

**AFFECTIVE OR COGNITIVE FACTORS ON
EXTENSIVE READING OF ELT STUDENTS: A
CASE STUDY¹**

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Abstract

Reading has always been at the very focus of researchers of English Language Teaching (ELT). The purpose of learners of English as a Foreign Language Learning (EFL) is to acquire a considerable amount of knowledge both in academic subjects and socio-cultural settings. However, EFL learners do not engage themselves in reading activities outside class hours even though they unquestionably comprehend that extensive reading (ER) allows them to acquire certain language skills. Some experimental studies on motivating and demotivating factors on reading have been conducted. Yet, there have been very limited qualitative researches on whether affective or cognitive factors affect motivation and demotivation on ER. Thus, this paper firstly explores the literature related to ER and motivation in conjunction with second/foreign language learning. Then a case study was conducted to 25 EFL learners at the department of English Language Teaching, Balıkesir University, Turkey. The learners participating in ER project as a part of Advanced Reading I Course were asked to read any classical works of English literature over three to five months. The result of the study indicated that learners are demotivated since they commonly preferred either their computers or mobile phones to ER. The result also indicated that social media of the digital world, which covers a wide range of online applications such as Facebook, WhatsApp, twitter, snap chat, messenger, line and etc., constitutes a serious impediment to ER. The study specifically concluded that EFL learners do little ER in English language that goes beyond their required course textbooks.

Keywords: *Extensive Reading, Motivation, Demotivation, English as a Foreign Language, English as a Second Language.*

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Introduction:

Reading has been considered to be one of the most significant skills to master (Anderson, 1999) in learning English either as a second or a foreign language. Ransom defines reading as 'a conversation between the writer and the reader' (1978, 14). According to Nuttal, reading is 'the process of getting out of the text as nearly as possible with the message the writer puts into it' (1996, 4). Remarkably, in countries where English is taught as a second or foreign language, reading in English would undoubtedly help a learner to master language as language can be learned through reading (Fatimah & Vishalache, 2006). Since language learners 'learn to read by reading' (Krashen, 1993), ER also enables the learners to 'develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading' (Richards, Platt & Platt, 1992, 133).

In order to investigate motivation and demotivation factors of proficient-learners of English on ER, this case study uses a qualitative approach to explore whether cognitive factors or affective factors outweigh on ER. This study is unique in its attempt to identify the significance of ER with its correlation to motivation by focusing on the reasons of learners' unwillingness or, in some sense, demotivation to foreign language ER. Thus, the primary focus of this study is to investigate the issue by asking three research questions.

1. Can ER be carried out as a process of a course named Advanced Reading and Writing I for EFL learners?
2. Will learners be able to complete their ER process?
3. What are the factors affecting learners' motivation and demotivation towards ER?
4. Which factors do typically cognitive or affective factors outweigh on ER motivation and demotivation?

The following section includes a review of literature on ER and motivation in conjunction with second/foreign language learning. This will be followed by our current study. In the conclusion part, the results will be discussed.

I. Theoretical Background

I. I. Extensive Reading

As has already been stated, the purpose of this section is to review the related literature on second and foreign language learning motivation with regard to reading as a general construct, and then to evaluate several studies specific to ER motivation. Some studies explore what factors influence L2 reading motivation, while others look at what factors are influenced by it. And some studies indicate the frequency in ER in relation with the motivation among

university students in different EFL/ESL contexts. Yet again, some studies have demonstrated that ER has positive effects on language development.

Generally speaking, reading allows EFL learners to open a new gate to the outside world since readers with strengthened or in other words, with proficient-reading skills will be able to progress and attain greater development in all academic areas. Thus, in recent years foreign language educators and researchers have (Ro & Cheng-ling, 2014; Chiu, 2015; Clark & Foster, 2005; Chiu, 2015; Day 2015; Brown, 2009) become increasingly aware of the importance of ER, or in other words, 'reading for pleasure'. ER, as is defined by Hafiz and Tudor, is 'the reading of large amounts of material in the second language (L2) over time for personal pleasure or interest, and without the addition of productive tasks or follow-up language work' (1989, 4).

As the history of ER dates back to the early twentieth century, according to Day and Bamford (1998), Harold Palmer and Michael West were 'the parents of second language extensive reading in modern times' (5). And after the 1980s, research into ER gained popularity with the study of Elley and Mangubhai (1981), which evidently indicated that ER had various benefits to language learning. Since then, some studies have been conducted to delineate linguistic, cognitive and affective benefits of ER. For instance, the study of Yamashita (2007) mainly focused on the transfer of L1 reading attitudes to L2 reading attitudes. In another study, yet again, Yamashita (2008) examined development of general reading ability and lower-level linguistic ability. In the study, improvement from a pre-test to a post-test was found to be significant for reading ability, but not for linguistic ability. The results suggested that the effects of ER might be manifested more quickly in general reading skills than in L2 linguistic ability, at least for adult L2 learners. Additionally, Mori (2004) strongly stated that positive attitudes toward reading were associated with more frequent reading. Just like Mori, Logan and Johnston (2009) associated positive attitudes toward reading with higher reading achievement and sustained reading throughout life.

In another study, Day and Bamford (1998) in their book *ER in the Second Language Classroom* claimed that ER is a key to second language readers' gains in reading ability, linguistic comprehension, vocabulary, spelling and writing. Moreover, William Grabe, in a 1991 TESOL Quarterly paper, discusses some of the benefits of ER: "Longer concentrated period of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation" (396).

Among quantitative experiments on ER, the impact of ER on reading proficiency was examined by adopting a quasi-experimental, pre-test and post-test design with two intact classes, which were assigned as control and intervention groups (Shih, 2015). The result indicated that there was statistically no significant gain

in reading proficiency of post-test scores of the intervention group compared with the control group.

I. II. Foreign/Second Language Reading and Motivation

Some other studies conducted in second or foreign language learning have identified motivation components particularly in EFL settings. For instance, Mori (2002) identified four sub-components of reading motivation such as intrinsic value, attainment value, extrinsic value, and expectancy for success and yet, she proposed that motivation is multidimensional but not independent of general motivational constructs. In another study, Mori (2004) asked 100 Japanese EFL university students to respond to a questionnaire designed to measure L2 reading motivation, L2 learning motivation, and motivation specific to ER. The subjects engaged in ER of materials called the Science Research Associations Multilevel Laboratory (SRA) for 11 weeks. The results indicated that two components such as 'study habits' and 'negative intrinsic value of stories' had the strongest relationship with reading amount. Study habits were associated with the effort that students made in order to learn English. After the finding that study habits and reading amount had a negative relationship, the researcher suggested that 'the less the students perceive they are hard and active learners, the less they read' (75). The negative intrinsic value of stories and reading amount also had a negative correlation, and therefore, Mori (2004) suggested that 'the less students think stories are boring or childish for instance, the more they read' (75).

In another study conducted by Day and Bamford (1998), learners' decisions to read in the second language are made up of four distinguishing variables: a) materials, b) reading ability in the L2, c) attitudes toward reading in the L2, and last of all, d) the socio-cultural environment including the influence of family and friends. In their study, it was found out that ER materials and attitudes have more influence on learners' motivation to reading than reading ability and socio-cultural environment.

One of the few studies conducted in Europe was that of Camiciottoli (2001), which worked with 182 Italian EFL student participants (93 males and 89 females) at the University of Florence and applied a 22-item questionnaire administered in their native language. She attempted to find out firstly, the frequency of students' reading in English; secondly, the students' attitudes toward reading in English; thirdly, students' reasons of their limiting frequency in reading and lastly, the factors' influencing frequency and attitudes of the students. The study revealed that most students had not developed the habit of reading in English but their attitude toward it was actually very positive. After her study, she proposed that those who are in an English-speaking country are likely highly motivated toward the language and culture, but also benefited from their time abroad in terms of increased motivation, interest, and schemata-building for English language and culture. Therefore, they comprehended and enjoyed more when they read in English. She also found that past experiences

with English books had some impact on reading frequency, and indicated that this should motivate instructors to prioritize providing a wide variety of English books. On the other hand, one of her findings also showed that reading frequency in these students' native language was also quite. Camicottoli also concluded that factors influencing a person to be a 'reader' in his or her L1 could be transferred into reading in a foreign language.

Another study carried out by Brantmeier (2005) mainly focused on how students assessed their own L2 reading abilities, how much students enjoyed reading in L2, and if any possible relationship between these two. She also examined the relationship between student self-assessment and comprehension as measured by a multiple choice comprehension task and a written recall task. Lastly, she investigated whether there was a link between L2 reading enjoyment and comprehension by asking participants (29 men and 59 women and aged between 19 to 22) from seven sections of an advanced Spanish grammar and composition course at a private university in the U.S. These participants completed a self-assessment questionnaire, enjoyment questionnaire, reading passage, written recall, multiple-choice questions, and a topic familiarity questionnaire. After statistical analysis Brantmeier found a significant relationship between self-assessed L2 reading ability and written recall. Sixty-three out of 88 participants indicated enjoying reading in Spanish, and levels of self-assessed ability positively correlated with levels of enjoyment. By considering her findings Brantmeier stated that: "... learners who believe they are good readers of Spanish and enjoy L2 reading may be more positively motivated to read and this may enhance performance" (2005, 501).

I. III. Extensive Reading and Motivation

The studies on the influence of ER on language learning over the past several years have been mainly based on Gardner's socio-psychological approach (Gardner, 1985). Nevertheless, nowadays, few researches can be found in the field of second or foreign language particularly on ER in EFL/ESL settings. That a learner will be successful with the proper motivation in second language learning cannot be denied for the simple reason that many studies and experiments on learning have shown that 'motivation is a key to learning' (Brown, 2000, 160). Consequently, such a claim promotes a detailed understanding of precisely what motivation is and what the subcomponents of motivation are. Brown (2001) discusses motivation from two identifiable perspectives. From a 'cognitive perspective', motivation is used to explain individual's behaviours were influenced by their thoughts, conscious, attitudes, beliefs and interpretation of events (Dörnyei, 2001); in other words, people are motivated to act or perform by internal forces such as their needs, beliefs or decisions. And as for 'behaviouristic perspective', it is defined as 'the anticipation of reinforcement, and form of behaviour (response) as a function of environmental events and stimuli' (Brown, 2001, 73). Skinner, a behaviouristic psychologist, emphasizes the role of reward (and perhaps punishment) in motivating behaviour and he also indicates that human being will pursue a goal

because of reward (cited in Brown, 2001). Since reward itself is a facilitator in constructing and reinforcing an acceptable behaviour in socio-psychological terms. As is inferred, external forces are thought to influence people's acts. On the other hand, a cognitive psychological viewpoint of motivation places much more emphasis on the individual's decisions and needs. Brown (2000) also mentioned Abraham Maslow's Hierarchy of needs theory, which considered 'motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs-community, belonging, and social status' (161). That is to say, human beings' needs progress from the satisfaction of physical needs up through safety and communal needs, to the needs of esteem, and finally to 'self-actualization', a state of reaching your fullest potential (Brown, 2001, 74).

Some other researchers deal with learners' motivation on reading for pleasure and conducted their studies accordingly. For instance, while Yamashita (2004) argued that positive feelings towards reading might facilitate ER, Crawford (2007) found that learners might have positive attitudes towards reading, but such attitudes did not always lead to frequent pleasure reading. Camiciottoli (2001) defined positive attitudes as just the feeling that reading in general is good, while Yamashita's positive feelings referred to learners' comfort levels and higher self-perception in reading. These two variables contributing to positive feelings are potential contributing factors to reading motivation.

In another study, Karlin and Romanko (2010) used a 13-item questionnaire based on self-efficacy principles in order to find out the significance of second language ER on 116 Japanese university students' affect. The result indicated that ER had a quick and strong positive effect on students and also, Paired-sample t-test results indicated that the affective measures were significantly higher on the post-tests than on the pre-tests. As a matter of fact, the data indicated that out of the three factors of affect, fluency, and vocabulary, all within a single context, affect was 'the quickest and most pronounced byproduct of ER' (194). In this study, the researchers as did many others (Robb & Susser, 1989; Nishino, 2007; Takase, 2007) stated that since the nature of ER puts a great emphasis on pleasure reading, the finding is not a surprising but an expected one, specifically, if the learners are free to choose what and where to read and also if the learners are also motivated to reading in their mother tongue.

Since the mid 1990s, some studies have explored the change in students' reading motivation in time. Two studies (Leung, 2002; Nishino, 2007) have specifically explored the motivational change for ER, and have identified motivational impacts that may have caused some rises and falls in reading experiences. In his study, Leung (2002) observed participants' motivational change during 20 weeks of ER. The major finding was that reading materials had a significant impact on the subject's motivation. For instance, on reading a book at the appropriate level of difficulty, a participant felt successful, which leads her to feel motivated and read more. As she continued to read books that

she could understand, her confidence in reading gradually grew and it motivated her to read even more. Conversely, difficult books had a negative influence on her confidence, and she felt discouraged. Leung (2002) concluded that ‘the key element in the success of ER is having access to a large quantity of reading materials geared to an individual’s level of proficiency and interest’ (78). Some studies (Leung, 2002; Guo, 2012) supported Day and Bamford’s (1998) claim that materials are one of the major variables influencing the motivation to read in an L2

In short, it would be proper to assert the idea that the relationship between motivation and demotivation on ER is significantly and positively correlated. Thus, this study mainly revolves around the question of significance of motivation and demotivation of EFL learners on ER. The study was carried out to find out that whether cognitive or affective factors outweigh on ER.

II. Qualitative Approach

II. I. Participants:

At the beginning of the study, there were 25 students. However, within 2 to 4 week intervals 4 students; within 5 to 7 week intervals 3 students; within 8 to 14 week intervals 4 students and within 14 to 16 week intervals 4 students, totally 15 students dropped out of the experiment. At the end, the sample group of the study consisted of 10 students taking compulsory course of English entitled Advanced Reading and Writing I in ELT Department at Balıkesir University, in autumn period, in the year 2014-2015, carrying out their tasks till the end of 12 to 20 week intervals. Among ten, eight students were female and two were male whereas the mean age was 20.2 in the range of 19-22. All the students were advanced EFL students with an advanced level of English. They all studied English during their high school education, graduated from intense language programs, and attended the ELT program after they passed Foreign Language Examination. The students, as advanced learners of English, can be considered as they understand and speak conversational and academic English as well as they show proficient level in reading and writing to meet the demands of academic skills in English Language Teaching Department. However, they are required to be supported occasionally and in some extra-ordinary circumstances.

II.II. Purposes of the Study:

As the literature review indicated, even though researchers in foreign language education have evinced intense interest in ER, most of them mainly focused on groups of learners and neglected the experience of the individuals in general sense. More specifically, none of the studies on ER have attached importance to individuals’ experiences despite many explorations are required to find out the proficient levelled participants’ willingness or unwillingness to read in L2. Even though some studies on ER emphasized anxiety as a factor that has a negative impact on L2 reading and identified two anxiety provoking factors such as cultural differences and differences in the writing systems between L1 and L2,

there have also been some other negative factors which have not been defined yet. Thus, the main purpose of this study is to find out whether ER can be carried out and completed as a process of a course; explore the factors affecting learner's motivation and demotivation towards ER; investigate either cognitive or affective factors outweigh on ER. Thus, this study takes a qualitative approach to find out learners' motivation, and also demotivation towards foreign language ER over 3 to 5 months interval.

II.III. Materials:

At the very beginning of the study, the students were asked to take a part in a study voluntarily. Before the study conducted, approximately 25 students were resolved to participate, but later on as researcher assuredly stated that this study would never and ever cover any marking or testing, then the number of the students participating in the investigation began gradually declining. Since this study covered the investigation of learners' motivation in terms of their willingness to ER, researcher was very cautious and sensitive to the choice of the participants. Thus, none of the participants in the experiment were made felt compulsory in reading materials. Immediately after the sample group was selected, the participants were allowed to free in choosing their own books of English. But in order to make a standard and not to make the participants choose alternative reading materials such as magazines and comics or popular books such as the bestsellers or cuisine books, and also in order to understand their perceptions on classical works, the students were offered to choose any classical works of English literature. Since they were all considered as proficient English language learners and prospective English language teachers. To be precise, the students are made feel free to choice their own reading materials. They chose a wide range of classical works from *Great Expectations* and *A Tale of Two Cities* by Charles Dickens to *Robinson Crusoe* by Daniel Defoe and from *Jane Eyre* by Charlotte Bronte to *Gulliver's Travels* by Jonathon Swift and from *Women in Love* and *Sons and Lovers* by D.H. Lawrence to *Treasure Island* by Robert L. Stevenson and etc.

II.IV. Data Collection:

The data were collected through interviews, observations, essays, and a free response questionnaire. At the end of each week, researcher have had a conversation with students individually and in-group. The interviews commonly centred on the issues of the experience they had in ER such as whether they like reading or not and what are the motivating and demotivating factors on ER. Even though the researcher had a background of English literature and had already read the books the students intended to read, she once more read each of them in detail in order to appreciate students' reactions towards reading and to reply students' questions on themes characters, settings and etc.

II.V. Method:

At the beginning of the course, all students are informed on the contributions of reading in connection with ER to EFL learning. The students started the process of ER on autumn period in 2014-2015 education year and completed within 12 to 20 week intervals and also provided consent to participating in this study. At the beginning, 25 students participated and at the end, only 10 students left. Before the study began, all students were informed that ER had three purposes: Firstly, to improve in foreign language reading and to keep track until the process ends (namely, completing reading their books); secondly, to demonstrate that ER have many contributions and to make the learners aware their own strengths and weaknesses, and thirdly, whether affective or cognitive factors outweigh on ER.

It must be stated that a fixed schedule was not established for interviews and observations even though it was planned beforehand. However, at the end of each week, according to the interest of the students, a session was held, which was about 15 to 30 minutes, in order to understand students' experiences. The researcher took notes from the observations and interviews of the students. Throughout the study, the researcher acted as a mentor rather than a professor or a researcher responsible for the course. During the interview sessions, which generally pass by conversation on the experiences of students on ER, the researcher conducted free-response questionnaires. Thus, the data were collected throughout a 12 to 20 week intervals and were gathered through the following three methods: a) interviews and observations made for each sessions b) a free-response questionnaire on the factors affecting students' motivation and demotivation c) an essay writing which covers students' experiences on ER.

II. VI. Findings:

The present qualitative study used a three-step procedure: first one is preparation stage which includes the introduction of the study, and additionally, interviews, oral presentations and classroom discussions on reading, and particularly, ER are included. The second one is the production stage, which includes the learners' choices of classical works of English literature and their completion of reading it. The last one is data analysis part, which includes both affective factors and cognitive factors on ER by considering the motivation of the learners.

Step I: Preparation Stage:

In the preparation stage, the learners are informed not only about the study but also about the contributions of reading and ER on ELT in the first and second week. After the consents of the learners were taken, the experiment was explained in detail. The learners are given a schedule on how, where and why to carry out interview sessions. Within two weeks, the students chose their own ER materials and prepared power point presentations (PPTs) on the books they had chosen in class in order to give brief information to the rest of the class. Then the students were ready for their ER.

Step II: Production Stage:

In the production stage, the students were all informed that at the end of the each week, there would be a session in which all the participants would attend and talk about their own experiences on ER. The students were asked to take notes, if they want, about their own experiences during the process of ER. At the end of 20th week, the researcher carried out a questionnaire which investigated whether the students carried out their tasks, namely if they kept the track and completed reading their books, or not and if they liked reading or not, the students genuinely wrote down their own experiences in the format of an essay.

Step III: Data Analysis Stage:

After the completion of first and second steps, the students were asked to write down about their overall experiences on ER. The students wrote about both the contributions and negative effects of the process of ER. In order to collect data, a background questionnaire on the demographic structure of the learners; interviews, observations, oral presentations, classroom discussions, essay papers and free-response questionnaire were utilized. Lastly, in order to validate the findings and to see if the data collected were valid, the data derived from these sources were compared through concept map.

The data collected were assessed within four spheres in terms of motivation and demotivation, which included firstly, 'motivating affective factors on ER'; secondly, 'motivating cognitive factors on ER'; and demotivation which included thirdly, 'demotivating affective factors on ER' and fourthly, and lastly, 'demotivating cognitive factors on ER.'

I. Motivating Affective Factors on ER

As has already been stated among 25 students and after the drop out of 15 students, then 10 students attempted at keeping the track and completing their task. But among them, only 2 students, one is male and the other one is female, kept the track and completed the process of ER. However, it must be noted that one's native language is American but has been leading a life in Turkey for a long period of time and the other one's is Azerbaijani. In terms of affective factors, these two students were among the ones who like reading not only in their native language but also in their target language. They acquired this skill since their childhood. They all have an experience in abroad and have awareness that English can be learned or acquired only by a tolerable amount of input in the place where the language itself is spoken. Whenever the students are encountered by an impediment, such as getting tired of reading or else, they kept the track and attempted to reach a conclusion by trying to build up their own confidence and self-esteem. In the part below, two extractions from the two students who kept the track and completed their tasks will be found.

Student A: "Well... My native language is English, so I had no issue and any struggles while reading the novel. The novel I read was about only 195 pages, so

I was able to finish it in a short period of time. I had all the time in the WORLD! And, I decided not to be lazy and read it. I wish you the best of luck on your project!”

Student B: “My native language is not Turkish but Azerbaijani. I like reading in my mother tongue and in Turkish as well as in English. Even though ER is not something easy to acquire, I have already acquired this skill since my childhood. In my opinion, the first and the best way of improving your knowledge in English is to go and lead a life in a place where the target language is spoken. And the second way is to read extensively. I trust myself, because I think that I will be able to use the words or phrases that I gained from ER experience in my daily life or when I go abroad. I am much more familiar with the humorous and colloquial phrases than I was before.”

In sum, the results of the study indicated that two students liked the process of ER. They carried out their tasks until it completed. Thus, they were very decisive as they stated that they felt better when they reached a conclusion. Moreover, their high self-esteem and low anxiety enabled them to complete the task because they lost their inhibition in the preparation stage, which was scheduled with the intent of helping learners lower their anxiety and building up self-esteem before the study began.

II. Demotivating Affective Factors on ER

The result of the study indicated that there are many demotivating affective factors on ER. As has already been stated, the study revealed that some of the students, who straightforwardly confessed that they did not keep the track and did not completed reading their books, were demotivated not only in foreign language ER but also in their native language. Among 25 students, only 10 students attempted to participate in the process of ER, but only two students completed the process. The reasons behind their unwillingness or demotivation to read their classical books of English can be illustrated with the extractions taken from their essays.

Student 2: “I have no time for ER since I have German course for 2 hours a week and a guitar course for 6 hours a week. I rather prefer going to movies, having dinner with my friends than staying at home and reading boring classical works of English. Moreover, I really do not like coming across too many weird words of English, which I have never seen before. Additionally, I like being on-line not on-books!”

Student 3: “I did not complete reading the book because reading an English book itself is a very demotivating act for me. Instead of attempting to read difficult words of English and finding out their meanings, I prefer playing computer games and watching soap operas. Actually, the reason behind my unwillingness to read lies in the fact that I did not encourage myself to read. My motivation was lower. But I should make it clear that whenever I want to read, I find the classical work boring. For example, I read trilogy of *Hunger Games* so

willingly that I even could not believe myself. So the main problem was the classical books, in my opinion. Moreover, if I had to choose between turning the pages of the books or surfing on the Internet, I would definitely take the Internet.”

Student 7: “I don’t have the habit of reading books in my spare times. Besides, I don’t like reading. Though I was aware that I need to read the book and I tried to encourage myself to read it, I just read 25 or 30 pages of it. I myself chose the book but the theme of the novel was not influential on me. And also, there were some sentences or phrases, which I did not appreciate a word of it. However hard I encouraged myself to read, I could not succeed in it. Because I had many choices in my spare time, among them the most boring one was ER. Passing time with my friends and the Internet were much more attractive than spending my time on ER.”

Student 8: “Why would I read a novel instead of surfing on the Internet and following the new notifications on twitter, Facebook, line, instagram and messenger? Reading books was a recurrent activity before the digital age. It is ok at that time but not normal for our time. I can understand this. There were no distractors at that time. But our own age is different than those of the others. It is an information age. With just one click you reach an incredible amount of information. Of course, reading is important but there are many other things in the social media, which you feel you are required to follow daily. Otherwise, you miss the agenda.”

In sum, the result of the study indicated that the students don’t like reading books in their target language as well as in their native language; they have low motivation and they have difficulty in keeping the track since their interest in ER is not sufficient enough to complete the task; they think that ER is a boring and tiresome activity, particularly in cases where the text is either demanding or challenging; they don’t trust themselves, namely their confidence or self-esteem is also low; they don’t like ‘taking risk’ (as the students stated) of reading and understanding the text since they become anxious. Instead of ER, all the students in the study stated that their pass time activity frequently revolves around the Internet-based activities. In other words, they are always on-line either with their smart mobile phones or with their computers or PCs. Thus, every single notification coming from the electronic devices distracts their attention and thus, they lose their motivation. Even though, they are well aware of the importance of ER, as they stated in the interviews and observation sessions, and they know what to do, which means they are aware of their own strengths and weaknesses, they don’t do anything to prevent this. Because they think that in order to pass their courses and graduate from the university, they have to acquire academic skills, which are important for them to become an English teachers.

III. Motivating Cognitive Factors on ER

The result of the study indicated that among 10 students, only two students completed the process. Among the cognitive factors that affected their motivation was their full understanding and appreciating the literary text. Since they did not have any difficulty neither in the pace of reading nor in decoding meaning, their motivation was high. In the part below, the illustrations taken from the students' experiences were given in order to shed a light into the issue.

Student A: "My motivation was high because I did not have any difficulty in understanding neither the theme nor the vocabulary of the novel I read. Whenever I came across a word or a phrase that I did not know, I just used the dictionary applications on my mobile phone. So it was easy. I know my own strengths and weaknesses. For instance, if I quitted reading for a long period of time, I commonly forgot what I was reading. So I did not give up reading. Additionally, my critical thinking skills improved, as I am easy in finding a cause and effect relationship between the events. Thus, it was not difficult for me to keep the track."

Student B: "Reading word by word and sentence by sentence facilitated my linguistic skills. I was able to identify grammatical structures well enough to explain low-grade students of English. In my opinion, ER is beneficial for me since it develops my speaking fluency, vocabulary acquisition, and awareness of grammatical structures. Moreover, it provides a model for writing in English and for understanding English culture, as well. I can easily connect and notice the collocations of English words and phrases without any difficulty. ER improved my cultural, political and ethical understanding of the whole world."

In sum, the study revealed that learning the vocabulary (Senoo & Yonemoto, 2014), reading the text and decoding the sentences in order to build up a unified meaning were among the motivating cognitive factors on ER. The students were encouraged when they came across different vocabulary and phrases. They also got familiar with colloquialism, collocations, idiomatic expressions and phrases.

IV. Demotivating Cognitive Factors on ER

The result of the study indicated that among the most demotivating cognitive factors were the students' lack of proficiency on ER. They put a barrier to reading in general and in classical works of English even though they regard themselves advanced or proficient-levelled students. Moreover, they found the books linguistically difficult as the vocabulary of the books were challenging. They also assumed ER as a study or an assignment even though it was reminded of the students many times that they would never be assessed with grades. Cognitively, they were demotivated because they were all closed to the newly encountered phrases, words, and structures. Additionally, the students were demotivated since they had to catch the gist of the meaning of the language in terms of its use of pun, metaphor, association, and humour intermittently.

The illustrations below will give you some opinion on the demotivating cognitive factors on ER.

Student 1: “My English is not proficient enough to read a classical work of English... The language of the book is very confusing and there are many phrases and words, which I cannot give any meaning. One of the other reasons can be is that I have never read an English book in my life before. The other reason was I did not like ER process since looking up a dictionary in every minute is a tiresome activity. And actually, I have many other courses to study in order to pass. Why would I do another activity which also covers reading? I got tired of studying my courses and a reading activity even if it were ER just reminds me of studying, studying and studying! It can never and ever be considered as a pass time activity. Because being on-line and following everyone’s stories that I like are much more enjoyable than ER.”

Student 4: “I did not read the book because trying to read and understand an English book really exhaust my brain. I get bored immediately. Sometimes I have to read the same sentence or page over and over again. I prefer reading the Turkish version of the same book rather than English. Moreover, most of these classical works are adapted to films. Thus, there is no need to read them. Once more, if I can’t understand the book, I feel depressed. Reading an English book is like an assignment not like an enjoyment, I feel, I guess...”

Student 5: “For a student whose mother language is not English, reading a literary text of English feels like vomiting in the pool of vocabulary. Even though we are the students of English language department and we are the prospective teachers of English and additionally, including literature we have a professional education in English language learning and teaching, we feel that as if we don’t know how to read, speak and write in English as the book is too difficult for us to understand, for we don’t catch the gist of the meaning of the language in terms of its use of pun, metaphor, association, and humour and etc.”

Student 6: “Just like the fairy godmother waved her magic wand over the cabbages and they turned into horses, as if I waited for another magic wand to make me understand the whole story, to aware every single word that I don’t know, and read the book fluently. However, it never occurred to me. Because, wondering with my friends, surfing on the net, using social media for chatting, messaging with my friends on Facebook and spending time for my hobbies were easier than decoding the meaning of a classical work.”

In sum, the study revealed that ER is a challenging work in terms of learners’ cognitive skills. Students were demotivated if they came across something encouraging in terms of linguistic skills. In order to appreciate the classical works, they were required to decode the meaning of the texts by comparing and contrasting events and characters; to understand the horizontal and vertical relationship among the characters, themes, setting, and atmosphere of the novel; to aware the conceptual words, phrases, and idiomatic expressions; to recognize grammatical structures and etc. However, the result indicated that the

students were not open to new improvements since they thought that the thing they were expected from their academic skills was only to have good marks in courses. For instance, they thought that if any activity or a project, whether ER or not, is not assessed and if it will not be added in to the assessment procedure as a grade, then they felt that there is no need to study. They considered the ER process as an assignment.

Discussions and Conclusions:

The findings from this study indicated that ER sessions provided an awareness to help develop students' interest and ability in ER. Even though canonical works of English used in the study were somewhat above the language level of most of the students who were students of ELT department, the feedbacks from the students evidently indicated that students were able to be involved in the process and contributed useful ideas in the discussions. The students felt that they gained better understanding of both cognitive and affective benefits of ER in their language learning process.

Yet again, most of the students were on the opinion that they preferred watching the films adapted from the books rather than reading them. The researchers believed that if more guided reading sessions in the preparation stage had been conducted in order to enhance interest and ability in ER, the students of ELT would have been more enthusiastic to carry out the reading process until it ended. Thus, the drop out rate would not have decreased gradually. Moreover, if the students had not chosen a canonical work of English literature, namely- if they were given a chance to choose popular books of English, they might have been interested in ER much more than they did.

The ER activity also showed that holding guided ER sessions would have been much more constructive in carrying out the task. Since the students had already been aware of the important outcomes of ER both cognitively and affectively such as critical thinking skills and voluntarily participating in ER. Additionally, even though the students were not interested in ER, which requires just a quiet solitary activity, it could have been connected to other activities, which can facilitate students' interest and ability in reading, by integrating other language skills such as listening, speaking, and writing. Moreover, only holding the discussion sessions were not sufficient for developing the interest of the students. When the students indicated that they had been motivated to read the books by watching or learning about films adapted from it, other activities such as talk shows, film shows, competitions and poster presentations, could have been organized to facilitate ER in the study.

The findings from this study give evidence to some commonly believed ideas about the genre and level of the books suitable for students. Just like the previous studies have already shown, this current study revealed that students develop an interest in the books which are film adaptations and popular, in other words, best seller books of their own time. It must be noted that in order to achieve noticeable outcomes, ER requires continuous effort. Since one of the

main purposes of ER is to make the readers gradually develop into independent readers with interest and ability in reading extensively, it is of great significance for researchers, teachers, and practitioners to facilitate the development of wide interests in reading by connecting some other activities.

This study on ER is also distinctive from those of the others in literature in the sense that this study does not only reveal motivating and demotivating factors of ELT students but rather differentiates the motivating factors into two as affective and cognitive factors. Firstly, in order to overcome demotivating affective factors on ER, the students must lose their inhibition in the preparation stage, which is scheduled with the intent of helping learners lower their anxiety and building self-esteem. Otherwise, they lose their motivation at the very beginning. Secondly, in order to overcome demotivating cognitive factors, the students must be encouraged in particularly decoding the meaning between the lines; in appreciating the elements of reading a literary text by considering its theme, setting, characters, atmosphere and etc.; in understanding the conceptual word, phrases and idiomatic expression as well as proverbs by recognizing grammatical structures. The findings of the study indicated that the social media covering a wide range of online activities either on mobile phones or laptops such as Facebook, WhatsApp, twitter, snap chat, messenger, line and etc. are considered as the main impediment in ER. Since the students state that they are distracted from ER by the notifications especially, (by the badges, sounds and banners) on their mobile phones or PC's.

This current study firstly attempted to investigate a review of literature on ER and (de)motivation in conjunction with second/foreign language learning. The study was conducted to find out that whether cognitive or affective factors outweigh on ER. As has been stated, the sample group of the study consisted of 25 students at the beginning but 10 at the end, all of whom are taking a compulsory course named Advanced Reading and Writing I, in the year 2014-2015 at the department of English Language Teaching, at Balıkesir University. Among 10 only 2 students completed their task over a 12 to 20 week intervals. The data collection instruments were interviews, observations, essays, and a free response questionnaire.

As the literature review indicated, cognitive factors affecting motivation on ER comply with more frequent reading (Mori, 2004); sustainment of reading throughout life (Logan & Johnson, 2009); reading ability, linguistic comprehension, and vocabulary gains (Day & Bamford, 2008); improving comprehension skills (Grabe, 1991). On the other hand, affective factors affecting motivation on ER comply with Camiciottoli's (2001), which places importance on being in a country where English is spoken and on benefitting their time abroad; and with Karlin and Romanko (2010), which states the significance of past experiences in reading and reveals affective variables were higher on pleasure reading.

And yet again, as the literature review revealed, cognitive factors affecting demotivation on ER comply with the difficulty of the materials (Leung, 2002); the encouraging and demanding vocabulary gains which occur through guessing from contexts and through dictionary look-up (Nation, 2015); recognizing grammatical structures (Richards, Platt & Platt). On the other hand, affective factors affecting demotivation on ER comply with having negative intrinsic value stories, which are pertinent to the strongest relationship with reading amount (Mori, 2004); even though learners have positive attitudes to reading but such attitudes did not always lead to frequent pleasure reading (Crawford, 2007). As this current study also indicates, the main affective factors of learners' demotivation to reading are low self-confidence, disinterest in the research topic and subject matter, and underestimating the significance of completing the required reading (Lei, Bartlett, Gorney & Herschbach, 2010). However, the declines in reading practice and reading skills might be related to the increases in the numbers of media forms and media devices and the amount of leisure time reported spent with those media at the expense of reading (Long, 2009).

Our study is distinguished from some aspects in terms of literature reviewed; for instance, vocabulary can be gained through dictionary look up (Nation, 2015) but the students in our study were resistant to looking up dictionary all the time; the family and friends are among the distinguishing variables in reading (Day & Bamford, 1998) but in our study there were no reference neither to friends nor to families; increase in the media forms and media devices are considered as the factors which reduce the amount of reading time (Long, 2009) but in our study these are not only factors which reduce the amount of reading time but also distractors which halt ER.

One of the remarkable results of our study indicated that learners are influenced by digital age. In other words, they commonly preferred their computers and mobile phones to ER. The study specifically concluded that EFL learners do little ER in English language that goes beyond their required course textbooks. But the main impediment to progress in ER were the social media of the digital age which covers a wide range of online activities either on mobile phones or laptops such as Facebook, WhatsApp, twitter, snap chat, messenger, line and etc. Even though the literature reviewed indicated that the time spent with media forms and media devices increased, there was no reference that the students were distracted from ER activities by the notifications (especially, by the badges, sounds and banners) on their mobile phones or PC's.

In this study, the most important result is that demotivating affective factors outweigh motivating affective factors whereas demotivating cognitive factors outweigh motivating cognitive factors. Even though all the students participated in the experiment are all aware of the significance of ER, namely newly developed interest in reading English materials or texts outside class hours, they are reluctant to improve their cognitive skills into becoming a life-long reader. Moreover, although all the students have positive attitudes towards reading, particularly towards academic reading, which are essential parts of their

academic improvement, but such attitudes do not necessarily pave the way to frequent ER.

Another results of the study also suggested that L2 reading motivation is a multidimensional construct that includes both intrinsic and extrinsic motivation. The findings revealed that L2 reading motivation is not static but rather a dynamic process that changes over time, and that various factors influence L2 learner's motivational changes. The learners' motivation increases as they gain a feeling of achievement by reading texts or works at their appropriate level of proficiency. They start to read more independently. In other words, they become autonomous readers. Another major finding was that reading materials have a significant impact on learners' motivation on ER. In other words, materials are one of the major variables influencing the motivation of the learners since challenging and demanding books have a negative influence on students' confidence, and they feel discouraged. The result also concluded that L1 apparently could be transferred into reading motivation in foreign language. Additionally, the result of the study indicated that the students prefer surfing on the Internet by being on-line on a wide range of applications such as Facebook, WhatsApp, twitter, snap chat, messenger, line and etc. rather than spending time on ER.

In conclusion, the results of the study complied with the studies carried out on ER. However, this study is unique in its enquiry on whether affective or cognitive factors affect motivation and demotivation on ER. The study revealed that demotivating affective factors outweigh motivating affective factors whereas demotivating cognitive factors outweigh motivating cognitive factors.

Limitations and Suggestions for Future Research

One of the most important limitations of the study was that the number of students participating in the study, 25 students, was small in sample size. Another limitation was that the results came from a homogeneous group of a somewhat similar background in culture and learning experiences which limited the generality of its findings. Thus, future studies could involve students in a larger and more diverse group. This study investigated whether affective or cognitive factors outweigh on ER in terms of motivation. More research could be conducted to explore the impact of ER on other variables such as anxiety, self-efficacy, perception and etc. Moreover, since this study was carried out with a limited number of students and the data collected from qualitative research were mainly based on atypical EFL learning contexts with close professor support, which could be ultimately influential in the findings, future studies on ER can be conducted in contexts where professor's support, particularly on the lectures which explain the importance of ER, is increased. Because it was found out that the preparation stage stood as the most important stage for the EFL learners. Unlike many other ER research, the current study did not have access to a large inventory of English reading material but only classical works of English. If possible, researchers should try to conduct future ER studies by considering the

students' choice of popular books. Because as the drop out rate is high, the main reason behind this can be the students were required to choose classical works in order to define a clear level of students' linguistic performances. However, future studies can be conducted by the use of popular works in order to distinguish and define learners' cognitive and affective motivating and demotivating factors on ER. In conclusion, the teachers, instructors, tutors, researchers and professors of English are strongly advised to improve their students' foreign language or L2 reading abilities by applying ER strategies in their courses as well as curriculum.

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