名古屋学院大学論集　言語・文化篇　第 28 巻　第 1 号　pp. 69–84

〔Article〕

How Reading Motivation Enhancement Is Related to Reading Fluency: An Analysis in 10–Minute Extensive Reading

Hiroshi SHIRONO

Faculty of Economics
Nagoya Gakuin University

Abstract

The present study is a practical research about 10-minute extensive reading-the participants read graded readers for their level for ten minutes. The purpose of the study is two fold. One is to investigate if written feedback has effects on affective factors (reading motivation) and cognitive factors (reading speed, reading comprehension and accumulated words read). The other one is to explore the correlation between the two factors.

The result of the study is as follows. The recipients of the motivation enhancing involvement improved the relationship with the instructors, developed appreciation for reading, improved the reading speed and increased the total number of words read. They savored reading and increased the amount of reading. On the other hand, they showed no gains in autonomy and competence. They decreased the sense of control over choice of books they wanted to read. The confidence in extensive reading remained intact. The factors behind this deficit might be that feedback was small in number. More comments on post-reading reports should have been given and more feedback should have been given about extensive reading attitude. Ineffectiveness in autonomy and competence support might be the reason why intrinsic motivation did not show significant increase.

Keywords: Motivation, Extensive Reading, Self-Determination Theory

動機づけと流暢な読みの関連について：10分多読に於ける分析

城　野　博　志

名古屋学院大学経済学部

発行日　2016年10月31日

1. Background of the Study

Various styles of extensive reading have been put forward to date: extensive reading as an extra curricular activity, one class hour extensive reading, and so on. 10-minute extensive reading is a newly introduced type which was initiated by a group of researchers. It is different from the conventional ones in that it is incorporated into the regular English class. At the outset of the class, the students take books they like on their own and start reading them silently at their own pace, observing the three principles of extensive reading; no dictionary consultation, skipping wherever they fail to comprehend, and feeling free to change books whenever they get stuck. While the students are engaged in reading activity, the teacher in charge monitors their activity. 10-minute extensive reading assumes the characteristics of Sustained Silent Reading (SSR). It ends up with students filling in reading diaries.

10-minute extensive reading, though having contributed to the reading proficiency and motivation enhancement, has problems to address. Among them is how to encourage low motivated students to get deeply involved in the reading endeavor. Though the majority of the subjects were enthusiastically immersed in reading, there were a small number of demotivated students. The presence of such students was a driving force which urged me to work on some facilitative measures to help them out of demotivation to stand on the same footing as other students.

The purpose of the present research is two fold:
(RQ1) Does motivation enhancing support have an effect on low motivated subjects?
(RQ2) Are cognitive factors (reading speed, reading comprehension, and accumulated words read) and affective factor (motivation) of extensive reading related to each other?

2. Method

2.1 Participants

The total number of 80 second-year high school students aged 16 and 17 participated in the present study. They were equally divided into two groups: experimental group (N＝40) which received motivation enhancing support and control group (N＝40) which received no such support. Both groups spent the first semester on extensive reading in SSR way. During the second and the third semester, the experimental group actually got motivation enhancing help. Specifically they got written feedback for the worries and problems they reported in the reading diary. In contrast, the control group continued to take SSR style extensive reading without any facilitative intervention.

2.2 Extensive Reading Support Model

On the basis of the previous studies (Skinner, E. A., & Belmont, M. J., 1993; 岡田, 2007; Reeve, 2006), extensive reading support model was constructed. The model presupposes that student

motivation is molded through the interaction of the instructor involvement and the students' perception. Students' affective categories (Basic Needs, Motivation, Engagement) are fostered to the extent that they perceive the involvement by means of written feedback. Students' perception is optimized when the social context of the involvement fulfills students' affective factors. The perception is further related to the outcome (reading speed, reading comprehension, and accumulated words read).

Basic Needs are composed of three sub-categories: Autonomy, Competence, and Relatedness. Autonomy in the present study is the extent to which students feel free to choose books they want to read. Competence is defined as a perspective on extensive reading. Relatedness refers to the interpersonal relationship with the teacher in charge.

Motivation is split into four sub-categories: Intrinsic motivation, Identified, Introjected, and External regulation in the order of self determination. Motivation, in a word, is the reason why they get involved in the extensive reading. Students with Intrinsic motivation read books extensively because they like or enjoy reading. Those who have Identified regulation are engaged in extensive reading on the ground that they consider extensive reading beneficial for their future personal use. Students at Introjected regulation stage read books because it satisfies their vanity that reading fast enables them to look cool. Externally regulated students find no value in extensive reading. They are coerced into reading merely because extensive reading is a part of the lesson.

Sub-components of engagement are anxiety, appreciation, persistence, and interest. Anxiety reflects students' lack of confidence in reading. Appreciation is the favorable attitude on the part of the students toward extensive reading activity as a whole. It indicates whether they conceive extensive reading fun or not. Persistence refers to how dedicated students are to extensive reading. While these three sub-components are evaluated by a questionnaire, Interest represents students' assessment of each work of graded and leveled readers they read during 10-minute extensive reading.

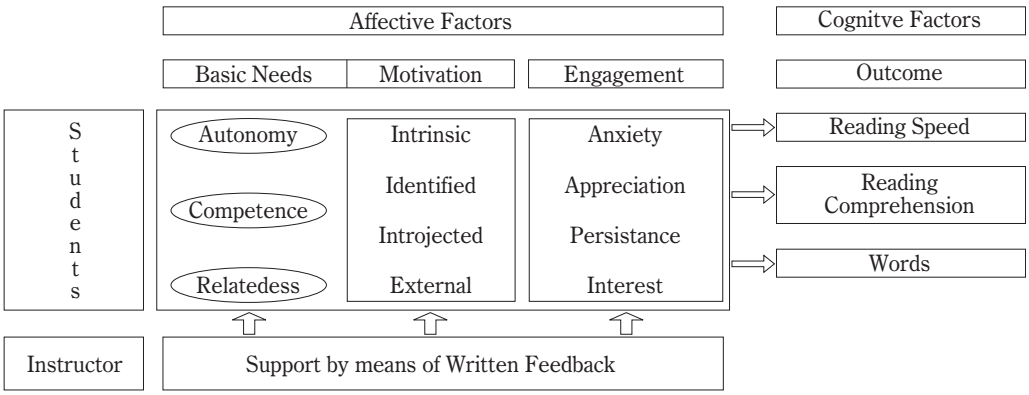

Figure1. Extensive Reading Support Model

Outcome component of the model is made up of three measures: reading speed (fluency), reading comprehension (accuracy), and the total number of words they read.

2.3 Materials

2.3.1. Questionnaire

Questionnaire was administered in order to collect affective data.. The questionnaire was compiled on the basis of Connell & Wellborn (1991), 廣森 (2006), 磯田 (2008). It was a six-point Likert scale with 30 items, intended to measure three basic needs (competence, relatedness, autonomy), four motivational style (intrinsic motivation, identified regulation, introjected regulation, external regulation), and three engagement factors (anxiety, appreciation, persistence). The questionnaire was administered twice: once in pre-stage and once in post-stage.

2.3.2. Reading speed and comprehension test

EPER (Edinburgh Project on Extensive Reading) test Level D (Ver. 1 and Ver. 2) was used to measure reading speed and comprehension. It was designed to assess reading comprehension by asking a mixture of multiple choice and descriptive questions. Participants were instructed not to re-read the passage once they started answering the questions. Words per Minute (henceforth WPM) was used as a measure to represent reading speed and EPER score (range 0–30) reading comprehension. EPER was administered twice: once in the pre-stage and once in the post-stage.

2.4 Analysis

2.4.1. Exploratory Factor Analysis

To identify the component of motivation, exploratory factor analysis was used. Unweighted least squares method was adopted to extract factors. Next, the promax rotation was conducted.

2.4.2. Cluster Analysis

To categorize the subjects, cluster analysis was applied to the averaged addition of the observation variable of the motivation factors at the pre-stage. The Ward method with the squared Euclidean distance technique was chosen for cluster analysis. As a result, the subjects were divided into two groups: low motivated group (henceforth Low) and high motivated group (henceforth High).

2.4.3. ANOVA

All the participants were categorized into one of 4 groups (Table 1) depending on the degree of motivation at the pre-stage and Motivation Enhancing Involvement. The four groups were named as follows: Low-Experimental, Low-Control, High-Experimental, and High-Control. The number in Table1 is the number of subjects in each category.

Table1 Four Groups of the Participants

	Experimental	Control
Low	22	19
High	14	15

To examine whether there is a difference in gains regarding participants' affective and cognitive factors across groups, ANOVAs were conducted

2.4.4. Correlation Analysis

To address the second research question, the balance between pre-and post-data of each variable were put into Pearson product-moment correlation analysis.

3. Results

3.1 Exploratory Factor Analysis

The result of the Exploratory Factor Analysis is shown in Table 2 through Table 7. To check the reliability of the scale, Cronbach α was calculated. Most of the factors remained in good range ($\alpha > .7$), The index for Autonomy (Pre and Post) and External (pre) were relatively low (Autonomy: .6 for Pre and.46 for Post, External: .58). Given that the number of items are small and the indexes represent psychological construct (Field; 2000), sub-scale scores for each factor were calculated by averaging the total item scores.

Table2 Factor Loading for Pre-Basic Needs

Item	Concern	Persistance	Anxiety	α
Item4	0.94			
Item6	0.93			0.82
Item2	0.44			
Item9		0.70		0.75
Item5		0.67		
Item3			0.87	
Item8			0.52	0.72
Item1			− 0.45	
	Factor Correlation			
Concern	1			
Persistance	0.62	1		
Anxiety	0.67	0.47	1	

Table3　Factor Loading for Post-Basic Needs

Item	Concern	Persistance	Anxiety	α
Item4	0.99			0.84
Item6	0.80			
Item2	0.59			
Item3		0.92		
Item8		0.66		0.74
Item1		−0.57		
Item9			1.04	0.73
Item5			0.49	
	Factor Correlation			
Concern	1			
Persistance	0.60	1		
Anxiety	0.51	0.39	1	

Table4　Factor Loading for Pre-Motivation Styles

Item	Competence	Relatedness	Autonomy	α
Item17	0.89			
Item13	0.80			0.86
Item10	0.71			
Item18		0.86		
Item11		0.64		0.66
Item15		0.51		
Item14			−0.97	0.60
Item12			0.42	
	Factor Correlation			
Competence	1			
Relatedness	0.41	1		
Autonomy	0.08	−0.06	1	

Table5 Factor Loading for Post-Motivation Styles

Item	Competence	Relatedness	Autonomy	α
Item13	0.89			
Item10	0.84			0.89
Item17	0.83			
Item15		0.93		
Item18		0.84		0.84
Item11		0.65		
Item14			− 0.69	0.46
Item12			0.46	
	Factor Correlation			
Competence	1			
Relatedness	0.26	1		
Autonomy	− 0.46	− 0.16	1	

Table6 Factor Loading for Pre-Engagement

Item	Intrinsic	Identified	Introjected	External	α
Item30	0.98				
Item28	0.78				0.88
Item24	0.71				
Item23		0.87			0.80
Item22		0.76			
Item27			0.71		
Item21			0.60		0.69
Item26			0.50		
Item20				0.99	0.58
Item29				0.34	
	Factor Correlation				
Intrinsic	1				
Identified	0.63	1			
Introjected	0.27	0.25	1		
External	− 0.12	− 0.09	− 0.18	1	

Table7　Factor Loading for Post-Engagement

Item	Intrinsic	Identified	Introjected	External	α
Item30	1.05				
Item24	0.64				0.83
Item28	0.64				
Item22		0.98			0.89
Item23		0.72			
Item29			0.99		0.71
Item20			0.72		
Item21				0.73	
Item27				0.67	0.67
Item26				0.56	
	Factor Correlation				
Intrinsic	1				
Identified	0.40	1			
Introjected	− 0.17	− 0.36	1		
External	0.29	0.43	− 0.13	1	

3.2　Cluster Analysis

The result of the cluster analysis is shown in figure2.

The participants were categorized into two groups. The descriptive statistics are represented in Table 8. To confirm the validity of the grouping, ANOVAs were conducted. Results indicated significant differences among the two clusters. The two groups were named after their initial motivation characteristics at pre-stage: Low (＝cluster 1) and High (＝cluster 2).

3.3　ANOVA

3.3.1. Questionnaire

Results for the questionnaire are reported in Table 9 through Table 11. *P* values are reported in the third right row of each Table. The current study also adopted η^2 as a measure of effect size. When the Experimental group make significant difference while the Control group does not, that is the evidence for motivation enhancing effect.

With regard to Basic Needs category (Table 9), motivation enhancing involvement demonstrated a negative effect on autonomy for Low, which means that they found less free to choose books they wanted to read at the post-stage than pre-stage. The results show, on the other hand, that involvement was effective on relatedness. They thought they were given more attention from the teacher than before.

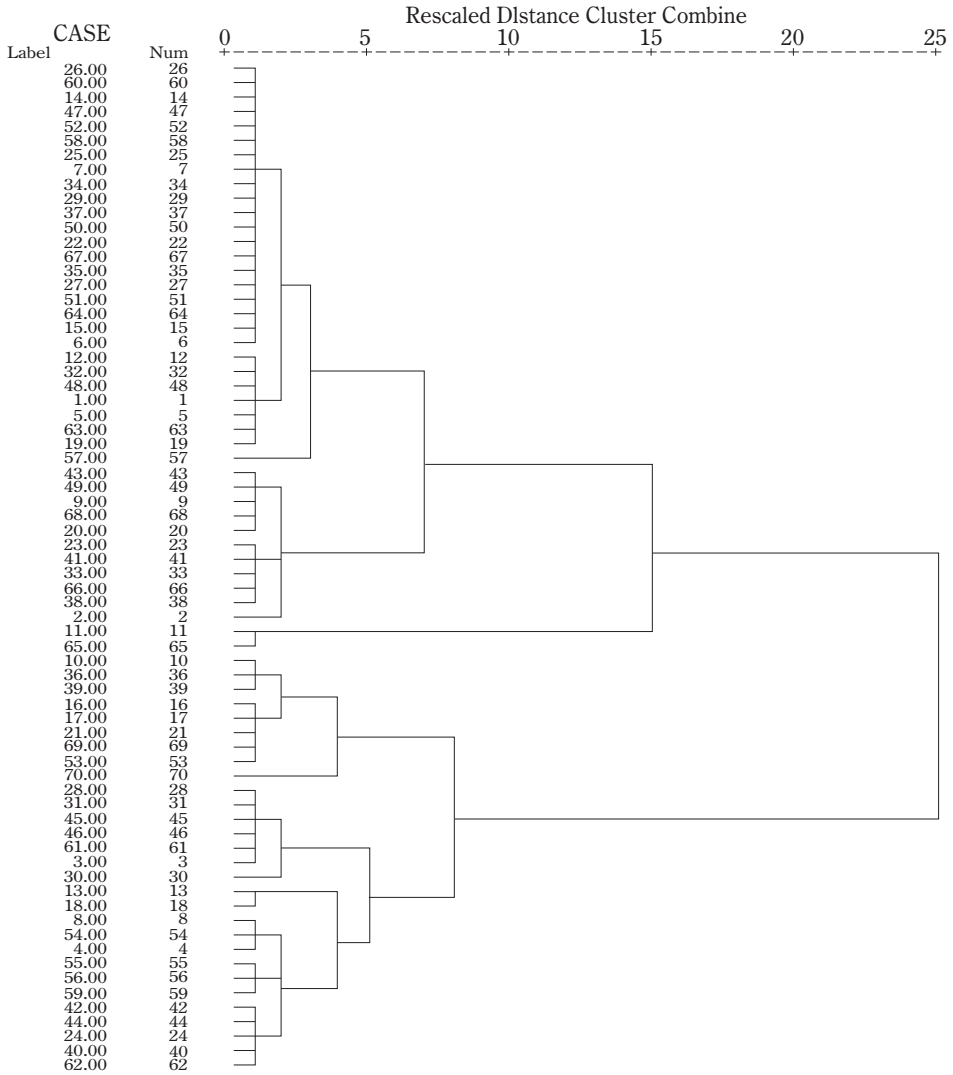

Figure2. Dendrogram

Table8 Descriptive Statistics for the Two Clusters

	Cluster1	Cluster2	*F*	Sig.
Intrinsic	3.80	4.76	18.63	0.00
(*S.D.*)	0.93	0.89		
Identified	3.74	5.40	127.46	0.00
(*S.D.*)	0.63	0.56		
Introjected	3.35	3.83	6.16	0.002
(*S.D.*)	0.72	0.88		
External	4.27	4.03	1.39	0.24
(*S.D.*)	0.71	0.95		

Table9　The Results of ANOVA for Three Basic Needs

Factor	Motivation	Support	Pre	Post	Balance	*p*	sig.	Effect Size
Autonomy	Low	Experimental (N＝22)	4.64	4.27	－0.36	0.04	*	*M*
		Control (N＝19)	4.29	4.09	－0.2	0.27		
	High	Experimental (N＝14)	4.75	4.36	－0.39	0.16		
		Control (N＝15)	4.40	4.44	0.04	0.87		
Competence	Low	Experimental (N＝22)	3.30	3.38	0.08	0.62		
		Control (N＝19)	2.93	3.02	0.09	0.59		
	High	Experimental (N＝14)	3.69	3.60	－0.09	0.68		
		Control (N＝15)	3.93	4.00	0.02	0.92		
Relatedness	Low	Experimental (N＝22)	3.52	4.09	0.58	0.00	**	*L*
		Control (N＝19)	3.09	3.39	0.30	0.12		
	High	Experimental (N＝14)	3.67	3.92	0.26	0.33		
		Control (N＝15)	3.51	3.56	0.05	0.86		

As for Motivation style category (Table 10), motivation enhancing involvement had positive effects on Identified Regulation for Low group but had negative effects for High group. The involvement, on the other hand, was not effective to Intrinsic Motivation because both Recipients and Non-Recipients showed significance. Furthermore, it had negative effects on Introjected Regulation for High group.

In the case of engagement category (Table11), motivation enhancing support turned out to be effective to appreciation and interest for Low group. The participants motivated low at the outset perceived extensive reading more intriguing. They also found the books they selected more fun to read. In contrast, motivation enhancing showed no effects on High group.

3.3.2. EPER

Table12 shows the results of ANOVA. The Experimental group, irrespective of initial motivation state (Low, High), improved both in accumulated words and EPER SCORE. The results confirmed that there was a significant decrease in WPM for High group.

Table 13 summarizes overall effects of the motivation enhancement on affective (Basic Needs, Motivation, Engagement) and cognitive factors (Outcome). The table contrasts the impact of motivation enhancing effects on Low and High group. The symbol ＋ represents positive effects and the symbol － negative effect. It indicates that the motivation enhancement had more effects on Low than High group. Overall, the results revealed that Low group improved. In contrast, High group underwent nil advancement.

Table10 The Results of ANOVA for Motivational Styles

Factor	Motivation	Support	Pre	Post	Balance	*p*	sig.	Effect Size
Intirinsic	Low	Experimental (N = 22)	3.91	4.35	0.43	0.01	*	*M*
		Control (N = 19)	3.68	4.14	0.46	0.01	*	*M*
	High	Experimental (N = 14)	4.88	4.52	− 0.36	0.13		
		Control (N = 15)	4.64	4.73	0.09	0.70		
Identified	Low	Experimental (N = 22)	3.71	4.05	0.34	0.04	*	*M*
		Control (N = 19)	3.77	3.79	0.02	0.65		
	High	Experimental (N = 14)	5.57	4.61	− 0.96	0.00	***	*L*
		Control (N = 15)	5.23	5.50	0.27	0.19		
Introjected	Low	Experimental (N = 22)	3.31	3.27	− 0.05	0.76		
		Control (N = 19)	3.39	3.35	− 0.04	0.82		
	High	Experimental (N = 14)	3.80	3.40	− 0.40	0.08	*	M
		Control (N = 15)	3.84	3.80	− 0.04	0.84		
External	Low	Experimental (N = 22)	4.27	4.27	0	1		
		Control (N = 19)	4.26	4.37	0.11	0.45		
	High	Experimental (N = 14)	4.36	4.14	− 0.21	0.30		
		Control (N = 15)	3.73	3.63	− 0.10	0.61		

Table11 The Results of ANOVA for Engagement

Factor	Motivation	Support	Pre	Post	Balance	*p*	sig.	Effect Size
Anxiety	Low	Experimental (N = 22)	1.58	1.62	0.05	0.65		
		Control (N = 19)	1.67	1.92	0.26	0.15		
	High	Experimental (N = 14)	1.76	1.38	− 0.38	0.28		
		Control (N = 15)	2.71	1.78	− 0.93	0.01	**	L
Appreciation	Low	Experimental (N = 22)	3.98	4.36	0.39	0.04	*	*M*
		Control (N = 19)	3.98	4.14	0.16	0.42		
	High	Experimental (N = 14)	4.98	4.55	− 0.43	0.10		
		Control (N = 15)	4.45	4.22	− 0.22	0.37		
Persistance	Low	Experimental (N = 22)	4.32	4.41	0.09	0.65		
		Control (N = 19)	4.21	4.53	0.32	0.15		
	High	Experimental (N = 14)	4.75	4.5	− 0.25	0.32		
		Control (N = 15)	4.77	4.61	− 0.16	0.61		
Interest	Low	Experimental (N = 22)	3.77	4.06	0.29	0.01	**	L
		Control (N = 19)	3.86	3.62	− 0.24	0.04	*	M
	High	Experimental (N = 14)	4.19	4.10	− 0.08	0.65		
		Control (N = 15)	4.23	4.10	− 0.13	0.46		

Table12　The Results of ANOVA for Cognitive Factor

Factor	Motivation	Support	Pre	Post	Balance	*p*	sig.	Effect Size
Reading Speed (WPM)	Low	Experimental (N＝22)	81.54	87.90	6.36	0.11		
		Control (N＝19)	89.77	89.78	0.01	1		
	High	Experimental (N＝14)	96.91	86.83	－10.08	0.07	†	*M*
		Control (N＝15)	87.19	94.99	7.80	0.14		
Reading Comprehension	Low	Experimental (N＝22)	11.32	16.37	5.05	0.001	**	*L*
		Control (N＝19)	11.05	11.37	0.32	0.82		
	High	Experimental (N＝14)	13.86	19.43	5.57	0.003	*	*L*
		Control (N＝15)	14.47	15.47	1	0.55		
Accumulated Words	Low	Experimental (N＝22)	1024	1205	181	0.05	*	*M*
		Control (N＝19)	1156	1220	64	0.64		
	High	Experimental (N＝14)	969	1217	248	0.001	*	*L*
		Control (N＝15)	1136	1129	－7	0.92		

Table13　Overall Effects of Motivation Enhancing Involvement

Category	Factors	Low	High
Basic Needs	Autonomy	－	
	Competence		
	Relatedness	＋	
Motivation	Intrinsic		
	Identified	＋	－
	Intorjected		－
	External		
Engagement	Anxiety		
	Appreciation	＋	
	Interest	＋	
Outcome	Readinf Speed		－
	Reading Comprehension	＋	＋
	Accumulated Words	＋	＋

注　＋：positive Effect　　－：Negative Effect

3.4　Correlation Analysis

Table 14 shows the graphic representation of the results. The figure alongside of the double pointed arrow means correlation efficient of the relevant two variables. The asterisk represents significance value; * for $r < .05$, ** for $r < .01$ and *** for $r < .001$. Note that EPER score turned out to have no significant correlation with other factors.

Reading speed (WPM) is positively related to appreciation ($r=.26, p < .05$). As the participants went through extensive reading accumulating the interest of the works read, they felt satisfied with the extensive reading in hindsight. The more they felt satisfied, the faster they could read.

Accumulated word the subjects read is positively related to interest ($r=.27, p < .05$) and negatively to anxiety ($r=-.24, p < .05$). The participants read more when they found works interesting and less when they were anxious whether they could read easy books fast.

The appreciation is positively related to three motivation styles (Intrinsic; $r=.35, p < .01$, Identified; $r=.44, p < .01$, Introjected; $r=.29, p < .05$) but not to External Regulation. Intrinsically Motivated person read just for the fun of it. Identified Regulation is a motivation style in which the subjects find extensive reading beneficial for the future potential use. Introjectically motivated participants were engaged in extensive reading because they felt it cool. They thought extensive reading served to meet their self-satisfaction. These three motivation styles are common in that the beholders think extensive reading is significant in one sense or other. In contrast, Externally Regulated subjects participated in extensive reading unwillingly, so that they found no value in the activity. In short, the more highly extensive reading is evaluated, the more intriguing it turned out to be.

Out of three factors of Basic Needs, relatedness is more closely related to Motivation factors. Relatedness has relation to Intrinsic Motivation ($r=.27, p < .05$), Identified Regulation ($r=.26, p < .05$) and Introjected Regulation ($r=.35, p < .01$). Competence is also related to Introjected Regulation ($r=.40, p < .01$). When the participants perceive more approval from the teachers and feel competent in reading fast, they tend more to conceive extensive reading of avail to sustaining their self-satisfaction of reading fast.

4. Discussion

As for RQ1 (Does motivation enhancing support have an effect on Low group?), the Questionnaire and EPER results revealed that motivation enhancing involvement partially enhanced the Low group.

It was confirmed that out of ten affective factors (autonomy, competence, relatedness, intrinsic, identified, introjected, external, anxiety, appreciation, interest), four factors (relatedness, identified, appreciation, interest) displayed positive effects and one (autonomy) negative effect. Other factors showed no significant increase or decrease. Uebuchi (2004) states that relatedness plays an indispensable role for activation of Extrinsic Motivation but in order for the Intrinsic Motivation to be activated competence and autonomy should come into play. The results of the current research confirmed this to some extent. In the present study, significant increase was shown in relatedness but decrease was displayed in autonomy. Identified regulation, which is the highest stage of extrinsic motivation, significantly increased (Table 10). As the table14 shows Identified regulation is connected

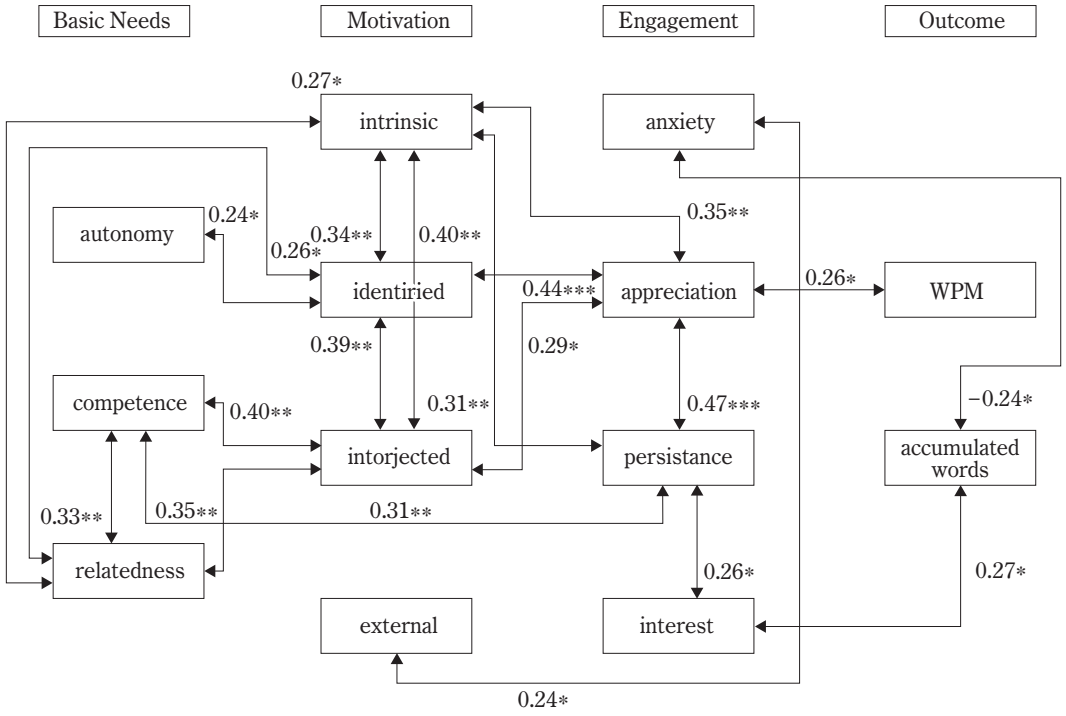

Table14　Correlation of Factors

equally both to relatedness and autonomy. The increase in introjected regulation might possibly be due to the gain in relatedness and not to the decrease in autonomy, which indicate that Uebuchi (2004) is valid as far as Low group is concerned.

The pedagogical implication of this is as follows. Those with Identified Regulation conceive extensive reading worthwhile for the realization of their future and potential needs. That is, they read books on the ground that they associate extensive reading with value. In order for the value attached to extensive reading to be enhanced, relatedness should be taken advantage of. Specifically, the instructors should share the joy of extensive reading as they explicitly convey to the students that the instructors and the students are collaboratively constructing the reading community. Departing from the previous relationship of imparting information and knowledge, they are equal members of the community.

The joy of extensive reading as a whole is closely related not only to Intrinsic Motivation but also to Extrinsic Motivation (Identified, and Introjected). Whether the participants perceive extensive reading fun or not is also connected to usefulness of reading. In enhancing the joy of extensive reading, the consciousness that extensive reading is beneficial can also be utilized as a resource. On top of Intrinsic facet of reading which has been given due attention, Extrinsic part of motivation should also be shed

adequate light on.

Reflecting on no gains in competence, so called custom-made written feedback is indispensable. According to Hiromori (2006), it takes time for the competence to be improved. In the current research, the involvement spanned over roughly 4 months. The duration might not be short, but the participants got feedback once every week on average. One weekly feedback might not be enough to have an effect on competence. Another reason for no gains in competence is the influence of the age of the participants. Henderlong & Lepper (2002) admit that the effect of linguistic feedback is influenced by age. In the current study, the participants were encouraged to read easy books. For them reading easy books was a simple task as Table 11 shows. Praising the participants for what they thought easy to do might possibly be taken as the indication of low ability on the part of the recipients. That is, what the researcher thought to be support did not work as a support. In short, taking individual differences and developmental stage into consideration, adaptive feedback should be supplied as often as possible.

With regard to RQ2 (Are cognitive and affective factors of extensive reading related to each other?). Thanks to the involvement, initially low motivated participants found the books they chose more interesting than before the involvement. With the motivation support, they also perceived the extensive reading activity as a whole more intriguing than at the time when no support was available. These changes in affective factors are related to gains in reading speed and accumulated words or books they read. Tentative conclusion that could be drawn from this is that for the purpose of increasing reading speed and reading amount, the interest in books alone is not satisfactory. For the goal to be achieved, both the interest in books and appreciation for extensive reading activity should go hand in hand. It is suggested that elevated motivation might possibly lead to better cognitive outcomes (accumulated number of words and WPM).

5. Coclusion

There has been series of controversies about the effects of feedback of learning processes and outcomes on learner motivation. The present study presented pros and cons of written feedback for extensive reading. The Experimental-Low group improved the relationship with the instructors, enhanced appreciation for the reading, improved the reading speed and increased the total number of words read. They savored reading and accumulated words read. The elevated appreciation for reading might bring about improved reading speed. It was confirmed that change in affective factors such as interest and appreciation was closely related to that of cognitive factor. It is suggested that affective factors should be paid due attention in implementing extensive reading instruction.

In contrast, they showed no gains in autonomy and competence. They decreased sense of control over choice of books they wanted to read. The confidence in extensive reading remained intact. In giving feedback, individual differences and developmental stage should also be taken into consideration

and adaptive feedback is essential. At the same time, the frequency of feedback is another factor influencing the effectiveness of intervention. One of the feasible factors behind lack of autonomy and competence stem from the limited number of feedback. Feedback once in a week basis was not just enough to alter reading confidence and self determination. Bearing in mind that development of autonomy and competence takes time is a foundation for extensive reading instruction.

Enhanced Relatedness plays a major role in initiating the change in extrinsic motivation. As the first step to the motivation improvement, elevated relatedness is a prelude to the proceeding intrinsic motivational change. The mere change in relatedness alone did not help for the intrinsic motivation to establish itself. The involvement to improve confidence in fast reading (competence support) and the involvement to enhance control over the choice of books (autonomy) was not effective. That was why intrinsic motivation remained intact.

From the present study, it was found that extensive reading enhancing factors are complex. To be a fast reader, interest in literally works and appreciation for the extensive reading activities should not be thought light of. The more you go through extensive reading, the more valuable you find it to be. If you miss the chance of appreciating the value of extensive reading, you miss the chance of improving your confidence in reading. If you have anxiety for reading, you will never appreciate reading. To enhance value attached to extensive reading, all you have to do is to read the books students want to read together with students and share its joy. With joy comes the accomplishment. Sense of accomplishment is an integral part of the successful intervention.

References

Reeve (2006) Teachers as Facilitators; What Autonomy−Supportive Teachers Do and Why Their Students Benefit in The Elementary School Journal, Volume 106, Number 3

磯田貴道（2008）『授業への反応を通して捉える英語学習者の動機づけ』溪水社

廣森友人（2006）『外国語学習者の動機づけを高める理論と実践』多賀出版

岡田涼（2007）内発的動機づけ研究の理論的統合と教師―生徒間の交互作用的視点　教育心理学研究，名古屋大学大学院教育発達科学研究科紀要，心理発達科学，54，49−60.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571−581.

JP Connell, JG Wellborn (1991). Competence, autonomy, and relatedness; A motivational analysis of self−system processes. In *Minnesota symposium on child psychology*, Erlbaum Publishers.

上淵　寿（2004）動機づけ研究の最前線　北大路書房．京都

酒井邦秀＆神田みなみ（2005）教室で読む英語100万語　大修館　東京