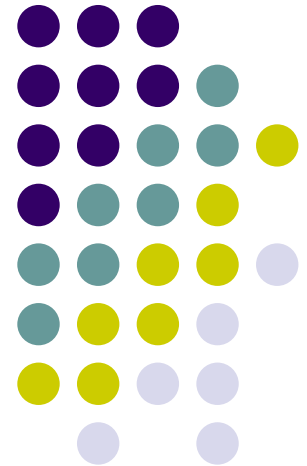


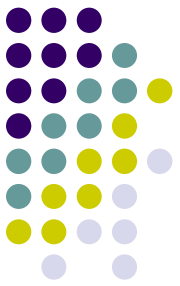
Heritage background, motivation, and reading ability of upper-level postsecondary Chinese, Japanese, and Korean students

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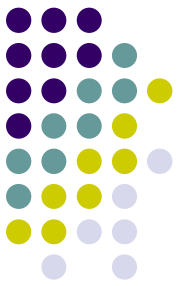




Background

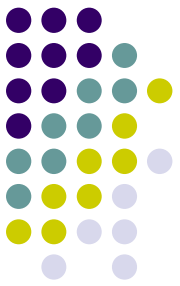
- The number of students studying East Asian (EA) languages in American higher education seems to be growing rapidly (e.g., during 02-06, the enrollments for Chinese grew 51%, Korean 37%, and Japanese 28%) [in 2007 MLA report].
- Some of these students study the target EA language as a foreign language (FL), while others study the language as their heritage language (HL).
- At the lower-level, it is not uncommon for university programs to provide a special separate track for a subgroup of HL students whose spoken and written language skills may be critically unbalanced.
- At the upper-level, FL and HL students are often merged into the same classroom in a single-track system.

Purpose

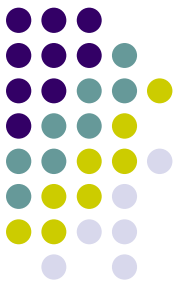


- Investigates whether or not HL background is a critical factor that may prevent teachers from teaching effectively in single-track upper-level university courses in EA languages.
- Explores this issue by focusing the investigation on reading ability and its relationship to motivation based on self-reported data collected from FL and HL students of EA languages in upper-level university courses.
- This focus (why reading ability and motivation?) was chosen because...

Rationale



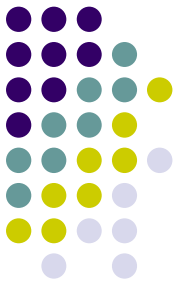
- Advanced-level reading ability is expected in many (if not all) upper-level required courses in FL degree programs at American universities.
- There appear to be large individual differences in demonstrated reading ability (both outcomes and processes) among students in upper-level classes (Kondo-Brown & Fukuda, 2008).
- A large body of L2 reading research focuses on cognitive processes and related instructional issues (e.g., Grabe & Stoller, 2001; Hudson, 2007; Koda, 2005), but few studies seem to have investigated the affective aspects of L2 reading development.



Research questions

- RQ1. How do the FL and HL students evaluate their ability to perform various reading tasks in the TL? Do they evaluate themselves similarly or differently?
- RQ2. Given the multidimensionality of L2 reading motivation, what are the underlying components of motivation to read in EA languages as FL/HL?
- RQ3. Are the identified L2 reading motivation variables equally high or low for the FL and HL groups? Do they have similar or different L2 reading motivation profiles?
- RQ4. To what degree is motivation related to the TL reading ability estimates (i.e., self-ratings) for each of the FL and HL groups?

Methodology



Participants

- Self-reported data were collected from 123 postsecondary students of Chinese, Japanese, and Korean enrolled in upper-level classes at an American university.
- There were 40 students of Chinese, 47 of Japanese, and 36 of Korean. 58 (about 45%) of the participants were FL students and the remaining 65 participants were HL students (whose parents were immigrants or L1 speakers of the TL).

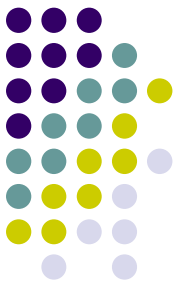
Methodology



Instrument #1: Reading ability self-ratings

- The participants were asked to rate their own ability to perform six reading tasks of various difficulty levels in the TL (adapted from Clark, 1981). [The total points =18 points max.] [Appendix A]
- The reliability estimates of this measure proved to be high for both FL and HL groups (i.e., $\alpha = .84$ and $\alpha = .88$, respectively).
- The concurrent validity was also examined in the Chinese group using the *Computer-Adaptive Test for Reading Chinese* (CATRC). CATRC scores were significantly correlated with self-ratings ($r = .65$, $p < 0.01$).

Methodology



Instrument #2: L2 reading motivation questionnaire

- A modified version of Mori's (2002) L2 reading motivation questionnaire.
- Also developed with reference to a L2 motivation questionnaire created for university-level L2 students (Schmidt & Watanabe, 2001).
- Included a total of 30 items to measure six theoretical L2 reading motivation components (5 items each) [Appendix B]. The participants were asked to indicate their degree of agreement or disagreement with each of the 30 statements on a 7-point scale (where 7 is "Most strongly agree" and 1 is "Most strongly disagree").

Analyses and Results

RQ1: How do the FL and HL students evaluate their ability to perform various reading tasks in the TL?

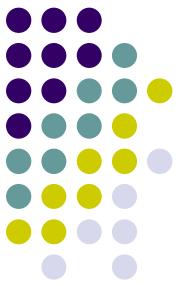
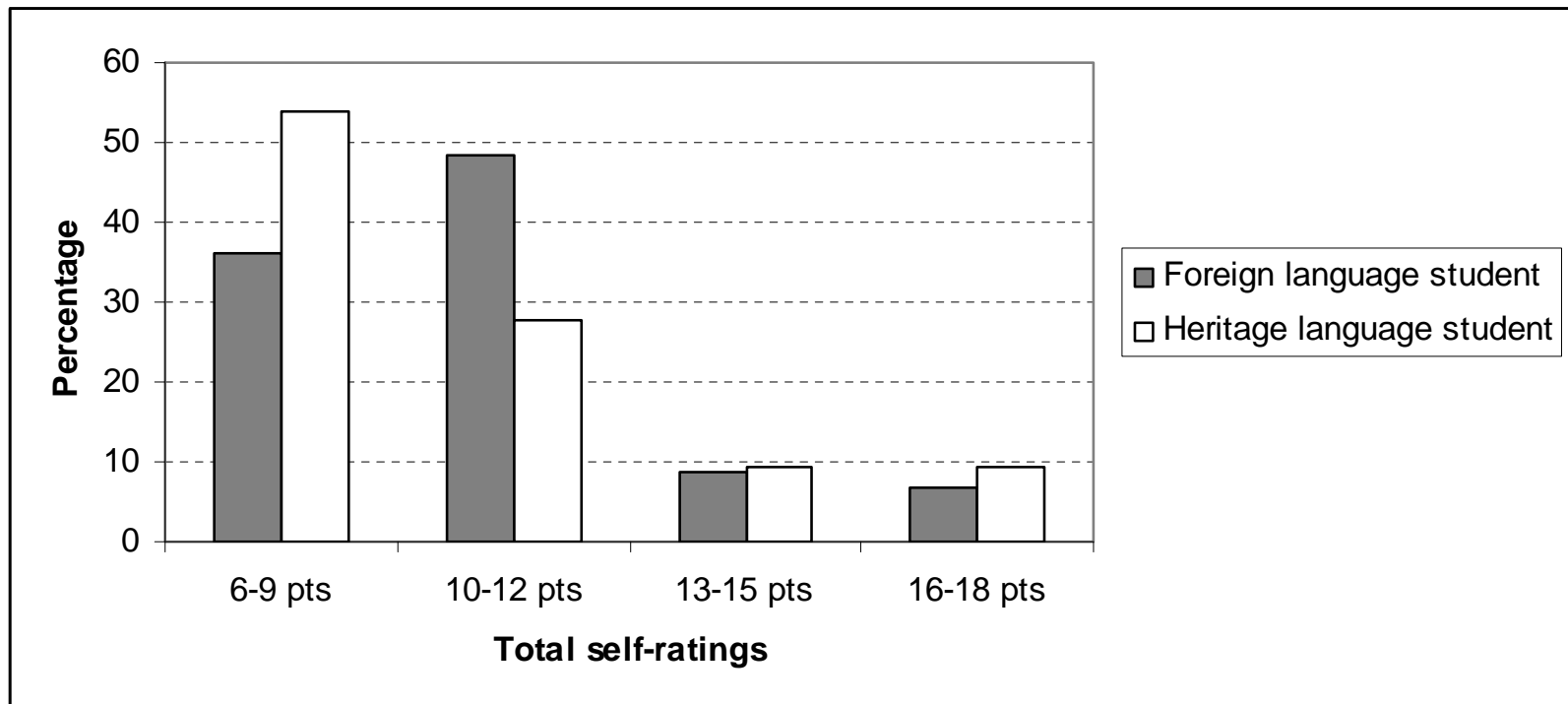


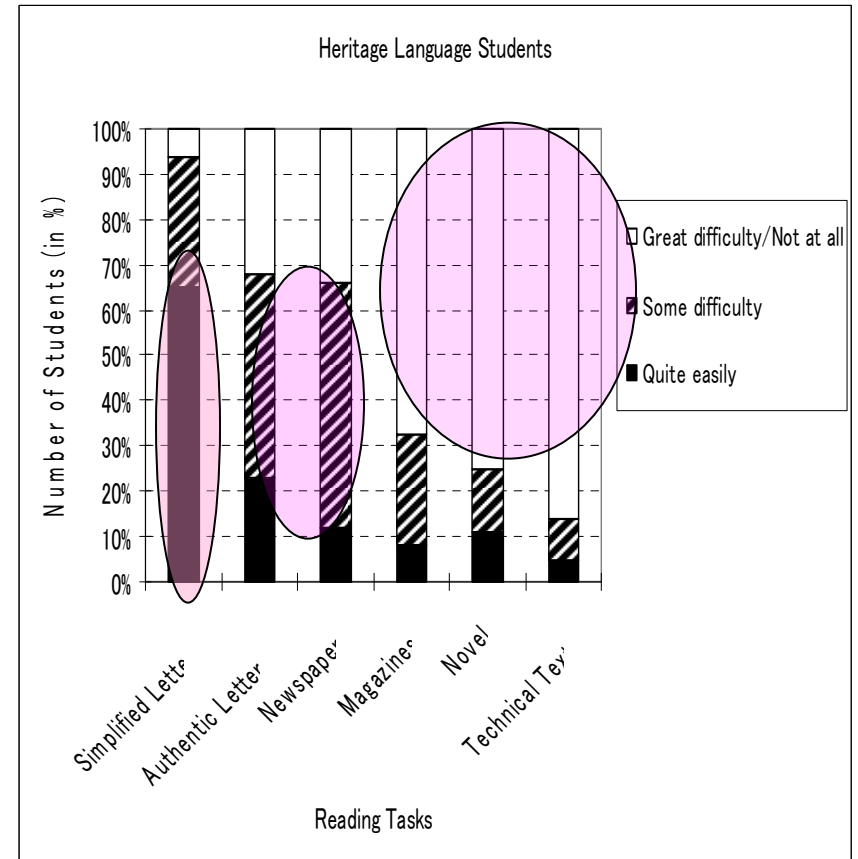
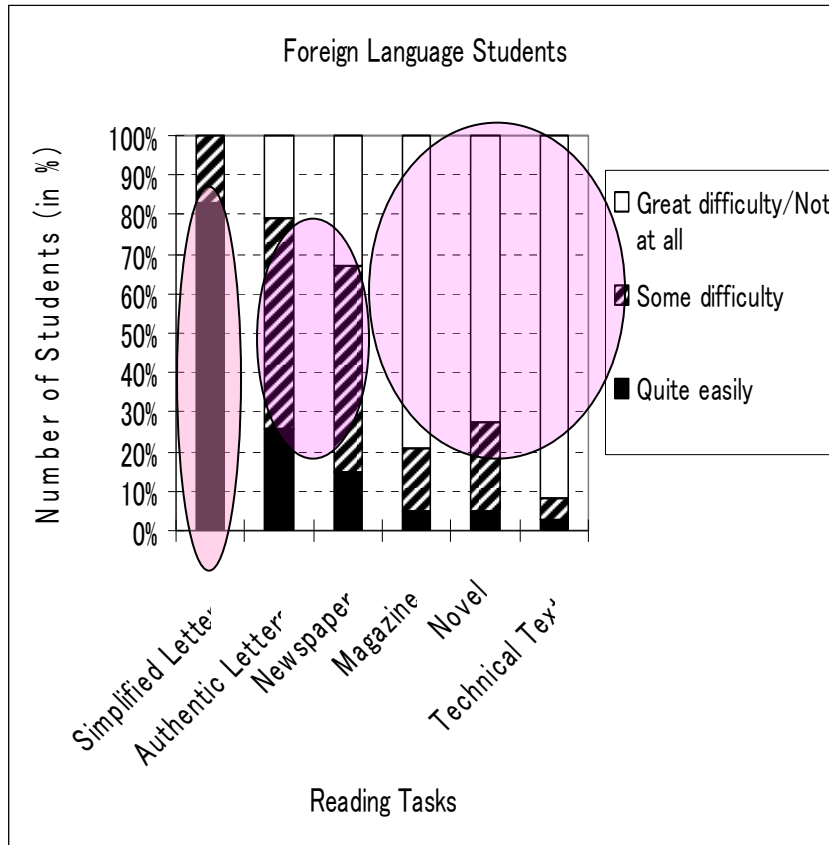
Figure 1. Distributions of total self-ratings (in percentages) for the FL and HL groups

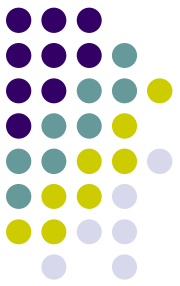


**No significant difference in the means of self-ratings between the groups:
df-123, $t=.779$, $p<.437$**



Figures 2 & 3. Distributions of self-ratings (in percentages) for the FL/HL group by reading tasks

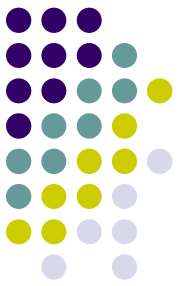




- Some studies with a focus on Japanese investigated the sources of difficulty that upper-level university students experience in reading advanced-level authentic texts.
- The lack of knowledge of *Kanji* and vocabulary, especially *Kanji*, critically influences the process and outcome of comprehending authentic texts (Kondo-Brown, 2006).
- Other studies suggest that the lack of ability to establish anaphoric or causal relations may be another source of difficulty for comprehending authentic texts (Horiba, 1996; Kondo-Brown & Fukuda, 2008).

Analyses and Results

RQ2: What are the underlying components of motivation to read in East Asian languages as FL/HL?



- In order to find the best items to identify the underlying components of this group's L2 reading motivation, a Principal Components Analysis was performed on the motivation questionnaire data.
- The following four components were extracted [See Appendix C].
 - Extrinsic Value [C1]
 - Intrinsic Involvement [C2]
 - Motivational Lack [C3]
 - Reading Efficacy [C4]

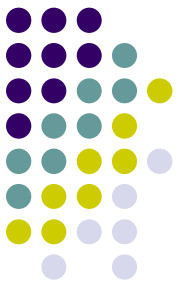


Table 3. Comparisons of L2 reading motivation components extracted using a principal components analysis in recent published studies

	Present study	Takase (2007)	Kondo-Brown (2006)	Mori (2002)
Target L2 language(s)	Chinese, Japanese, Korean	English	Japanese	English
Participants	123 univ. students	219 HS students	43 univ. students	447 univ. students
-Intrinsic component	√	√	√	√
-Extrinsic component	√	√	√	√
-Importance of reading component				√
-Motivational strength component	√		√	
-Reading efficacy component	√		√	√

Analyses and Results

RQ3. Are the identified L2 reading motivation variables equally high or low for the FL and HL groups?

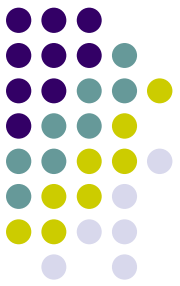
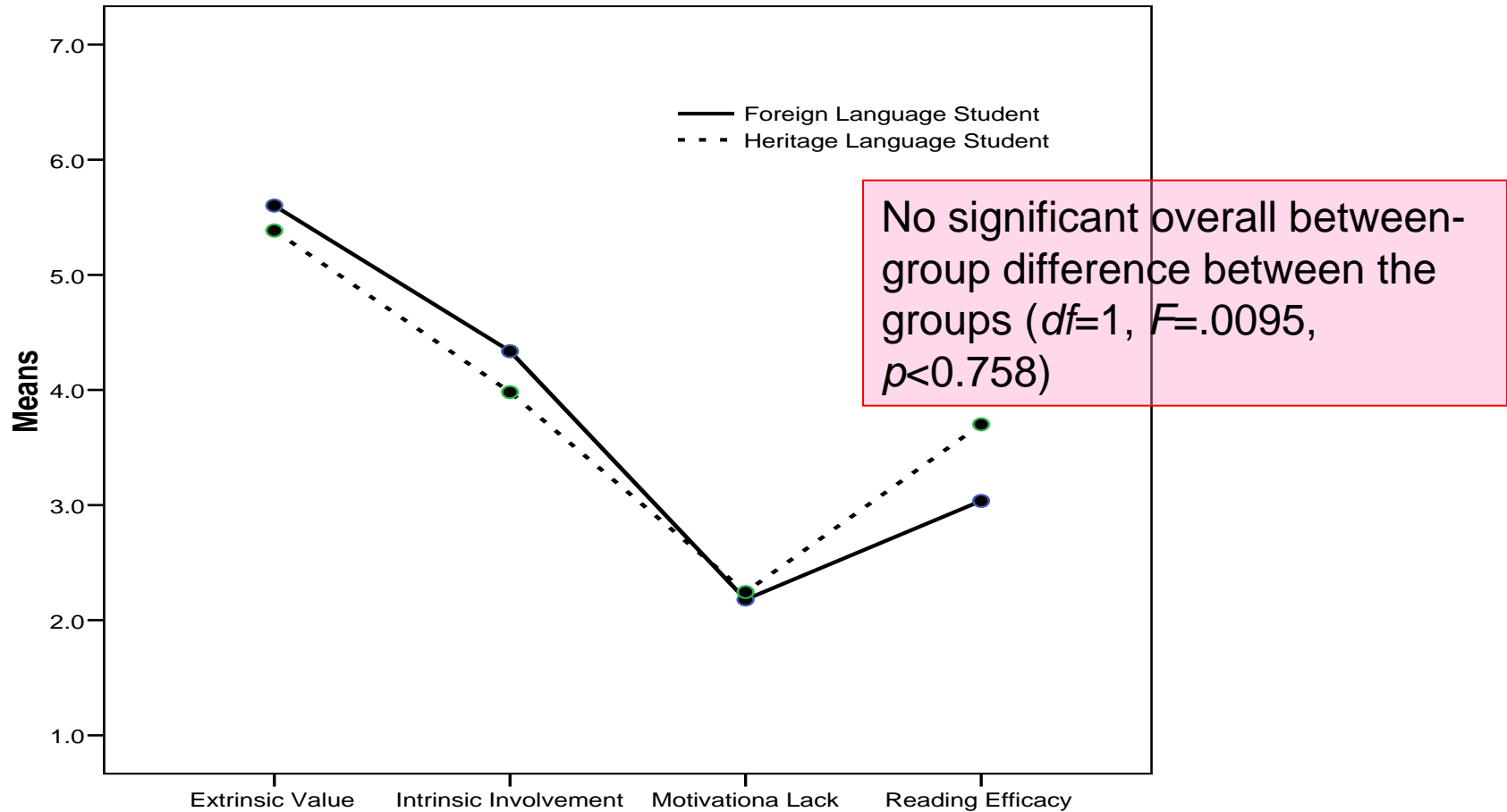
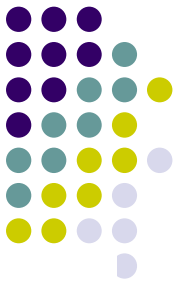


Table 4. Descriptive statistics for L2 reading motivation variables for the foreign and heritage language groups

Motivation components	k	Student group	Reliabilities	Mean	SD	Skewness	
						Statistic	SE
→ Extrinsic Value	8	FL	.88	5.60	1.21	-1.46**	.31
		HL	.88	5.38	1.24	-.83**	.30
→ Intrinsic Involvement	6	FL	.82	4.33	1.33	-.18	.31
		HL	.86	3.98	1.43	.07	.30
→ Motivational Lack	5	FL	.79	2.18	1.02	1.65*	.31
		HL	.77	2.24	1.67	.88*	.30
→ Reading Efficacy	3	FL	.77	3.04	1.44	.41	.31
		HL	.86	3.70	1.67	.40	.30

* positively skewed distribution; ** negatively skewed distribution

Figure 4. The foreign and heritage language groups' means for four L2 reading motivation variables



Analyses and Results

RQ4. To what degree is motivation related to the TL reading self-ratings for each of the FL and HL groups?

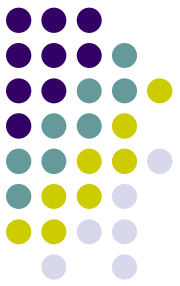
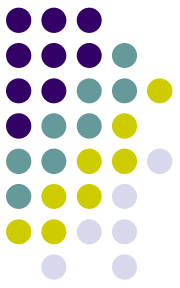


Table 6. Correlations between L2 reading ability self-ratings and reading motivation variables for the foreign and heritage language groups

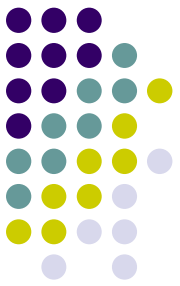
	Extrinsic Value	Intrinsic Involvement	Motivational Lack	Reading Efficacy
Self-ratings for the <u>foreign</u> language group	n.s.	.48**	n.s.	.65**
Self-ratings for the <u>heritage</u> language group	.44**	.65**	-.28*	.72**

****significant at $p < 0.01$, *significant at $p < 0.05$**



Conclusion

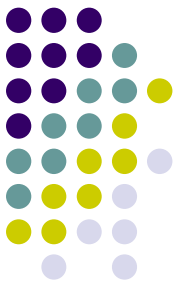
- A far as reading is concerned, HL background per se does not seem to be a critical factor that differentiates the overall TL self-ratings and motivation profiles of upper-level FL and HL students.
- Overall, students in both groups are strongly motivated to read or at least strongly interested in reading in the TL because of its extrinsic values (knowledge-based and instrumental values). Teachers in upper-level courses should consider helping students achieve these goals.
- TL reading self-ratings varied considerably *within* each of the FL and HL groups. For both groups of students, those who give themselves higher self-ratings seem to be more intrinsically involved in reading in that language.



→ How can teachers help students get intrinsically involved in reading? (Appendix D)

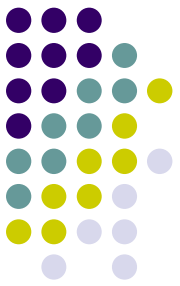
- ❑ Set up clear knowledge-based reading goals that are interesting, personally meaningful, and appropriately challenging to the students
- ❑ Use stimulating activities that connect reading to the student's life outside of classroom/school
- ❑ Support students' autonomy by providing them with a variety of texts to choose from, based on their cognitive capacity and topics of interest

Recommendations by Guthrie & his associates (e.g., Guthrie & Wigfield, 2000; Guthrie, et al. 2006)



- ❑ Provide strategy instruction that may help students improve bottom-up and top-down processing
- ❑ Encourage collaborative learning by providing students with opportunities to share their opinions on what they read
- ❑ Create assessment tools with which students can systematically monitor what they read and how they read
- ❑ Let the students know that the teacher cares about their progress

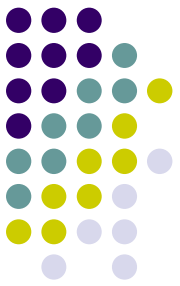
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Limitations of the present study

- The sampling procedures may have influenced the results. Students who have volunteered to participate may have common traits that may not be shared by those who chose not to participate in the study.
- Although the self-ratings in this study showed some degree of validity, the question still remains whether or not those who gave higher ratings can actually read better.
- The adoption of multiple ability measurements may be recommended to make inferences about the participants' language abilities.

Suggestions for future research or action



- Based on the recommendations (summarized in Appendix D), create reading materials that help students develop the motivation and ability to become competent readers who enjoy doing.
- Motivation is a dynamic, not straightforward process that evolves in stages (Ushioda, 2001). Future longitudinal qualitative research should investigate the dynamic/complex relationships between intrinsic motivation and reading ability development to complement quantitative L2 reading motivation studies.
- Pedagogical issues concerning the teaching of upper-level FL and HL students should be perhaps explored with a focus on production skills too. Is HL background a critical factor that may prevent teachers from teaching speaking or writing effectively in single-track upper-level courses?

Thank you!

