

Improvement in Academic Reading Motivation: Motivated Students Perspective

Mejora en la motivación por la Lectura Académica: la mirada de estudiantes motivados

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Abstract

Given the importance of academic reading in university education and that one of the main factors related to this type of task are motivational aspects, this study aimed to identify those elements that would affect a significant improvement in motivation for reading academic at the university, identifying the elements, which the protagonists explain their increased motivation for reading academic texts through a mixed method design of two phases. In the first phase, they were identified from a large sample (n = 1205) highly motivated students for academic reading and motivational had experienced a positive change (n = 10). These cases were subject to in-depth interviews and analysis of these interviews is reported in this article. The results show as causes of improving the motivation for academic reading dynamics linked to the challenge, the accessing into the university logic (*unschooling*) and projections academic/ professional students. These processes are related to the early years of formation and favored by academics they promoted dynamic academic training. Finally, the implications are discussed for university education.

Resumen

Dada la importancia de la lectura académica en la formación universitaria y que uno de los factores gravitantes en este tipo de tarea son los aspectos motivacionales, el presente trabajo tuvo como objetivo identificar los elementos, que según los propios protagonistas explicarían el incremento de su motivación por la lectura de textos académicos. El estudio de carácter mixto se realizó en dos fases. En una primera fase fueron identificados a partir de una muestra amplia (n=1205) estudiantes con alta motivación por la lectura académica y que hubiesen experimentado un cambio motivacional positivo (n=10). En una segunda fase, estos casos fueron sujetos de entrevistas en profundidad y el análisis de estas entrevistas se recogen en este artículo. Los resultados muestran como causas de la mejora de la motivación por la lectura académica, dinámicas vinculadas con el desafío, el ingreso a la lógica universitaria (*desescolarización*) y las proyecciones académico/profesionales de estos estudiantes; procesos que se encuentran vinculados a los primeros años de formación, favorecidos por docentes que promueven una dinámica académica en la formación. Se discuten finalmente las implicaciones de estas dinámicas para de la formación universitaria.

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Introduction

Without doubt, motivation to read is a variable of primary importance in a context where most of the knowledge in neighbourhoods is conveyed through reading academic texts.

It is well known that there is a link between the individual's engagement with reading and the performance in literacy activities (Kirsch *et al.*, 2002; McNamara, 2007). This engagement with reading implies conscious, voluntary use of a series of cognitive strategies, previous knowledge to learn the text and social collaboration throughout reading (Guthrie & Wigfield, 2000). In short, a student who is motivated by reading texts makes all his/her cognitive, social and affective tools available to learning in order to attain his/her learning goal.

We often listen to university teachers state that their students "do not read" and that "they do not understand what they read" when they do so. These statements are coupled with certain reading practices that are very frequent among students, such as reading compulsory books for their examination period, reading secondary and tertiary sources, as well as additional materials such as notes or summaries of presentations ("classroom ppts") extensively. Both practices reinforce the perception of the task's immediacy. In other words, they read to obtain an immediate comprehension product. On the other hand, this perception of how university students read becomes even more complex, because it does not take other aspects into account, such as the assessments university students have regarding learning to read and writing at university or the need to consider motivations as well as other cognitive factors (Fidalgo, Arias-Gundín & Olivares, 2013; Guthrie, Wigfield, Metsala & Cox, 1999). It is well known that part of the academic community is slightly reluctant to take care of teaching to read and write assuming that these skills have been acquired and worked on previously during school life, and that they are

easily transferred to university chores (Carlino, 2002b, 2005).

In view of this reality and motivation being seen as a result of the feeling of competition regarding the assignment and the value associated thereto, it is true that we do not have any clear or updated idea related to the motivation to read academic texts in the university sphere. This situation is in contrast with the long tradition of research on academic writing (cf. Bazerman *et al.*, 2010). A study focusing on writing of academic texts may provide us with elements to propose specific actions that promote and boost academic reading at the university level, contributing to better training of our future professionals. It is on this assumption that there is a direct relationship between motivation and learning (Hattie, 2009).

To support the foregoing, we will be examining the role played by motivation of reading academic texts by synthesising the existing literature.

Reading

The studies related to the representation and processing of information in human beings has taken advantage of valuable contributions from the field of cognitive psychology. A quick review of the literature related to this topic is enough to notice that reading has promoted the creation of different theories to explain the mechanisms that converge in the comprehension process. Among them, we should mention the models of information processing that gave way to linear models, models of a sequential nature, as well as others of an interactive nature (for a review, see Dehaene, 2007; Parodi, 1999, for instance). All of them have contributed to a wider understanding of the nature of the processes involved in the acquisition of reading.

The pioneering works of Van Dijk & Kinstch (1981) and of Flower & Hayes (1981) changed the paradigms of comprehension around reading and writing, and had a huge impact on their teaching in formal educational contexts (Marín & Hall, 2003; Parodi, 1999). This general con-

sensus on the multiplicity of the processing levels of reading has also promoted the creation of increasingly complex pedagogical responses (De Vega, 1994).

According to the foregoing, reading is defined as a complex cognitive activity that covers processing levels (Goodman, 2002), like a representation system and an academic practice that emerges from a process that starts with the relationship between the information provided in a written text and the reader's previous knowledge (Martínez, 1999). The act of reading does not only imply mental operations but also a link to the world through an act that has an intention from and towards the written text. It is an act of construction of meaning that implies a dialogical situation between a text and a reader, who has to deploy a series of mental operations aiming at interpreting it (Cassany, 2006; Colomer & Camps, 1996).

On the other hand, participating in written culture implies taken ownership of a reading and writing tradition (Braslavsky, 2005; Martínez, 1999). In other words, reading as a sociocultural component to the extent that the reader deploys his/her previous knowledge when facing a discourse within a symbolic plane and that results in a practice that takes place in a specific context, place and time in discursive communities (Cassany, 2006; Chartier & Hébrard, 2002).

Academic Reading

Like writing, reading also has an epistemic function that includes the command of the piece of writing as a tool that modulates thinking, transforms knowledge and experience (Chartier & Hébrard, 2002; Serrano, 2014; Solé *et al.*, 2005). The foregoing can be noticed in educational spheres, especially in Higher Education, where reading is the main mechanism for academic training, whereby the reader is integrated in communities with specialised discourses related to the construction of learning. In this context, the reading and writing processes have an epistemic poten-

tial that transforms our knowledge and even requires a new way of literacy (Carlino, 2002a; Estienne & Carlino, 2004).

This literacy located in academic contexts implies a series of concepts and strategies that enable students to participate in the discursive culture of the disciplines, transforming them into proficient users, capable of participating in activities of analysis and production of texts to learn at university (Cassany, Luna & Sanz, 1997; Colomer & Camps, 1996). That means that the ways to read and approach knowledge when entering a discipline community require discursive strategies of a high cognitive level, as well as certain knowledge of textual structures.

The foregoing has a difficulty for university readers, because the use of reading and writing in the preceding levels is normally rather linked to the performance of specific tasks that are exclusively evidenced in the reproductive sphere (Carlino, 2005), even without a great cognitive demand (Galdames, Medina, San Martín, Gaete & Valdivia, 2011; Preiss, 2009). This situation results in readers who do not seem to have the necessary resources to face new academic requirements of reading -and writing- inherent to their fields of disciplinary training, which will affect their learning process directly.

Therefore, part of the difficulties experienced by university readers have to do with their inexperience with the ways that reading required to them, because they come from a different reading culture (Carlino, 2005; Peña, 2011). In this contexts, the reading they are facing becomes a search by readers of particular categories of analysis that define a specific disciplinary community. In this sense, research by Carlino (2003; Estienne & Carlino, 2004) related to reading and writing in Higher Education show a lack from the students, as evidenced by university teachers. In their opinion, the students who access university do not have the competences needed to perform tasks of an academic nature. According to Carlino (2003), this is the greatest problem faced by students:

facing a new written culture that is demanding for its reader but that provides them with few tools.

Therefore, the question concerning what they read and how readers read at university should be approached both from the readers' perspective and from that of the people who select and instruct the materials that must be read. Universities have tried to bridge the gap between the reader and the text of a tertiary level through corrective courses, with the underlying idea that reading and writing are tasks which are already mechanised.

Motivation in reading

Faced with a scenario that is prolific in research on the cognitive processes involved in reading in general, with an important theory corpus on academic reading in particular, it is essential to point out that factors such as motivation have not received sufficient attention. Indeed, there is ample evidence that, for example, there is a close connection between reading motivation and reading performance, between reading motivation and good academic performance, and between academic reading and increase of reading competence and skills, or the use of strategies by motivated readers (Caldera & Bermúdez, 2007; Gaeta, 2015; Sarmiento, García, & Martínez, 2015; Schwabe, McElvany & Trendtel, 2015; Yubero & Larrañaga, 2015), *inter alia*.

Wigfield (2010) points out that most of the studies related to reading focus on cognitive aspects that have systematically omitted factors such as motivation, how reading becomes an ingrained habit in readers or how casual readers can become expert writers. It is on this assumption that motivation is an explicative variable of reading behaviour and can be replaced as a phenomenon that acts as a predictor of academic success or failure, because readers understand texts not only because they are able to, but because they are motivated to do so (Solé, 2009).

It can usually be seen that university teachers regret that their students do not read much, that they seem to be unmotivated, especially in reading texts of their discipline. This is described as a "lack of motivation" and is one of the variables that could explain their "reading behaviour" (in terms of Díaz & Gámez, 2003) and an essential determinant of success or failure when university readers access certain texts.

As Muñoz *et al.* (2012) point out, the reading motivation of academic texts is a phenomenon that has not been sufficiently explored. It should be handled when studying the phenomena that try to identify the difficulties faced by university students when dealing with academic texts, because the construction of meaning during reading is always a motivated act (Díaz & Gámez, 2003).

Upon settling the reflection on the importance of taking into account the motivational factors in a model of academic reading, the first difficulty that should be underlined is that this concept exists in everyday language. Therefore, as a theoretical construction, it also lacks semantic uniqueness (Gollwitzer & Oettingen, 2001). Its conceptualisation depends firstly on the theoretical framework where it is conceived and, secondly, on the specific object of such motivation, which can focus on the general activity, on the task or on the specific ways to perform an activity. Even though motivation can generally be defined as something that impels us to perform an activity, we require a more precise operationalisation enabling us to face the phenomenon in a more concise way and providing us with comprehension elements that allow us to visualise potential lines of intervention.

What is motivation?

In the words of Viau (2009), motivation is a theoretical construction that is not observable and identifies a dynamic state, has its root in its own perceptions and those of the environment, and which impels somebody to choose an activity, to commit to and persevere in it

in order to achieve an objective. In everyday language, motivation can be understood in very different ways: reasons to perform an activity, the intensity of “wanting” something, the orientation of the reasons or the kind of motivation (for example, intrinsic or extrinsic), or the combination of those variables.

This wide range of ways found in everyday language has its pair in the construction’s scientific conceptualisation. In fact, there are different ways to understand and operationalise motivation as a scientific construction (Gollwitzer & Oettingen, 2001; Murphy & Alexander, 2000). Each one of them captures part of the phenomenon and has pros and cons depending on the objective they are used for. Nevertheless, regardless of the way motivation has been conceptualised, there is consensus on the fact that it is an important variable to explain learning and persistence in the task. In our specific context, it should be a variable that explain professional learning in the university sphere and the persistence throughout the university studies, with future job prospects being the basis thereof.

As pointed out above, the specialised literature has identified the relationship between motivation and reading. This relationship is identified in many studies and meta-analyses that assess the real impact of this variable on learning (see Hattie, 2009, for instance). Likewise, several motivational variables have effects on learning. From the point of view of motivational guidance, it is evidenced that certain aims or objectives of motivation have a significant impact on academic learning (González Cabanach, Valle, Núñez & González-Pianda, 1996; Wentzel, 2000; Wigfield & Cambria, 2010b).

Some researchers whose work is based on the perspective of attributions (Alonso, 2007; Crespo, 1982; García López, 2006; Weiner, 1985, 2008), where controllable, internal and unstable causal attributions are identified and whose prototype is the attribution to the effort, are variables that are positively asso-

ciated to learning. Something similar occurs with studies that focus on interest (Schiefele, 1991; Silvia, 2006; Subramaniam, 2009). Nevertheless, the perspectives that have proved to be more fruitful when predicting learning are those of self-efficiency (Bandura, 1997, 2012; Caprara et al., 2008; Zimmerman, Bandura & Martinez-Pons, 1992) and the theory of self-determination proposed by Deci & Ryan (1985; Deci, Vallerand, Pelletier & Ryan, 1991; Vansteenkiste, Lens & Deci, 2006).

On the other hand, evidence has shown that motivation is an essential key to persevere in the activity (not only academic), because it generates engagement with the task (Cho & Shim, 2013; Elliott, Hufton, Willis & Illushin, 2005; Goldin, Epstein, Schorr & Warner, 2011; Subramaniam, 2009). In this perspective, one of the most interesting theoretical models to deal with this issue is that of Eccles and Wigfield (2002; Wigfield & Eccles, 2000), who state that motivation is the result of the expectancy and the value assigned to the task, showing a substantial conceptual strength and empirical support to explain motivation focusing on the engagement with the task (Neuville, Frenay & Bourgeois, 2007). It is a model that also allows for intervention (Valenzuela, Muñoz, Silva Peña, Gómez & Precht, 2015).

Motivation as Expectancy & Value

In this context, our theoretical option incorporates two complementary theoretical schemes. The first scheme is related to the task itself, inspired by the Expectancy / Value model proposed by Eccles and Wigfield (2002; Neuville, Bourgeois & Frenay, 2004; Wigfield & Cambria, 2010a; Wigfield & Eccles, 2000). This model argues that motivation by the achievement of a task would be the result of expectancy plus the value assigned to such task. The first corresponds to the expectancy a person has to be able to perform a task properly. This idea of expectancy is conceptually distinguished from self-efficiency beliefs (Bandura, 2012; Neuville et al., 2007; Zimmerman, 2000). Expectancy focuses on

future competences, while the now-classic construction of Bandura (2012) focuses on the present. Nevertheless and given the close relationship between them (Bandura, Barbaranelli, Caprara & Pastorelli, 1996; Wigfield & Cambria, 2010a; Wigfield & Eccles, 2000), they are equivalent in practice. For this reason, this model also integrates the contributions to motivation made by Bandura.

On the other hand, we find the value assigned to the task together with the expectancy. The task's value is made up of four components: attainment value, intrinsic value, utility value and cost (Anderson, 2000; Flake, Barron, Hulleman, McCoach & Welsh, 2015; Neuville *et al.*, 2007; Wigfield & Eccles, 1992). The attainment value represents how important it is for the individual to perform a specific task properly. The intrinsic value represents enjoyment of performing that task. This component continues the contributions of Deci & Ryan (Deci *et al.*, 1991; Vansteenkiste *et al.*, 2006), which highlights the fact that there are important psychological consequences that have a positive impact in performance when the task is valued intrinsically (Deci *et al.*, 1991; Vansteenkiste *et al.*, 2006). On the other hand, the utility value refers to the future plans of the individual and the extent a specific task suits them. In last place, the cost is the individual's perception of how much should be invested to perform the activity (Anderson, 2000). In spite the works by Eccles and his team focus on the three first values, Neuville, Bourgeois and Frenay (2004) provide empirical evidence through confirmatory factor analyses to prove that it belongs to the "value" construction. This fact confirms this model (Neuville, Bourgeois & Frenay 2004).

In short, evidence on the impact of motivational variables on learning and engagement in the task is overwhelming. To that end, research on the achievements and processes that would contribute to increase this motivation is essential if we are willing to intervene at a university

level, so that our students learn both reading habits associated to the acquisition of knowledge that are relevant with their studies, as well as motivation in reading at large.

Method

To answer the question that guides this research on the achievements and eventual reasons that increase motivation in academic reading in university students, a combined methodological design was conceived.

The level of motivation in reading of academic texts by students of pedagogy was analysed in a first phase -of a quantitative nature- using a revised version of the Scale of Motivation in Academic Reading (EMLA; Muñoz *et al.*, 2012). This scale has proved to have appropriate psychometric characteristics both in terms of validity and reliability.

A series of in-depth interviews to those students with the profile of being highly motivated in academic reading whose motivation had increased throughout their university students were carried out in a second phase of a qualitative nature. The objective of this phase was identifying emerging aspects associated to the motivational changes that triggered such increase on the basis of the discourses of the different participants.

Design

The design of this research underwent a quantitative phase aimed at identifying cases of students with a positive change in motivation in academic reading through the identification of students with a "high motivational change" profile and "high levels of motivation in academic reading". A qualitative analysis of the materials compiled in the in-depth interviews was performed in a second stage.

Participants

The general sample, from which the students who participated in the case study were identified, is formed by university students from

the Valparaíso region, Chile (n=1205; M= 487, W=718). They came from 38 different degrees and participated voluntarily and without any remuneration whatsoever. This number of participants also allowed to confirm the psychometric validity of the measurement and has proper statistical weight to identify a sufficient number of cases scoring above a standard of the average score (required to participate in the second phase of the study).

Upon analysing the results of the general sample, those students who met the following requirements were selected:

- a. score above 1 of the standard deviation of the Scale of Motivation in Academic Reading;
- b. standard deviation in questions on motivational change (ad-hoc scale);
- c. variation in the two indexes is null.

Therefore, upon comparing these variables, we could identify students who were highly motivated in academic reading who declared to have experienced an increase in this variable during their university studies at the same time. The number of interviews was determined following the theoretical saturation criterion (Ardila & Rueda, 2013; Flick, 2009; Glaser & Strauss, 1967; Osses, Sánchez & Ibáñez, 2006).

In this case, the interviewees were given a couple of movie tickets for participating in the study.

Instruments

Motivation in academic reading

A revised version of the Scale of Motivation in Academic Reading, hereinafter EMLA-R (Muñoz et al., 2012) was used to measure moti-

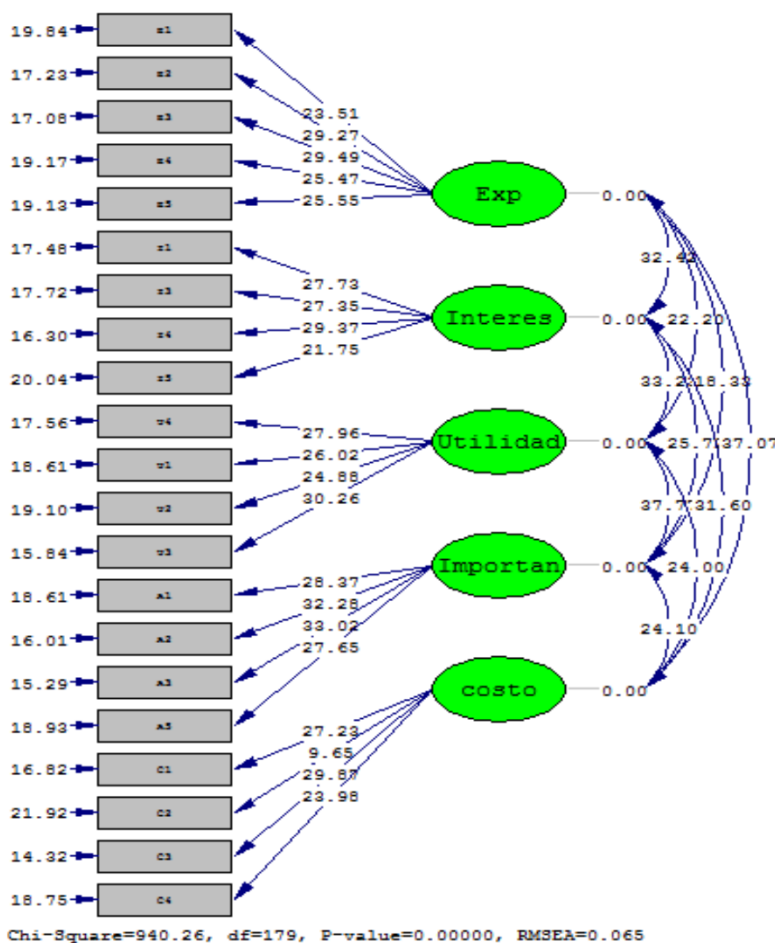


Figure 1: Confirmatory Factor Analysis, EMLA-R, standardised solution.

vation in academic reading. This scale has 21 Likert-type items, organised in 5 subscales: 1) *Expectancies* or self-efficiency feelings of academic reading, and 4 subscales referred to the *task's value* on the other hand: 2) intrinsic value, 3) attainment value, 4) utility value y 5) cost. These dimensions correspond to the theoretical framework proposed by Eccles y Wigfield (Neuville, Bourgeois & Frenay, 2004; Wigfield & Cambria, 2010a; Wigfield & Eccles, 2000) and its validation among Chilean population (Muñoz *et al.*, 2012) showed good psychometric characteristics, both in terms of validity and reliability. Nevertheless, these characteristics underwent a Confirmatory Factor Analysis (CFA) with Lisrel 8.8 (Joreskog & Sorbom, 2008) for the total model $\chi^2 = 940.26$; $df = 199$; $RMSEA = .065$ (.061, .069) y $CFI = .98$; showing good adjustment indexes between the model proposed and the data (Figure 1). Finally, composite reliability was calculated (Raykov, 1997a, 1997b), as well as Cronbach alpha for each one of the scales, evidencing high levels of reliability (Table 1).

a priori, because the components of the change could be independent of one another, the results showed that this variables are grouped in one only factor. This made it possible to calculate a perception value of motivational change from the arithmetic mean of all six items. It was then possible to select the participants of the case study of the next stage thanks to such value.

The second stage of this study, of a qualitative nature, was aimed at exploring the causes of the motivational change experienced by those individuals identified as highly motivated in academic reading throughout their university studies. In all cases, the interviews started with the presentation of the results obtained in the first study, whereby it was expected to generate a discourse and an in-depth reflection on how the students experienced, followed, understood and face this increase in the motivation in academic reading throughout their university studies. The objective was identifying and describing the qualitative variation in the personal experience of a fluctuating phenomenon (Mallimaci & Giménez Béliveau, 2009),

Table 1: Reliability indexes for EMLA II subscales (Composite Reliability and Cronbach Alpha)

| Scales | ítems | Composite Reliability | Cronbach α |
|--------------------|-------|-----------------------|-------------------|
| EMLA-R Expectativa | 5 | .866 | .860 |
| EMLA-R Interés | 4 | .840 | .871 |
| EMLA-R Utilidad | 4 | .850 | .845 |
| EMLA-R importancia | 4 | .888 | .885 |
| EMLA-R Costo | 4 | .764 | .735 |

Motivational change

A general question on the self-perception of change was added to the instrument to assess the motivational change (“I feel that my motivation in reading academic texts as increased significantly since I started my university studies”). This question was complemented with five more aimed at examining the specific changes of such change (expectancy, intrinsic value, utility, attainment and cost). Although there is no construction of motivational change

as well as the conceptualisation, perception and understanding of their motivational change in terms of academic reading.

Proceeding

In the sample, the data collection was carried out in computerised form, which allowed to answer the instrument online. The instrument guaranteed the confidentiality of the data although it was not anonymous, because the study had a second phase where those students

with the profile required were contacted. Upon selecting the sample for the case study, individual interviews were done on the basis of some guidelines, under appropriate conditions and observing the ethical and technical standards in terms of rigour.

Data analysis

The contributions of the Grounded Theory, which proposes the emergence of the theory by studying the phenomenon (Glaser & Strauss, 1967) were used to analyse the data collected in the interviews. In this case, the objective was exploring the data to create a comprehensive model that allowed identifying the motivational processes related to the increase in motivation in academic reading.

Results

The main question of this research focused on the causes associated to the increase in motivation in academic reading. For this reason, the results were analysed based on the causes associated by the students interviewed to their increase in motivation. In their words, we can identify two causal axes that we will revise below: the challenge of reading in the university context and the access to academic culture and *de-schooling* of reading. In addition to the above, a third factor associated to such change is identified: the professional prospects of the students interviewed. Finally, the reading profile that characterises them is identified.

The first cause of the motivational change for academic reading and referred to by all the interviewed students is related to what we call “the challenge”. The students state that their motivation in academic reading increased when they felt challenged by the readings inherent to their discipline when two elements converge: on the one hand, high reading demand and, on the other hand, that such demand is conceptualised compared to the sense, utility or attainment in the relevant disciplinary area. It should be noted that cha-

llenge is not the same as demand. Demand *per se* is not enough to trigger motivational change but it is a factor that has a significant impact on such increase in motivation in reading of academic texts:

I am still expecting higher demand until today and informed my teachers because I place that demand on me but at a different level than others (...). This challenge motivated many people -myself included- and we were able to start to read, prepare summaries with its support and thanks to the assistants. That assistance from that point forward changed their perspective (E10).

On the contrary, high demand in terms of volume or complexity of the text without proper contextualisation of the importance or sense of such reading results in stress and rejection:

...I was not very interested (...) except if I had to read so much and the relevant tests on reading were so demanding. So... my motivation decreased at the beginning. (E6).

On the other hand, it is found that contextualisation (attachment of sense, usefulness or importance to the text) is not enough either. Students see that demand (in terms of extensions and/or complexity) plays a validating role of the importance stated.

This process of motivational increase, as a result of presenting and accepting the challenge, can take place in the first years of university. Moreover, it can be conveyed by “demanding” teachers in those contexts that are more related to the disciplinary sphere of university studies, rather than to professional studies:

Without contextualising any author [read text] it is pointless, (...) you find out later, not during class [the sense of reading the text], when it is the teacher’s duty to provide the contextualisation”. (E6).

(...) in my opinion, the classes of Ms. XXX were very motivating, because she contextualised the texts, talked about the author and his/her life, about the approaches and gave clear examples (...) and probable that is missing: many times, the teachers sees the author but talks about him/her broadly and does not go any further. It is like: “Well, here you are. Read it and we will discuss that later” and that is all. (E1).

The change in the dynamics involved in passing from school to university culture itself is the second cause of the motivational change experienced by those students. This is seen in aspects such as the autonomy, the engagement with learning and better understanding of the role played by reading in university training:

Unfortunately, the twelve years -if not more- of school life are a burden, the system is a burden and I say this in the light of my own experience. The fact that the teacher is who conveys the information and the student is who receives it is also a burden, whereby texts and units that are so rigidly structured. In many cases, the teacher conveys all knowledge and in some cases there are few ways to make that knowledge more flexible. I saw it and I also realised that my fellows stick to the contents of the course and they just would not move. The objective of getting a good grade, I mean, that is something that, I mean being forced to get a good grade upon completion...I just forgot about it. (E2)

In addition to the foregoing, it is found that this understanding of reading as a way to take ownership of the discipline studied would emerge in a framework of increased epistemic uncertainty. In other words, unlike at school, there is not one right answer only. There are many different approaches instead and access to this complexity is not possible without academic reading. For this reason, the discourse of the cases analysed reveals a coincidence: joining the university dynamics involves taking ownership of a discipline, not only meeting its passing requirements.

A third aspect that is associated to motivational change has to do with professional prospects. Those individuals showing a big change in their motivation in academic reading can also visualise their future academic career in two dimensions: from the perspective of their own labour field of the studies followed and from the perspective of following studies supplementing their current ones in the future. This means that these students see reading as a tool of personal mobility towards training goals related to their personal and professional development:

I do not know, it has always happened to me, I want to know more, know more... Because I want to be a good professional of what I am studying when I practise my profession. And I want to, I know that sometimes I will make a new didactic proposal to the head of UTP or someone is going to tell me "no, do it the traditional way" and I want to have my grounds to show that what I am going to do is supported by psychology, didactics, by the disciplines...for that reason, to be a good professional in the profession I am going to practise in a few more years (E3).

I mean, I have goals upon studying a masters' degree linked to research or didactics. Reading beforehand and understanding what it is about is thus useful to focus on what I am going to do (...) (E9)

Having a "clear goal" also helped me because I am not studying a degree just for the sake of studying a degree, to get a degree. Instead, I wanted to become a researcher, I already know that on my second year, and it also helped me to define my readings to make that call. (E2)

Reading profile

The data reveal that those students who experienced a big change in their motivation in academic reading have the classic profile of proficient readers described in the literature. In other words, these individuals process the written material actively, monitor their comprehension and have active reading strategies (McNamara, 2004). This motivated, strategic readers deploy a variety of resources to face the demands of academic reading, evidence an active attitude towards their own need to know, are self-taught, self-regulated and evidence metacognition in terms of task and strategy. The foregoing enables them to become aware of what it takes to understand a text (Stella & Arciniegas, 2004):

I acquired it, I believe, it was a strategy, strategies that you create, I am very self-taught, for example, when I want to do some research on what I am looking for (E1).

Although it is true that a project explained how to support with other academic texts, I looked for more of what was required, at the time I looked for a source, but then I looked for more sources because I was interested in the issue I was working on in the discipline (E3).

Likewise, in line with the approach of Cerdán & Vidal-Abarca (2008), *these readers get*

back to a text's information when they find another text that provides them with new information, they are able to leave a complex reading in stand-by to subsequently continue it when they have a conceptual network that enables them to face such reading. This condition -in addition to searching for additional sources autonomously- also enables them to build conceptual structures whereby the different texts from the selection of academic texts are articulated, that is to say, what they read and why they read it start to make sense:

I always have to read a pile of readings as tall as a tower (E6).

They are critical readers who can verbalise both their own reading strategies and the teaching practices that hinder their access to read academic texts:

The first thing I want to know is what I am reading and why it is useful to me but it is not taught or said, because the teacher believes, no, he takes for granted that the author is a very important person, that I do not know him, but that he his extra important and, who validates the teacher in front of me? (E6).

Discussion

This research aimed at exploring the causes of motivational change in academic reading in university students who met two requirements: being highly motivated in academic reading at present and also experiencing a big positive change in this variable.

This research had two phases. The first phase -of a quantitative nature- aimed at identifying those students with a specific profile, i.e., those with a high level of motivation in academic reading that had increased ostensibly throughout their university studies. The second phase was a qualitative approach to such motivational change.

The results obtained lead us to identify three elements on which the motivational change related to academic reading is based: the challenge, the *de-schooling* of reading and the professional prospects. These three elements correspond to three complementary dimen-

sions and are consistent in all the subjects interviewed in the qualitative phase.

The emergence of these elements, and only these elements, such as utility, which has traditionally been seen as a predictor of reading (Schoor, 2015) could be explained by the high level of control readings have in the Chilean educational system (Munita & Pérez, 2013). Students -including university students- are aware that they have to read to pass the subjects. In this sense, the utility dimension is the most noteworthy, as we can see in the responses to the EMLA and which would not require any effort from the teacher.

Unlike the whole sample of this study, the students interviewed by us assure that reading provides them with a disciplinary approach that is far more than a practical way to obtain grades that allow them to pass each subject. This is due to the fact that feeling challenged necessarily involves demand but also proper mediations, which in time offers a disciplinary framework so that each reading and the content that it intends to convey make sense. Beyond its practical functionality, the ultimate goal of reading comes within a perspective where such disciplinary knowledge gives sense to their professional training. For this reason, the results obtained come within a logic whereby -disciplinary- importance of the reading's content is relevant instead of its practical utility.

If we intend to promote academic reading, that is to say, to promote a kind of reading allowing students to learn in the framework of their professional training of university studies, we should take this elements into account: the challenge, the *de-schooling* of reading and the professional prospects. This way, we will generate specific strategies that will make these students become true students of a disciplinary domain that will allow them to carry out their professional practice more efficiently, given the view of the world provided by academic reading.

Simultaneously, in light of the results, focusing our efforts on improving the perception of the utility of academic reading to increase motivation seems to be hardly auspicious for two reasons: in first place, because in view of the high value assigned to this dimension, its margin for growth is small and, in second place, because it seems that this dimension is taken for granted by all the students (“it is important to read the academic test because it is useful for the assessment”). In view thereof, it is not necessary to convince students of such fact. Therefore, we should focus our efforts on the weakest dimensions, such as the cost associated to the reading task in university education.

Attainment is probably the most promising dimension to increase motivation in academic reading. This dimension does not deal with the task’s pragmatic value, but with its value with regard to the personal/ professional identity. A text becomes important when it is in line with the professional academic projects of the students. In this sense, promoting attainment requires two components:

- Encouraging students to integrate themselves into the university culture, that is to say, to understand that their training involves taking ownership of a discipline, which will provide them with theoretical and practical instruments to identify reality and carry out their professional practice therein. This involves helping students to be *de-schooled*, to understand that there is not always a right answer, that they have to take advantage of the training opportunities offered by universities and that training means taking deep ownership of the discipline of their profession, not just “passing subjects”.
- In second place, increasing the importance of academic reading involves contextualising reading, inserting it in the academic-professional project of students, showing them how this activity provides them with tools to become professionals.

As pointed out in the paragraph above, one of the keys to help university students to be motivated in academic reading consists in the necessary mediations carried out by the educational institutions so that those students who enter university and are exposed to a “school culture” understand that they are integrating themselves in a new, different culture, with codes and logics that are not the same as at school. Although it is a matter of self-regulation of learning, it also implies seeing that professional training at a university level cannot be limited to learning certain technical proceedings. To that end, it is important that students receive supported in the epistemic aspect during their passage between cultures (school-University). In other words, it is essential that university teachers act as mediators who help students to become aware that they are receiving training within a discipline, and that it is important to master the specialised discourse that makes them members of such community. In this sense, teachers should carry out tasks that make sense within a disciplinary community and not only provide readings, but also contextualise them within their courses and disciplines.

Finally, it should be noted that this study has certain limitations that should be highlighted and are directly related to the conditions under which this research was carried out. Should we have had more time, we could have carried out a more accurate study on the motivational change. For this reason, in future research it would be important to bear in mind measures of motivational change that go beyond self-perception of such change and enable to identify the motivational aspects that change significantly more accurately, as well as the effect’s size of such change. For example, this would allow obtaining far more accurate information on which elements should be worked on to support positive motivational change for academic reading and/or information on the elements that, on the other hand, hinder such change. Notwithstanding

these limitations, we believe that this first approach provides us with important clues on those aspects assessed by the students and which have resulted in an increase in motivation in reading texts at University.

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