scales and assessing each scale item for its presumed relevance to the property being measured. Cronbach's alpha was computed to examine the reliability (internal consistency) of each measure. Cronbach's alpha was .89 for the first questionnaire.

In order to determine the interrelationship among the questionnaire items of the second survey instrument, a principal component analysis was performed. The number of factors extracted was based on two criteria including minimum eigenvalues of 1.0 and loadings of more than .45 on a factor. After varimax rotation, a 4-factor solution was chosen, which accounted for 64.40% of the total variance as revealed in Table 2.

Table 2

#### *Principal Components Analysis with Varimax Factor Rotation*

Factor	Eigenvalues	Percent of Variance	Cumulative Percent
1	7.29	28.00	28.00
2	4.70	15.20	43.20
3	3.17	11.90	55.10
4	2.60	9.30	64.40

Most of the items that loaded on Factor 1 are concerned with students' intrinsic motivation. Thus factor 1 is referred to as "Intrinsic Value of Reading." The items loaded on Factor 2 are concerned with extrinsic motivation. Therefore, factor 2 is referred to as "Extrinsic Value of Reading." The items that loaded on Factor 3 are concerned with attainment value. Therefore, factor 3 is referred to as "Attainment Value of Reading." Finally, the items that loaded on factor 4 are concerned with self-efficacy. Thus, factor 4 is referred to as "Self-Efficacy for Reading." Internal consistency reliabilities are reported below for each scale of the second measure. Appendix A shows how the questionnaire items were organized and reports their descriptive statistics.

*Intrinsic Value of Reading:* Intrinsic Value refers to a task performed for its own sake, or enjoyment that task engagement brings out (Ryan & Deci, 2000; Wigfield & Guthrie, 1997). This scale includes 11 items. Sample statements included: "I like to read in English for academic and leisure purposes," "I enjoy reading narrative and expository texts in English," "Reading in

*English is a joyful experience,*” “*Reading English stories is enjoyable as reading Arabic stories* .” Cronbach’s alpha for the total scale is 0.81.

*Extrinsic Value of Reading:* Extrinsic Value refers to the value of the task in terms of their future goals. Extrinsically motivated behaviors referred to actions that were carried out to achieve an ultimate goal, such as earning a reward or avoiding a punishment (Deci and Ryan, 1985). This scale includes 9 items. Sample statements included: “*Learning to read in English will help me when I go to college,*” “*I read a lot of materials to improve my English competency,*” “*I usually exert a lot of efforts to read in English to secure a better job,*” “*I would like to go to a college that uses English as a medium of instruction*”. Cronbach’s alpha for the total scale is 0.88.

*Attainment Value of Reading:* Attainment Value of reading referred to the value the individual associates with success in a given task for personal fulfillment and future needs (Wigfield & Guthrie, 1995; Wigfield, Eccles, Schiefele, Roeser & Davis-Kean, 2006). This scale includes 6 items. Sample statements included: “*When I read in English I discover new venues of expressing myself,*” “*Learning to read in English is a key to my academic success and progress,*” and “*Reading in English is important for survival in an intellectual environment.*” Cronbach’s alpha for the total scale is 0.91.

*Reading Efficacy:* Reading-efficacy in reading refers to students’ belief in their ability to read well (Guthrie, et al., 2009). This scale includes 4 items. Sample statements included: “*I think I am good at reading academic materials in English,*” and “*I believe I am a good reader in English.*” Cronbach’s alpha for the total scale is 0.88.

*Self-reported English achievement score by the student:* Students were asked to report their final exam grade in English language. The reported English achievement scores were ranged from 51 to 95 out of 100. The mean is 73.

### 3.3. Procedures

All participants were asked to complete the two survey instruments. More specifically, the participants were asked to complete the questionnaires and to indicate their degree of agreement or disagreement with each of the 6 statements on a 4-point Likert scale and with each of the 30 statements on a 5-point Likert scale. These questionnaires were administered by the research assistants and/or classroom teachers during regular class time. It takes approximately 5 minutes to complete the first questionnaire and 20 minutes to complete the second questionnaire. The questionnaires were collected over a four-month period.

### 4. Results

To answer the first research question, hierarchal multiple regression was used to predict students’ motivation to read English as a foreign language from four predictor variables. The four predictor variables were: (a) Intrinsic Value of Reading, (b) Extrinsic Value of Reading, (c) Attainment Value of Reading, and (d) Reading Efficacy. The dependent variable was the student’s motivation to read English as a foreign language. The predictor variables were entered in the order listed based on chronology of occurrence. The results are presented in Table 3.

Table 3.

#### *Regression Analysis for Motivation to Read in English as a Foreign Language*

Predictor Variable	R Squared	Standardized Coefficients (Beta)
Intrinsic	20.5	.479***
Extrinsic	16	.323***
Attainment	12	.254***
Efficacy	10	.194**

\*p .05; \*\*p .01; \*\*\*p .001

Table 3 indicates that the four predictor variables account for 58.5% of students’ motivation to read in English as a foreign language. Each predictor separately accounted for the following

percentage of motivation to read English: 20.5% by Intrinsic Value of Reading, 16% by Extrinsic Value of Reading, 12% by Attainment Value of Reading, and 10% by Reading Efficacy. The absolute magnitude of the beta coefficients indicated the relative strength of four predictor variables as predictors of students' motivation to read English as a foreign language. The four significant predictors are Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy for reading English as a foreign language. The variable Intrinsic Value was the best predictor of UAE high school students' motivation to reading English as a foreign language,  $\beta = .48$ ,  $p \leq .001$ . The variable was followed by Extrinsic Value of reading,  $\beta = .32$ ,  $p \leq .001$ , Attainment Value of Reading  $\beta = .25$ ,  $p \leq .001$ , and Reading Efficacy  $\beta = .19$ ,  $p \leq .001$ .

The inter-correlations of Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy and participants' English achievement scores were calculated to address the second research question. Moderate positive correlations were found between students' motivation to read English as a foreign language and Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy. Additionally, a series of hierarchal multiple regression analyses were conducted as shown in Table 4. Intrinsic Value of Reading contributed 16% of the variance in students' achievement scores in English. The final beta of .47 was statistically significant. 13.5% of the variance in English achievement scores was explained by Extrinsic Value of Reading, followed by 6% of the variance in English achievement scores explained by Attainment Value of Reading, and 1% of the variance in English achievement scores explained by Reading Efficacy. The absolute magnitude of the beta coefficients indicated the relative strength of two predictor variables as predictors of students' English achievement scores. The two significant predictors are Intrinsic Value and Extrinsic Value of Reading for the participants' achievement scores in reading English as a foreign language. The variable Intrinsic Value was the best predictor of UAE high school students' achievement scores in English followed by the variable Extrinsic Value (see Table 4).

Table 4.

*Regression Analysis for English Achievement Scores*

Predictor Variable	R Squared	Standardized Coefficients (Beta)
Intrinsic	16	.478***
Extrinsic	13.5	.273**
Attainment	6	.104
Efficacy	1	.009

\*p .05; \*\*p .01; \*\*\*p .001

In order to examine whether there is a significant difference between male and female students in motivation to read English as a foreign language, a multivariate analysis of variance was performed on four dependent variables: Intrinsic Value, Extrinsic Value, Attainment Value, and Reading Efficacy. With the use of Wilk's criterion, the combined dependent variables were significantly affected by the independent variable, gender,  $F(1, 507) = 5.72$   $P \leq .05$ . The results of a MANOVA indicated that male and female students differ significantly in Extrinsic Value. The mean comparisons showed that for the Extrinsic Value, female students scored significantly higher than male students ( $p .05$ ).

## 5. Discussion

First, the present study examined the relative contributions of Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy to UAE high school students' motivation to read English as a foreign language. Second, it examined whether high achievement scores in reading English might stem from Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy. Lastly, this study investigated the possible differences in motivation due to gender, in the specific EFL setting of UAE high school students.

UAE students' Intrinsic Value of Reading, Extrinsic Value of Reading, Attainment Value of Reading, and Reading Efficacy contribute positively to their motivation to read English as a

foreign language. This association between Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy and foreign language reading was confirmed in previous reading motivation studies (e.g., Guthrie, et al., 2007; Linnerbrink & Pintrich, 2003; Mori, 2002, 2004; Mori & Gobel, 2006). Overall, the results of this study indicated that UAE high school students are motivated to read English as a foreign language due to various reasons including their reading ability, interest, and usefulness of English language.

The results of this study also indicated that Intrinsic Value for foreign language reading was the most powerful predictor of UAE high school students' engagement in reading in English followed by Extrinsic Value, Attainment Value of Reading, and Reading Efficacy. Similar results were reported by Baker and Wigfield (1999) and Wigfield and Guthrie (1997) who suggested that intrinsic motivation is the most powerful factor for motivating learners of any age to read books in first and second language. Additionally, these findings corroborate the findings of Takase (2007) who found that intrinsic motivation emerged as the strongest predictor for reading books in the second language.

This study also examined how the motivational variables including Intrinsic Value, Extrinsic Value, Attainment Value of Reading, and Reading Efficacy related to the students' English achievement score. One potentially important finding was that Intrinsic Value and Extrinsic Value were significantly correlated with English achievement scores. However, Attainment Value and Reading Efficacy did not correlate significantly with English performance. The finding that Intrinsic Value and Extrinsic Value were significantly correlated with English achievement scores supports the results of several empirical research studies which indicated that there is a positive correlation between students' motivation and school achievement (e.g., Guthrie and Wigfield, 2000; Guthrie, et al., 2007; Linnerbrink & Pintrich, 2003).

This study also looked at the aspect of gender, an area that has not been explored thoroughly in foreign language reading motivation of United Arab Emirates students. The results of a MANOVA indicated that male and female students differ significantly in Extrinsic Value. Mean comparisons showed that for the Extrinsic Value, female students scored significantly higher than male students. A noteworthy finding was that gender makes a difference only in the Extrinsic Value. Upon close examination, one notices that these Extrinsic Value items include "*Learning to read in English will help me when I go to college,*" "*I usually exert a lot of efforts to read in English to secure a better job,*" and "*I would like to go to a college that uses English as a medium of instruction.*" The fact that UAE female students view learning English could help them in "securing a job" and "going to college" is not surprising, because educational performance is necessary for girls in the UAE to have a better chances in obtaining a desirable employment, unlike for boys who can easily secure employment in a male dominant society. Additionally, the importance of English language in the UAE is evident since several universities in the UAE are currently using English as a medium of instruction. This finding confirms the findings of Khamis, et al., (2008) who found that UAE female middle and high school students were more motivated to learn than boys. Additionally, this study corroborate the findings of several studies in the field of foreign language learning motivation which suggested that female students have greater motivation and more positive attitudes toward studying a foreign language than male students (e.g., Jones & Jones, 2001; Mori & Gobel, 2006; Sung & Padilla, 1998).

This study makes an important contribution in the area of motivation to read English as a foreign language for UAE students. In this study, students may be motivated to read English as a foreign language due to Intrinsic Value, Extrinsic Value, Attainment Value of Reading, or Reading Efficacy. Teachers may need to adapt their instruction to meet each student's motivational pattern. Additionally, a noteworthy finding was that intrinsic motivation explained a higher proportion of variance in reading motivation. Therefore, UAE high school English teachers may need to create a classroom environment to enhance UAE students' intrinsic motivation to read English as a foreign language. Motivation has been recognized by psychologists and educators as a key element in successful learning. Motivation and

engagement in the classroom can be increased through explicit support for engagement by using real world connections to reading, interesting texts that are familiar and relevant. Additionally, since extensive reading has become one of the most effective strategies for motivating second and foreign language learning, teachers can further engage students in the classroom by explicit modeling, scaffolding, and coaching in reading (Paris, Wasik, & Turner, 1991).

UAE teachers should also know that instructional practices could contribute to a decline in some students' motivation. Therefore, teachers may need to use effective instructional practices to foster UAE high school male students reading motivation. According to Schaps (2003), creating a positive and supportive school atmosphere plays a significant role in increasing students' academic achievement.

The present study used correlation and regression analysis which are not suited for explaining causal relationships between motivation and achievement. It is difficult to determine whether UAE high school students' performance in English determined their motivation, or if students' motivation to read English as a foreign language determined their English performance. Future qualitative research should focus on the complex relationship between motivation to read English as a foreign language and English achievement scores.

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**Appendix A***Descriptive Statistics of Motivation to Read English as a Foreign Language*

Item	Factor one: Intrinsic Value of Reading	M	SD
1.	Reading in English is fun	3.21	1.92
11.	Reading English stories is enjoyable as reading Arabic stories	3.53	1.81
15.	I like the challenge of reading difficult materials in English	3.40	2.00
18.	Learning to read in English gives me a feeling of becoming a better reader	3.42	1.88
6.	I enjoy reading narrative and expository texts in English	3.76	2.07
17.	Reading in English will help me in browsing the internet	3.37	1.94
20.	Reading in English is a joyful experience	3.62	1.85
5.	I like reading non-academic related materials in English	3.60	2.07
29.	I feel self-satisfied when I understand challenging and difficult English texts	3.27	1.86
16.	I like to read in English for academic and leisure purposes	3.58	1.92
19.	Reading in English stimulates my thinking and deepen my understanding	2.83	1.59
<b>Factor two: Extrinsic Value of Reading</b>			
7.	Learning to read in English will help me when I go to college	3.27	2.02
8.	Reading in English will enable me to understand western cultures	3.50	2.02
22.	I read a lot of materials to improve my English competency	2.96	1.76
23.	I would like to go to a college that uses English as a medium of instruction	3.04	1.87
25.	Learning to read in English will help me to connect to the world	3.37	1.94
27.	Learning to read in English will maximize my chances to enroll in a good college	3.49	2.02
30.	I usually exert a lot of efforts to read in English to secure a better job	3.20	1.87
2.	Learning to read in English is well paid culturally, socially, and financially	3.31	1.76
3.	Learning to read in English will enable me to understand English movies	3.35	1.60
<b>Factor three: Attainment Value of Reading</b>			
4.	Learning to read in English creates wider spaces and better chances in my life	3.46	2.01
12.	Learning to read in English is a key to my academic success and progress	3.37	2.13
13.	I feel reading in English increases my mental abilities	3.29	1.96
14.	When I read in English I discover new venues of expressing myself	3.21	2.08
9.	Reading in English is important for survival in an intellectual environment	3.54	2.07
24.	Reading in English is important for academic success	3.88	1.43
<b>Factor four: Reading Efficacy</b>			
10.	I think I am good at reading academic materials in English	3.45	1.57
21.	I like to read texts in English which are challenging but achievable	3.32	2.00
26.	I think I make a good progress in reading in English every year	3.50	1.86
28.	I believe I am a good reader in English	3.36	1.71