Effects of Multimedia-Based Instruction on Promoting Reading Motivation

Hani Mansooji[1], Ahmad Mohseni[2*], Alireza Ameri[3]

[1]Ph.D. Candidate, English Department, Faculty of Persian Literature and Foreign Languages, Islamic Azad University, South Tehran Branch, Tehran, Iran, *hmansooji@gmail.com*

[2*]English Department, Faculty of Persian Literature and Foreign Languages, Islamic Azad University, South Tehran Branch, Tehran, Iran, *amohseny1328@gmail.com*

[3]English Department, Faculty of Persian Literature and Foreign Languages, Islamic Azad University, South Tehran Branch, Tehran, Iran, *a8.ameri@gmail.com*

Abstract

A significant proportion of academic exercise today, even for those who do not speak English as a first language, has to do with the English Internet and the texts within. Accordingly, the present study focused on examining the effects of extensive multimedia-based English Internet reading on enhancing motivation in EFL learners' English reading. Specifically, the quasi-experimental pretest-posttest design was used to compare the performance of three groups of Iranian university EFL students (i.e., one control and two experimental groups) in terms of their degrees of motivation, prior to and following university-level general English courses which included a multimedia-based Internet extensive reading program on the one hand, and a linear text extensive reading program on the other. Analysis of the results revealed that the extensive reading of both linear and multimedia Internet texts enhanced Iranian EFL readers' reading motivation, an enhancement which was not observed in the motivation of the participants in the control group who did not experience any such program. However, there was no statistically significant difference observed in the amount of motivation improvement between the linear text and the multimedia Internet groups. Teachers may be the most beneficiaries of the present study as they can gain insights into how far they should enter the realm of integrating Internet-based reading programs into general English courses.

Keywords: Extensive Reading, Internet Reading, Linear Text, Motivation, Multimedia text

1. Introduction

Extensive reading has been investigated quite thoroughly when it comes to the reading of printed texts, which are otherwise called linear since one must usually begin from the very first page and continue up to the last so as to understand them thoroughly. Results have revealed that reading linear texts extensively positively influences the enhancement of proficiency in English. In this regard, fiction, and especially graded readers are considered suitable kinds of texts to be applied since they are the materials used in most investigations and suggested by most researchers (Bell, 2001; Lao & Krashen, 2000; Mason & Krashen, 1997; Pigada & Schmitt, 2006; Rodrigo et al., 2007; Tanaka, 2007).

Comparatively, there is very little data on the reading of multimedia texts which exist quite predominantly in Information and Computer Technology (ICT), and even far less on the extensive reading of them. What can be found in the literature at present (Evans, 2005; Lankshear & Knobel, 2006; Leu, Kinzer, Coiro, & Cammack, 2004; Smolin & Lawless, 2003; Warschauer & Ware, 2008) points to the fact that enhancing new literacies has now become essential with regard to the advent of ICT. Furthermore, the reading of multimedia texts contributes to the development of English literacy (Al-Othman, 2003; Coiro & Dobler, 2007). However, it has yet remained unknown whether extensive reading of multimedia texts, which is believed to enhance the new kind of literacy, will be advantageous to EFL learners either to the same degree or even more when compared to the traditional model of reading extensively. Answering this may not be inferable but needs to be investigated for two reasons. The first is that what exists in present-day research on Internet reading is majorly concerned with the reading of informational kinds of multimedia texts, (Coiro & Dobler, 2007; Pino-Silva, 2006), that differ quite a lot from fiction, whereas what has mostly been used in connection with reading linear texts extensively so far has mainly been fiction. The second reason is that multimedia texts present on the Internet are usually authentic since their target audiences are not EFL learners with their various limitations in their language proficiency. Therefore, more research is required to see if students' exposure to multimedia texts of fiction, that are mainly fictional and also authentic, helps develop second language proficiency and motivation.

Since the influences of extensive reading of linear texts on language mastry and motivation are already proven fairly strongly in many studies conducted to date, a reasonable approach to analyze probable influences of multimedia texts' extensive reading is to evaluate the possible motivation created by extensive reading for multimedia and linear texts comparatively. In addition, it seemed logical to include a control group with identical general English courses but with no program for extensive reading, since the classes

that were going to take part in the program were going to be convenience groups of students attending English courses at university. When there is a comparison group present, it is possible to check the influence of reading extensively on motivation, since the English course variable – the course that both multimedia text and linear text groups were going to take – could be held constant.

This study is considered significant due to two reasons. First, it is among the pioneers of studies aiming at investigating the effects of Internet-based extensive reading on increasing reading motivation. Second, it provides implications for changing the way ELT stakeholders deal with the notion that multimedia texts are ones that students are constantly interacting with, and learners must advance their mastery for them. Finally, the results of this study provide information which language teachers can ponder over for their increased possible future incorporation of Internet texts in their curricula.

The aim of this paper was to investigate into the influences of reading multimedia texts extensively on developing Iranian university-level students' motivation in reading in English. The insight about this purpose was gained through two categories of the literature reviewed. The first concerns those studies which claim extensive reading linear texts in an extensive manner, specifically if the texts are graded stories, impacts on promoting learners' vocabulary knowledge (Lao & Krashen, 2000; Pigada & Schmitt, 2006), speed of reading (Bell, 2001; Lao & Krashen, 2000; Tanaka, 2007), writing (Mason & Krashen, 1997), comprehension in reading (Bell, 2001; Mason & Krashen, 1997; Tanaka, 2007), as well as motivation in English reading (Asraf & Ahmad, 2003; Lao & Krashen, 2000). The second category concerns those studies that either define modern-style literacy as stemming from the popularization of ICT or uphold Internet-based reading since it increases the pace of reading (Al-Othman, 2003) and reading motivation in English (Arnold, 2009), and applies self-controlled strategies of reading (Coiro & Dobler, 2007). Nevertheless, only two of the studies (Al-Othman, 2003; Pino-Silva, 2006) perused, had to do with Internet extensive reading. In addition, the notion that this kind of reading increases motivation has yet not been supported by statistical findings. Accordingly, it seemed necessary to further investigate into the effects of Internet-based extensive reading on increasing motivation for reading. Therefore, this study aims at answering the following research question:

Are there any differences in the levels of motivation among learners who extensively read (a) multimedia Internet texts, (b) linear texts and (c) those who take the same English courses without extensive reading programs?

2. Literature Review

A fairly large number of empirical investigations in EFL settings have proven that the extensive reading of printed materials, where information is usually conveyed linearly, helps develop the learners' vocabulary knowledge (Lao & Krashen, 2000; Pigada & Schmitt, 2006), speed of reading (Bell, 2001; Lao & Krashen, 2000; Tanaka, 2007), degree of motivation (Asraf & Ahmad, 2003; Lao & Krashen, 2000), comprehension in reading (Bell, 2001; Hafiz & Tudor, 1989; Mason & Krashen, 1997; Tanaka, 2007), in addition to writing ability (Mason and Krashen, 1997). The fundamental idea lying underneath these investigations concerns the input hypothesis proposed by Krashen (1982), which is based on the fact that the reception of comprehensible input by a learner enhances their target language acquisition. An example of this is written information which can be read, understood and comprehended easily and independently by a learner. Hung (2011) believes that exposing learners to comprehensible input is somehow linked to Vygotsky's (1978) well-known Zone of Proximal Development (ZPD), which concerns the area between what one knows and their subsequent ability which requires help and support as facilitators for its development. However, ZPD is usually considered as a theoretical basis for studies which see the development of language as something social; these are consequently focused on investigating such impacts as, for example, teacher-student communications and scaffolding (Gibbons, 2003; Ko, Schallert, & Walters, 2003).

A number of other researchers have claimed that a majority of the young individuals who live in this century are frequently in contact with ICT (Evans, 2005; Lankshear & Knobel, 2006; Smolin & Lawless, 2003; Warschauer & Ware, 2008). People use mobile phones, send e-mails and text messages and very frequently search the net and are somehow engaged with other web-based communicative functions on an almost daily basis. The aforementioned examples all indicate the fact that learners today are no longer only reading linear texts, but they are interacting with multimedia texts, which include a blend of forms like written texts, images (whether motionless or moving) and spoken language. In addition, the interaction of present-day students with ICT has changed the concept of literacy altogether. University and school students today do much of their work with computers, the Internet, and a number of other digital means available, as in many parts of the world, they are required to do so by their teachers and instructors. It can therefore be concluded that a major portion of the concept of literacy today, at least as far as schools and universities are concerned, has to do with knowing how to perform on the Internet. It has also been found that the reading of Internet multimedia texts contributes to reading which is more self-regulated (Coiro & Dobler, 2007), while it also builds up motivation in

second language reading (Arnold, 2009) and the pace of reading (Al-Othman, 2003). Such positive effects of reading multimedia texts thus lay emphasis on the importance of preparing the grounds for leading EFL learners to further interact with such Internet-based texts in extensive reading programs.

2.1. Extensive Reading: Linear Text

There have been a large number of studies on the linear kind of extensive reading programs (Asraf & Ahmad, 2003; Bell, 2001; Lao & Krashen, 2000; Mason & Krashen, 1997; Rodrigo et al., 2007; Tanaka, 2007) which can serve as a basis for extracting the fundamental guidelines for implementing them, and also for understanding what the proper materials for reading are supposed to be. If one recognizes what these two exactly are, they will actually have understood what extensive reading is. Moreover, the aforementioned studies posit that extensive reading possesses a good potential for enhancing EFL learners' English language skills and competence.

2.2. Extensive Reading: Multimedia Text

Scholars who have taken into account the effect of ICT on modern-day literacy (Evans, 2005; Lankshear & Knobel, 2006; Smolin & Lawless, 2003; Warschauer & Ware, 2008) advocate a meaning shift in the very concept of literacy, moving from a traditional viewpoint on mastery over linear texts toward a subsequent viewpoint focused on multimedia texts. Based on this public support for the new concept of literacy, together with investigations which show the influences of Internet reading on reading speed (Al-Othman, 2003), motivation (Arnold, 2009), and reading strategy application (Coiro & Dobler, 2007), this study investigates the influence of extensively reading multimedia Internet texts on Iranian university-level students' reading motivation.

2.3. Materials Considered Proper for Reading

The primary principles for implementing extensive reading programs emphasize the importance of the reading materials' being interesting so that they can be comfortably read and comprehended independently, and consequently be read fast, accompanied with a sense of joy. Most researchers whose works were investigated for this study (Asraf & Ahmad, 2003; Bell, 2001; Mason & Krashen, 1997; Tanaka, 2007) made use of graded readers. Graded readers are mostly made simple and have been prepared for systematic control on the vocabulary items and grammatical structures to result in a leveled sequence of difficulty and complexity for various levels of learners. Nonetheless, novels, which are authentic, and which were clearly not written in a way so as to match the levels of EFL learners, and are not simplified either, have also been used in a number of studies successfully

(Lao & Krashen, 2000; Rodrigo et al., 2007). Such a fact reasonably implies not only is it the large amount of reading that is important, but also reading the right things is certainly influential as well, and simplified stories as well as those written for native speakers are suitable extensive reading materials in case they seem interesting to the learners and also if the learners have no problem with the degree of their syntactic and lexical difficulty levels.

2.4. The Necessity for Including Multimedia Texts in Literacy Programs

Luke (2003), in line with the perceptions of Smolin and Lawless (2003), believes that effects of ICT on reading and writing today are quite significant. He implicitly emphasizes the need to include multimedia texts in literary curricula. Stressing the role of new hybrid research methodologies and theories, Luke (2003) claims that today's texts, which are multimedia and exist in the present era's scripts, like hypertexts, text messaging and games, have changed into multifaceted, hybrid sign-based forms, and require different dimensions from reading, observing, social exchange, and communication. Such new demands in the field of literacy definitely reveal their fundamental position in academic learning.

2.5. Multimedia Texts and Extensive Reading

Pino-Silva (2006) directly claims that ICT must be considered when dealing with extensive reading. In his study, Pino-Silva applied an Internet-based kind of program for extensive reading which had been developed on the basis of a paper-based program which had in turn been started more than 10 years before. His participants studied articles taken from the Internet and from journals like the Newsweek, the Scientific American and Discover. The task which students were obliged to do subsequently was to fill in worksheets and send them to an Internet group which had been created for the program. The answers which were given by the students in an open-ended questionnaire showed their beliefs in their learning new words, and their joy in the flexible nature of being able to choose what to read and also when to read it, as well as the fact that the Internet-based nature of the study had provided them with a chance to access a large number of new and fascinating magazine articles. The students also mentioned that, thanks to the Internet, they had enjoyed being able to contact their teachers frequently. Accordingly, Pino-Silva concluded that integrating the Internet into programs which concern extensive reading was an instructional approach worthy of development.

2.6 Extensive Reading and Motivation

A number of researchers have claimed to have found in their studies that reading printed texts extensively increases learner motivation. Among the perused literature, there were three which directly mentioned such a

positive effect (Asraf & Ahmad, 2003; Lao & Krashen, 2000; Edy, 2014). Bell (2001) also found that the effects of printed texts' extensive reading positively contributed to areas such as pace of reading, lexicon and eagerness towards pleasure reading. The experimental groups in these three studies also indicated more positive attitudes toward reading for pleasure compared to the control group participants did. In yet another study by Arnold (2009) which was different from the previous ones in that it involved an internet-based multimedia extensive reading program, effects of the program on learner motivation were once again reported to be of a positive nature. However, the number of studies which have focused on motivation in such Internet-based programs of extensive reading is not quite large, and there also does not seem to be a good-enough number of studies having worked comparatively, comparing the influences of linear and multimedia Internet texts.

2.7. Summary

To sum up, the irrevocable trend of ICT has already certainly called for a direction shift from the outdated literacy of linear texts toward a more modern type of it, which has as its centerpiece multimedia texts. Furthermore, a number of studies, though not a very large number of them, show that reading Internet texts enhances online reading motivation and speed, in addition to facilitating learners' use of reading comprehension strategies. The literature reviewed thus approves of reading multimedia texts extensively in connection with enhancing motivation and proficiency in English. Since the advantageous nature of extensively reading linear printed materials has already been proven somehow firmly, it seems logical to further investigate effects of multimedia texts' extensive reading through comparing it with the impacts of the same reading activity but with linear kinds of texts. However, since the learners participating in this study were EFL university students taking a four-stage English course designed to enhance their reading, this study also made use of a group of students which neither took part in extensively reading multimedia texts, nor did it take part in extensively reading linear texts.

3. Method

3.1. Participants

The participants of this study were 90 intermediate level English language learners at Mazandaran University of Science and Technology. They were students in different fields of study like mechanical engineering, electrical engineering, and computer engineering. Both male and female learners were included in this study whose first language was Persian and ranged from 19 to 24 years of age. They were in three intact classes, each encompassing 30 EFL learners. One intermediate-level class received

extensive reading practices using linear texts, that is, the Oxford readers; the other one experienced an extensive reading program of using multimedia Internet texts in the process of their class, and the third group which was considered to be the control group of this study and was only used for the sake of comparison, only received the university's default general language instruction without any sort of extensive reading program.

3.2. Materials and Instruments

3.2.1. Oxford Placement Test

Before starting the study's main treatment sessions, the participants were required to be homogenous in terms of their proficiency level. Although Mazandaran University of Science and Technology has all its freshmen interviewed by language experts in order to place them in one of its EFL levels ranging from pre-intermediate through advanced (Language 1, Language 2, Language 3, and finally Advanced General English (Language 4)), in this study, even though the learners who were chosen were all students of the third level, that is Language 3 (High-Intermediate) it was still decided to have the students sit for a standardized placement test to further strengthen the validity of the placement results. As the researcher decided to choose intermediate level EFL learners, the students took the OPT test in order to have their current proficiency levels checked.

This study used the original pencil-and-paper Oxford Placement Test which was first developed by Dave Allan in 1985. It is both easy to administer and practical at grading students into different levels of proficiency.

In this study, students whose scores ranged between 30-47 were included as the researcher's aim was to include intermediate-level learners. Furthermore, the reliability index for the OPT test was calculated and reported to be .80 (Wistner, Sakai, & Abe, 2009). Moreover, it has been reported that this placement test enjoys construct validity (Wistner et al., 2009).

3.2.2. Motivation for Reading Questionnaire (MRQ)

The third instrument used in this study was the MRQ which measured EFL learners' motivation for reading comprehension. This questionnaire has 15 items. This version was based on a questionnaire by Wigfield and Guthrie (1997).

The adopted version designed by Hung (2011) was used in this study. The nine different parts of motivation which were used in this study for the questionnaire are: Efficiency of Reading, Difficulty, Eagerness to Know, Engagement, Significance, Realization, Social Dimension, Acceptance, and

Avoiding Reading. Furthermore, parts of the sentences were altered in such a way that each sentence sounded more connected with EFL reading and encompassed the two types of text under study. For instance, the sentence— "I like hard, challenging books" (Wigfield & Guthrie, 1997, p. 431), the sentence goes: I enjoy reading difficult and demanding texts of English. The three sets of learners (experimental 1, 2 and the control group) answered the 15-quistioned questionnaire prior to and following the studies main part , that is, the extensive reading program, for observing possible differences in motivation for reading in English. The Cronbach's alpha reliability of MRQ in this study was reported to be .88.

3.3. Procedure

As mentioned before, in order to conduct this study quantitative data collection procedures were adopted. In order to start this quantitative study, overall 107 EFL learners were considered. They took the OPT test and the participants who scored 30- 47 were chosen because the researcher aimed at choosing intermediate-level EFL learners. Overall, ninety EFL learners were selected as they formed three groups: experimental 1, experimental 2, and control group.

All the participants in the three groups answered the MRQ questionnaire before the start of the treatment sessions. After that, when the class was first held, the teachers presented, with their PowerPoint files and handouts, definitions and explanations on how to extensively read either the graded readers or the multimedia Internet texts to the two experimental groups. The explanations encompassed the aim of the program design by the researcher, how much students were expected to read in a week and the assignments which would be given, as well as a group of suggested stories for the printed text class, and also a page of suggested websites including multimedia stories for the multimedia group. The teacher in the control group told the learners that he invited them to take part in the research so that they would serve as a base for the research study. Stating the treatment sessions, the work on extensive reading was preformed once a week, while the learners were told and supposed to go on with their reading when they had spare time.

3.3.1. Linear Text Group

In experimental group 1, extensive reading was practiced using linear texts. The teacher in this class was supposed to provide support, encourage each student to read by themselves, and also ask them to share what they read with their peers. First, the teacher gave them the general information using PowerPoint presentations. For example, procedures regarding how to choose the material for reading and student-related tasks were described. After presenting the general information, the learners had around half an hour time to do the extensive reading each on their own. This period is known as

continuous individual reading because in it, learners read on their own in class. After that reading, students were requested to respond to questions like "What do I know about the story?" and "What do I want to know about the story?"—prior to commencing the reading activity or "What do I learn after reading the story?" Subsequently, the learners were required to share their ideas with their friends in pairs.

3.3.2. Multimedia Text Group

In experimental group 2, the same procedure was followed as well as searching the net regarding related topics, pictures, or movies which could help learners comprehend the text better or increase their knowledge. Hence, the participants of this group were asked to search the net for anything he/she considered as appealing and related to the text they had read beforehand. Again, in this group, like the former one, the learners explained to their peers the story of the text they had selected in a short 2-3 minute period. At the end, the teacher asked a few students to come to the front of the class and tell the class the stories they had chosen and had read beforehand.

Participants of the multimedia text group got support by two means. The first was being introduced to a number of websites which included stories with a range of difficulty levels. It was quite practical because what we usually find on the net has not been specifically designed for language students. Furthermore, the net has such a large number of texts available that the explanations the students received most probably helped them find their stories more quickly. The second help was in relation to the text types present on the net. The teacher of the multimedia text group illustrated the way a learner might find, for example, a short video or pictures about the theme of the story, a voice file telling that story, or a second story with an identical theme. The teacher presented short explanations on how to read online extensively and also how to use a number of hyperlinks which would guide students to websites including Basic to Advanced stories in his PowerPoint presentation.

3.3.3. Comparison Group

In group 3, which was the control group and was just used for the sake of comparison, English language classes were held as usual without any extensive reading practices.

The treatment sessions were run in 10 weeks. Eventually, in the final week of the study's course, the students responded to the MRQ questionnaire a second time.

3.4. Data Analysis

In order to analyze the data of the Motivation for Reading (MRQ) questionnaire, the first and second questionnaire scores were checked through a Kolmogorov-Smirnov test, and in order to obtain the variance homogeneity, the test of Leven's was applied. Subsequently, in order to examine the possible changes in the EFL learners' motivation before and after the treatment sessions, ANCOVA tests were applied.

4. Results and Discussion

4.1. Results

To check whether there were any statistically significant differences in the level of motivation among learners who extensively read (a) linear texts, (b) multimedia internet texts and (c) those who took the same English courses without extensive reading programs, 90 EFL learners were put in three groups each containing 30 learners. The learners went on to answer the Motivation for Reading (MR) questionnaire as a pretest. Subsequently, the treatment sessions were started. In experimental group 1, extensive reading was practiced using linear texts. In experimental group 2, extensive reading was practiced using multimedia texts, and group 3 was considered as a control group. After treatment sessions, the learners answered the MR questionnaire again to see if there was any improvement or not. In order to answer the second research question, the means of these three groups should be compared. The means of these groups are presented in Table 1. As seen in the table, there are differences in the groups' posttest scores. However, it is still necessary to check whether this difference is significant or not.
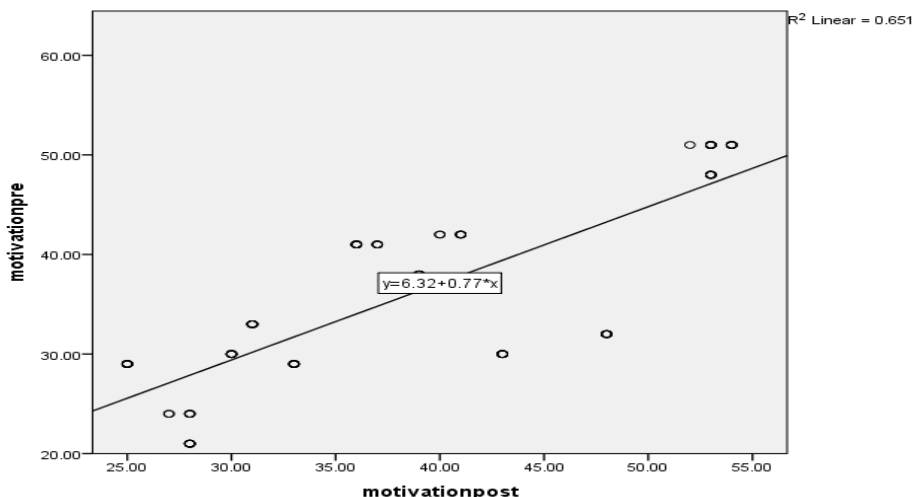
Table 1

Descriptive Statistics for the MRQ Scores

Groups	Mean	Std. Deviation	N
1	41.6000	10.62398	30
2	42.2000	8.66384	30
3	31.3667	4.44494	30
Total	38.3889	9.62639	90

In order to check for the groups' mean differences controlling for the initial difference on the pre-test, ANCOVA was run. However, before running ANCOVA, there were three assumptions that needed to be met. Assumptions of linearity were checked by a scatterplot of the covariate (i.e., MRQ pretest before treatment) and the dependent variable (i.e., MRQ posttest after treatment). As seen in Figure 1, there is a linear relationship as opposed to a curvilinear one.

Figure 1

Scatterplot of Covariate and Dependent Variable

The second assumption was already checked since the MRQ pre-test had an acceptable reliability of .88. Regarding the third assumption, a test of between-subjects was consulted. Therefore, as highlighted in Table 2, the interaction of the treatment and the MRQ pretest before the treatment is statistically insignificant (F = 1.77, p = 0.17 > .05). Consequently, it can be concluded that this assumption also holds.

Table 2

The Homogeneity of Regressions

Source	Type III Square Sum	df	Mean Square	f	Sig.
Corrected Model	7335.530[a]	5	1467.106	135.149	.000
Intercept	266.034	1	266.034	24.507	.000
Groups	148.943	2	74.472	6.860	.002
Motivation-pre	3221.035	1	3221.035	296.720	.000
groups * motiv-pre	38.594	2	19.297	1.778	.175
Error	911.859	84	10.855		
Total	140881.000	90			
Corrected Total	8247.389	89			

a. R Squared = .889 (Adjusted R Squared = .883)

Having met all the assumptions, and as a final step, an ANCOVA test was run through considering the average scores of the first MRQ of the learners as the covariate. As Table 3 indicates, there was a statistically

significant difference between the performances of the students in the experimental and control groups on the MRQ questionnaire after treatment (F = 87.40, p = .00 < .05). That is, the treatment had a significant impact on the learners' motivation as measured by the MRQ after treatment. It is important to note that this F value is obtained after partialling out the initial differences on the MRQ pre-test.

Table 3

The Result of the ANCOVA Test for MRQ Pre and Posttests

Source	Type III Square Sum	df	Mean Square	f	Sig.	Partial Eta Sq.
Corrected	7296.936[a]	3	2432.312	220.083	.000	.885
Intercept	304.446	1	304.446	27.547	.000	.243
Motivationpre	5072.514	1	5072.514	458.977	.000	.842
groups	1931.992	2	965.996	87.406	.000	.670
Error	950.453	86	11.052			
Total	140881.000	90				
Corrected Total	8247.389	89				

a. R Squared = .885 (Adjusted R Squared = .881)

Table 4

Results of the Post hoc Test

Dependent Variable: Motivation Post

	(I) groups	(J) groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	1	2.00	-.6000	2.14832	.781	-4.8700	3.6700
		3.00	10.2333*	2.14832	.000	5.9633	14.503
	2	1.00	.6000	2.14832	.781	-3.6700	4.8700
		3.00	10.8333*	2.14832	.000	6.5633	15.1034
	3	1.00	-10.2333*	2.14832	.000	-14.503	-5.9633
		2.00	-10.8333*	2.14832	.000	-15.103	-6.5633

Based on observed means.
The error term is Mean Square (Error) = 69.230.
*The mean difference is significant at the .05 level.

It was found that a difference existed between the means of the control and experimental groups. Hence, another post hoc test was run to find the exact differences between the groups. Based on the findings in Table 4, it was found that there were significant differences between the three groups. Hence, considering the mean scores in Table 1 and the post hoc results in

Table 4, it can be concluded that the students in experimental group 2 (extensive reading using multimedia texts) and experimental group 1 (extensive reading using linear texts) performed better than students in the control group. In addition, no statistically significant difference was observed in the degree of motivation for students in the two experimental groups.

4.2. Discussion

Reading comprehension is one of the most important skills which should be practiced both inside and outside the classroom. One way to improve reading is to practice extensive reading outside the class. Extensive reading is a method of language learning which consists of reading a relatively large number of texts that are easy and enjoyable. These texts can exist in both linear and multimedia formats and can be further categorized based on learners' proficiency levels, and learners can enjoy reading them. In today's modern world, old concept regarding literacy has converted to a literacy of multimedia texts as a result of the dominant application of digital content. In addition, since the popularity of all the new devices is a continuing process, multimedia texts must play a role in literacy programs. The present study tried to examine impact of multimedia extensive reading on the possible promotion of Iranian university-level students' reading motivation through comparatively analyzing it against the somewhat widely accepted influence of reading printed texts extensively. The results of the study indicate that extensively reading multimedia texts is not quite more effective than reading printed ones in promoting the EFL students reading motivation.

The findings regarding the beneficial influence of reading extensively on learner motivation is congruent with the findings of Edy (2014) who investigated the influence of reading extensively on the learners' reading comprehension improvement as seen in their motivation levels. He found that students instructed through the activity of reading extensively achieved better scores than those instructed by traditional methods. Furthermore, it was found that no such interaction exists between the motivation of the learners and reading extensively. Other studies done by Hafiz and Tudor (1989) and Tanaka (2007) showed similar results. They found that reading extensively had constructive impacts on the development of language skills.

According to the hypothesis and evidence reported by many researchers, it is believed that if students form a habit of reading through extensive reading programs with adequate comprehensible input in a low anxiety environment, they will improve their reading comprehension and motivation in the long run. After all, reading ability doesn't happen overnight, and interest may take time to develop out of several positive encounters.

On the one hand, research findings revealing the fact that reading multimedia texts extensively promotes university-level students' improvements in language proficiency much like extensively reading printed graded readers stress the influence of multimedia texts available online in literacy development. A large number of scholars have accordingly argued that there is a need to re-define the traditional view towards literacy and fit in the literacy which concerns multimedia and ICT in university-level programs (Bearne, 2005; Coiro, 2003; Evans, 2005; Kress, 2003; Lankshear & Knobel, 2006; Leu & Kinzer, 2000; Leu et al., 2004; Warschauer & Ware, 2008). However, the present study aimed at presenting a different view. In short, multimedia texts which widely exist on the Internet may in fact have an indispensable role to play in the literacy of people living in the contemporary world. Considering the overall English proficiency, Gilakjani (2012) states that using multimedia improves the quality of English language teaching. This may in turn help develop motivation.

With regard to the impact of extensive reading using both linear and multimedia texts on EFL learners' reading motivation, it was revealed that reading motivation increased in two experimental groups while there was not any statistically significant change in the post motivation test scores of learners in the control group. This finding can be justified as extensive reading is the kind of reading which is pleasurable. Hence, there is no force to read something and individuals are free to choose and read what they prefer. Hence, practicing this regularly may lead to a habit of reading and increase motivation.

Even though extensive reading is also known as a tool which promotes motivation for reading, there are few studies having investigated the interactions between reading and motivation in L2. A number of studies researches have provided anecdotal proof of an increase in motivation stemming from second language reading (Mason & Krashen, 1997; Sheu, 2003), whereas a number of other studies have analyzed the link between affect and reading in the mother tongue and L2 (Camiciottoli & Crawford, 2001; Yamashita, 2004). Three factors have been suggested by Wigfield and Guthrie (1997) for explaining motivation in reading for native speakers: beliefs concerning proficiency and efficacy, aims and values concerning achievements, as well as social matters. Mori (2002) tested the implementation of these factors in L2 studies which were connected to motivation for reading in an EFL setting in Japan. Based chiefly on expectancy-value notions which prevailed for motivation, her study (2002) showed 4 factors that she named inherent appraisal of English reading, achievement appraisal of English reading, external usability appraisal of English reading, and anticipation of accomplishment in English reading. Likewise, Takase (2002) investigated the motivation to read with regard to

graded stories in a one year extensive reading course for sixty-four students in Japan. It was found that most significant among the factors which motivated the learners to read were positive intrinsic ones regarding English reading, and the attitudes of the parents and members of the families.

The findings of the present study regarding students' increased motivation in experimental groups is in line with the findings of Huang (2013) who studied the way online extensive reading influences L2 students' motivation to read and Büyükyazı (2007) who measured the influence of Internet-based extensive reading practices on second language motivation for reading and language mastery and found that they have a positive effect on motivation for reading. Moreover, the present study approves the findings of Wu (2012), Jang, Kang, and Kim (2015) who explored the influence reading extensively on learners' reading power and motivation. All of the studies indicated that reading extensively promotes motivation for reading among learners.

The results in the current study considering the constructive influence of reading extensively on learners' motivation for reading are in agreement with studies revealing the fact that this kind of reading, whether it be linear texts (Asraf & Ahmad, 2003; Lao & Krashen, 2000); or multimedia texts (Arnold, 2009) increased the students' motivation in pleasure reading. Other studies presented the effective role of reading extensively in promoting motivation for reading and fluency in reading (Briggs & Walter, 2017; Burgh-Hirabe & Feryok, 2013; Holster, Lake, & Pellowe William, 2017; Matthew, 2005).

Here, compare the findings of your study with those of the previous studies, explain to readers unexpected results, provide support from other sources for your findings, and evaluate the findings in terms of theory and plausible explanations.

5. Conclusions and Implications

The aim of this study was to examine the effect of reading extensively using both linear and multimedia texts on EFL learners' motivation for reading. It was found that the students in experimental group 2 (extensive reading using multimedia texts) and experimental group 1 (extensive reading using linear texts) outperformed the control group. However, statistically speaking, no significant difference was observed in the amount of motivation in the two experimental groups. The key result of this research is that extensive reading, whether it be linear or multimedia, increases reading motivation in the university setting, but the amount of motivation enhancement does not differ greatly between the two types.

During the course, where extensive reading was carried out, it was shown that the motivation of extensive EFL learners increased. Reading motivation was conceptualized on two different levels: a more balanced degree of temperament, as a positive self-concept of reading L2, which was in turn operationalized as pleasure in reading; and next, a contextual and functional level that is more complex, like L2 reading self-efficacy. Reading interest is, by definition, more stable and impervious to change, as with other psychological traits and variables of disposition. However, a large effect was found due to the relatively large amount of book reading. The more complex self-efficacy of the reading factor is more susceptible to change and therefore had a larger size of effect. TOEFL usually takes hundreds of hours of analysis (Ross & Stansfield, 1998). Since it is necessary to maintain a high level of motivation to study for hundreds of hours, then interestingly, classes based on teaching for tests such as TOEFL can potentially lead to lower scores, unless some attention is paid to motivational issues. Bean (2008, p. 21) noted that programs, teachers and administrators related to L1 reading "involved in developing a comprehensive reading program must think about how motivation to read is incorporated into the overall plan." In an EFL context, Komiyama (2009, p. 37) suggested that "teachers need to reconsider our reading pedagogy and move beyond traditional approaches that focus on vocabulary, grammar, and text structure. Empowering and sustaining motivation of the learner are vital to teaching reading since reading in a second language needs much time, effort, and perseverance." Commenting on the points made in this report, Komiyama continues that teachers need to be conscious of the relations between motivating strategies and growth of reading; we need to cultivate motivation-related interests of students who may most probably produce constructive outcomes. For students to read beyond the reading classroom, it is important to build L2 reading fluency and a positive L2 reading self or identity. Reading skills and motivation should be from a kind of learning that transfers personal growth, enjoyment, and well-being outside the classroom; professional career development, flexibility, and leadership; and for current and future academic purposes. This is also vital for developing lifelong learners who can adapt to an ever-advancing technologically and informationally dense environment, finding meaning for themselves and society, connecting interculturally, and developing self-direction through practical intelligence and wisdom.

References

Al-Othman, N. M. A. (2003). The relationship between online reading rates and performance on proficiency tests. *The Reading Matrix, 3*(3), 120-136.

Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals, 42*(2), 340-366.

Asraf, R. M., & Ahmad, I. S. (2003). Promoting English language development and the reading habit among students in rural schools through the guided extensive reading. *Reading in a Foreign Language, 15*(2), 83-102.

Bean, R. M. (2008). Developing an effective read-ing program. In W. S.B. & S.-l. D.S. (Eds.), *The administration and supervision of reading programs* (pp. 11-29). New York: Teachers College Press.

Bearne, E. (2005). Multimodal texts: what they are and how children use them. In J. Evans (Ed.), *Literacy moves on: Using poular culture, new technologies and critical literacy in the primary classroom.* Portsmouth: Heinemann.

Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix, 1*(1), 1-13.

Briggs, J. G., & Walter, C. (2017). *Read on! Extensive reading and young second language learners' motivation and attitudes*. Oxford: Oxford University Press, English Language Teaching Department.

Burgh-Hirabe, d., & Feryok, A. (2013). A model of motivation for extensive reading in Japanese as a foreign language. *Reading in a Foreign Language, 25*(1), 72-93.

Büyükyazı, M. (2007). *The effects of web-based reading activities as extensive reading on the l2 reading motivation and language proficiency* (Ph.D. dissertation). Dokuz Eylül University, İzmir.

Camiciottoli, & Crawford, B. (2001). Extensive reading in English: habits and attitudes of a group of Italian university EFL students. *Journal of Research in Reading, 24*(2), 135-153.

Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher, 56*(5), 458–464.

Coiro, J., & Dobler, E. (2007). Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. *Reading Research Quarterly, 42*(2), 214-257.

Edy, S. (2014). The effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation. *Jurnal Pendidikan Humaniora, 2*(1). doi:10.17977/jph.v2i1.4443

Evans, J. (2005). *Literacy moves on: Popular culture, new technologies, and critical literacy in the elementary classroom*. Portsmouth: NH: Heinemann.

Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly, 37*(2), 247-273.

Gilakjani. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. *Journal of Studies in Education, 2*(1), 104-113.

Hafiz, & Tudor. (1989). Extensive reading and the development of language skills *ELT Journal, 43*(1), 4-13.

Holster, T. A., Lake, J. W., & Pellowe William, R. (2017). Measuring and predicting graded reader difficulty. *Reading in a Foreign Language, 29*(2), 218-244.

Huang, H. (2013). Motivational changes in an English foreign language online reading context. *Social Behavior and Personality: An international journal, 41*, 715-720.

Hung, S. (2011). *Extensive reading for undergraduate EFL learners*. Washington State University.

Jang, H., Kang, M., & Kim, Y. (2015). The effect of English extensive reading activities on students' reading proficiency and reading motivation. *Advanced Science and Technology Letters, 92*, 92-95.

Ko, J., Schallert, D. L., & Walters, K. (2003). Rethinking scaffolding: Examining negotiation of meaning in an ESL storytelling task. *TESOL Quarterly, 37*(2), 303-324.

Komiyama, R. (2009). CAR: A means for motivating students to read. *English Teaching Forum, 47*(3), 32-37.

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Kress, G. (2003). *Literacy in the new media age*. London: Routledge.

Lankshear, C., & Knobel, M. (2006). *New literacies: Everyday practices & classroom learning* (2 ed.). London: Open University Press.

Lao, C. Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL: More evidence for the power of reading. *System, 28*, 261-270.

Leu, D. J., & Kinzer, C. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly, 35*, 108–127.

Leu, D. J., Kinzer, C. K., Coiro, J., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. In *Theoretical models and processes of reading* (5 ed.). Newark, DE: International Reading Association.

Luke, C. (2003). Pedagogy, connectivity, multimodality, and interdisciplinarity. *Reading Research Quarterly, 38*(3), 397–403.

Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System, 25*, 91-102.

Matthew, A. (2005). Extensive reading and the motivation to read: A pilot study. *Doshisha Studies in Language and Culture, 8*(1), 193-212.

Mori, S. (2002). Redefining motivation to read in a foreign language. *Reading in a Foreign Language, 14*(2), 91-110.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language, 18*(1), 1-28.

Pino-Silva, J. (2006). Extensive reading through the Internet: Is it worth the while? *The Reading Matrix, 6*(1), 85-96.

Rodrigo, V., Greenberg, D., Burke, V., Hall, R., Berry, A., & Brinck, T. (2007). Implementing an extensive reading program and library for adult literacy learners. *Reading in a Foreign Language, 19*(2), 106-119.

Ross, J., & Stansfield, C. W. (1998). A long-term research agenda for the Test of Written English. *Language Testing, 5*, 160-186.

Sheu. (2003). *Extensive reading as a breakthrough in a traditional EFL curriculum: experimental research in junior high schools in Taiwan* (PhD). University of Warwick, Taiwan.

Smolin, L. I., & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. *The Reading Teacher, 56*(6), 570-577.

Takase, A. (2002). *What motivates Japanese students to read English books?* Paper presented at the Proceedings of the Third Temple University Japan Applied Linguistics Colloquium.

Tanaka, H. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix, 7*(1), 115-131.

Vygotsky, L. S. (1978). *Mind in society.* (MA). Harvard University, Harvard University Press.

Warschauer, M., & Ware, M. (2008). Learning, change, and power: Competing discourses of technology and literacy. In *Handbook of research on new literacies* (pp. 215-240). New York: Lawrence Erlbaum Associates.

Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*(3), 420-432.

Wistner, B., Sakai, I. I., & Abe, M. (2009). *An analysis of the Oxford placement test and the Michigan placement test as L2 proficiency tests*. Hosei University Repository.

Wu, J. (2012). *The influence of extensive reading on junior high school students' reading motivation and reading performance in Taiwan.* (Master of Arts). Colorado State University, Fort Collins, Colorado.

Yamashita, J. (2004). Reading attitudes in L1 and L2, and their influence on L2 extensive reading. *Reading in a Foreign Language, 16*(1), 1-19.

Bibliographic information of this paper for citing: