

Motivation for the academic reading of future teachers

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Abstract

Reading plays an essential role in university education as an instrument for critical reflection and the development of specialized knowledge. For this reason, this work aims to know the motivation for the academic reading of 145 students of 4th of the Primary Education Degree of the University of Cádiz during the 2018/2019 academic year. The data was collected through a questionnaire about reading habits that included the Motivation Scale for Academic Reading (MUÑOZ *et al.*, 2012). The results show that, although almost half of the students affirm that they enjoy reading, they state that they are not motivated by reading academic texts. Furthermore, the best rated component of the Motivation Scale for Academic Reading is profit, versus interest or importance. These findings invite the search for strategies to promote reading among university students in a comprehensive way from the different areas of knowledge.

Keywords

Motivation. Academic Reading. Education. Initial training. Teachers

Motivación por la lectura académica de futuros docentes

Resumen

La lectura juega un papel esencial en la formación universitaria como instrumento de reflexión crítica y de desarrollo de conocimientos especializados. Por ello, este trabajo pretende conocer la motivación por la lectura académica de 145 estudiantes de 4.º del Grado de Educación Primaria de la Universidad de Cádiz durante el curso 2018/2019. Los datos se recabaron mediante un cuestionario sobre los hábitos lectores que incluía la Escala de Motivación por la Lectura Académica (MUÑOZ *et al.*, 2012). Los resultados muestran que, aunque casi la mitad de los estudiantes afirma que les gusta leer, manifiestan no estar motivados por la lectura de textos académicos. Además, el componente mejor valorado de la Escala de Motivación por la Lectura Académica es la utilidad, frente al interés o la importancia. Estos hallazgos invitan a buscar estrategias de fomento de la lectura entre los universitarios de manera integral desde las diferentes áreas de conocimiento.

Palabras clave

Motivación. Lectura académica. Educación. Formación inicial. Profesorado.

Motivação para a leitura acadêmica de futuros professores

Resumo

A leitura desempenha um papel essencial no ensino universitário como instrumento de reflexão crítica e desenvolvimento de conhecimentos especializados. Por esse motivo, este trabalho tem como objetivo conhecer a motivação para a leitura acadêmica de 145 alunos do 4º do Ensino Fundamental da Universidade de Cádiz durante o ano letivo de 2018/2019. Os dados foram coletados por meio de um questionário sobre hábitos de leitura que incluiu a Escala de Motivação para Leitura Acadêmica (MUÑOZ *et al.*, 2012). Os resultados mostram que, embora quase metade dos estudantes afirme gostar de ler, revelam que não estão motivados pela leitura de textos acadêmicos. Além disso, o componente com melhor classificação da Escala de Motivação para Leitura Acadêmica é a utilidade, antes do interesse ou da importância. Esses achados convidam à busca de estratégias para promover a leitura entre estudantes universitários de maneira abrangente a partir das diferentes áreas do conhecimento.

Palavras-chave

Motivação. Leitura acadêmica. Educação. Formação. Professores.

1 Introduction

Reading has been and continues to be one of the most studied topics in the international panorama, not in vain, there is a wide variety of scientific magazines dedicated to this activity from different points of view: literacy - in terms of its teaching, learning and difficulties - critical literacy, the reading habits of different social groups, etc. As Lomas (2003) points out, reading is the most valuable tool for learning and transforming the world and, as Ananias and Santos (2019) corroborate, access to reading and writing has made it possible for some social classes to rise to other strata. Under these ideas, research in this area takes on a high social relevance and often the media report their main findings, which brings the scientific community closer to the general population.

In our view, teachers are one of the main agents responsible for developing the reading habit, as well as the reading and literary competence of future generations. Therefore, in this paper we will make a brief review of the research that teachers in training have recently been using as reference and studied in relation to reading (ELCHE; YUBERO, 2019). In this area, there are frequent studies that approach literary consumption (DAISEY, 2009; GRANADO; PUIG, 2014; MUNITA, 2014; 2018; 2019;

PARRADO; ROMERO; TRIGO, 2018) or that gather the beliefs of this population group (ÁLVAREZ-ÁLVAREZ, 2018; ÁLVAREZ-ÁLVAREZ; DIEGO-MANTECÓN, 2019, BIRELLO; GIL, 2014; CASTILLO-FADIĆ; SOLOGUREN-INSÚA, 2020; JUÁREZ, 2019; PÉREZ-PEITX, 2016) and their format preferences when facing academic reading (DOMÍNGUEZ-PÉREZ; PÉREZ-RUL, 2009; PARODI et al. , 2019).

This research has revealed the need to investigate the reading skills of future teachers (FELIPE; BARRIOS, 2017; FELIPE; VILLANUEVA, 2018) because it has been shown that students do not always have the reading skills that enable them to enjoy literary and academic texts and, therefore, do not connect emotionally with this activity (JIMÉNEZ-PÉREZ, 2018).

In accordance with these approaches, Peredo (2001) has collected the reading skills that university students should possess. Among them are: the power of synthesis, the ability to summarize, the understanding and discrimination towards scientific literature, the ability to criticize and reflect from dialogue, ideological confrontation, literary sensitivity and, finally, synthesis. Thus, we can affirm that, in the university environment, the relationship between teachers and students with academic reading is usually accompanied by the concept of frustration since, on the one hand, teachers find that their students are either not interested in the proposed readings or do not understand them. On the other hand, students tend to approach academic reading as an obligation in order to pass the different subjects (CARO, 2015).

Coupled with this, the image that future teachers reflect in terms of reading does not differ much from their level of performance in academic writing (JARPA, 2019; JARPA; BECERRA, 2019; ROMERO; JIMÉNEZ, 2015; TRIGO; NÚÑEZ, 2018; YOON; RÖMER, 2020). Thus, it is necessary to outline strategies, within the framework of the university institution, that develop reading skills and promote reflective writing through teaching coordination (BOLARÍN; MORENO, 2015; ROMERO; SALVADOR; TRIGO, 2014; SÁNCHEZ-JIMÉNEZ; GALIANO, 2019). According to Carlino (2005), this would be the greatest problem faced by students: to find themselves faced with a new written culture that is extremely demanding of its readers, but provides them with few tools.

However, we consider that the students who mindfully read the recommended bibliography in their training as teachers are more capable of observing and adequately describing the reality of the classroom from a reflective pedagogical approach (BRANDT; HOBOLD, 2019; JARPA, 2019; PLAZAOLA; RUIZ; IRIONDO, 2018; ROMERO; JIMÉNEZ, 2014).

As shown in this paper, the motivation for academic reading is not yet a well-studied facet. We only know the works of Muñoz et al. (2012) and Muñoz, Valenzuela, Avendaño, Núñez (2016), carried out in Chile, where attention has been paid to this activity taking future teachers as reference and concluding that a great part of the students are without tools about how to approach their readings. In the Spanish context, we are not aware of any research carried out along these lines. Thus, we intend to fill this gap by approaching the motivation of Cadiz teachers in training towards academic reading.

Thus, this study aims, as a general objective, to determine the motivation that students in the last year of the degree in Primary Education at the University of Cadiz have for academic reading in its dimensions: expectation, importance, interest, practicality and cost in order to find areas for improvement. In this sense, we set two specific objectives:

- To know the assessment of future Primary Education teachers with respect to different statements on academic reading.
- To analyse the relationship between the type of mention - or specialty - that they are studying, with the importance given to the reading of academic texts.

2 Methodology

This study is part of the quantitative paradigm by offering a descriptive statistical view of the behaviour of a population (SÁEZ, 2017). However, the results are not intended to be generalized, but will help to understand more deeply the context studied - in our case, the University of Cadiz - and detect the points that can be improved to offer effective solutions. This is a research focused on contexts (MENDOZA, 2011).

2.1 Participants

The sample is formed by 145 students from three different groups of the 4th year of the Primary Education Degree of the University of Cadiz during the 2018/2019 academic year (n=48 men and n=106 women). There are only four informants of a nationality other than Spanish (Austrian, Italian, Kenyan and Swiss). The age of the informants ranges from 21 to 44 years old and the average is 22.84 years old.

Table 1 includes the percentage distribution of the total sample and the frequency according to the mention made -that is, the type of specialisation within the Degree in Primary Education- and the sex. The most frequently chosen mentions, from the highest to the lowest number of informants, are Physical Education (n=41), Special Education (n=41), Teaching through integrated projects (n=23), CLIL Foreign Language (n=33), Music Education (n=12), and lastly, students without mention (n=4).

With regard to the sex of the informants, the vast majority of them were women, 106, who accounted for 68.8 % compared to 48 men, who made up 31.2 % of the total. Women predominate in all mentions except in Physical Education, where this data is inverted. This fact is due to the fact that teaching has traditionally been assigned to the female sphere. Therefore, following these traditional gender patterns, physical activity is associated with men.

Table – Description of the sample according to the variables studied

Mention	Men		Women		Total	
	n	%	n	%	n	%
Physical Education	25	16,23	16	10,39	41	26,62
Special Education	6	3,90	35	22,73	41	26,62
Teaching through integrated projects	8	5,19	15	9,74	23	14,94
Foreign Language - CLIL	4	2,60	29	18,83	33	21,43
Music Education	4	2,60	8	5,19	12	7,79
None	1	0,01	3	0,02	4	0,03
Total	48	31,17	106	68,83	154	100

Source: Own elaboration (2020).

2.2 Instrument

The data have been obtained using a revised version of the statistically validated Academic Reading Motivation Scale (ARMS) (MUÑOZ et al., 2012). Items of a qualitative nature have been added to this scale in order to profile future teachers as didactic

reading subjects (DELBRAYELLE; DUSZYNSKI, 2007; MUNITA, 2018; 2019) and to explore their beliefs about reading and literary education (ÁLVAREZ-ÁLVAREZ; DIEGO-MANTECÓN, 2019; JUÁREZ, 2019) and items related to the reception of audiovisual content, which will make it possible, in future research, to correlate the lexicon available to informants in Spanish, English and French with their media consumption (SANTOS-DÍAZ, 2017; SANTOS-DÍAZ; TRIGO; ROMERO, 2020).

The complete questionnaire has been validated by a group of researchers, members of the research group HUM-1041 Research and Educational Innovation in Language and Literature Didactics, specialists in Language and Literature Didactics and Lexical Availability. In addition, a pilot test was carried out, which allowed the necessary adjustments to be made to ensure its validity and reliability.

Thus, the final version contains 4 sections: Personal and academic information, through which it is intended to know the socioeconomic characteristics of the participants, as well as to deepen the studies of origin and the way of access to the Degree of Teaching in Primary Education; Reading habits and literary education, which will allow to describe the informant as a literary reading subject; Motivation with academic reading, which will favour the knowledge of the relationship of the future teachers with the scientific texts of the epistemology of the studies studied and, finally; Reception of audiovisual lexicon, where the exposure to the foreign languages of the informants in their free time is investigated: music, films, television series, subtitles, etc.

In particular, this research analyses a question about the taste for reading, another about the motivation for reading according to the type of text and the ARMS. This scale is composed of 27 items that are divided into five components or dimensions: expectation, interest, importance, practicality and cost. The informants responded by indicating their degree of conformity with these statements following a Likert scale. This scale serves to measure the degree of satisfaction of the survey respondents regarding different statements. To configure it, the Matas criterion (2018, p. 2) has been followed using 5 values “[...] this scale included a neutral midpoint, as well as options — originally of disagreement and agreement — to the left and right with numerical response options of 1 to 5. This decision means that the results cannot be compared in exact terms with those of other studies (MUÑOZ et al., 2012; 2016), as these authors follow a scale ranging from 1 to 6.

2.3 Procedure

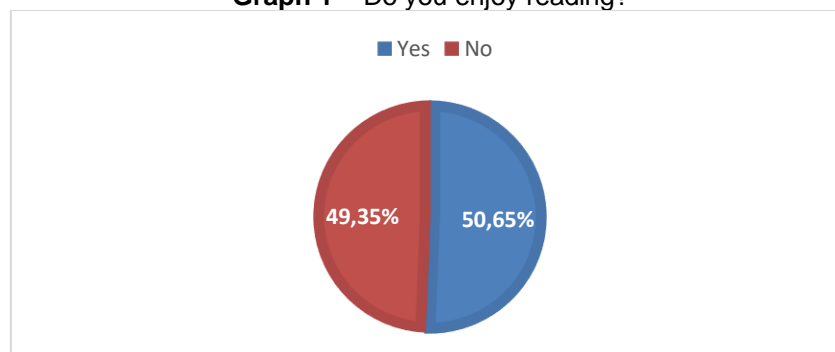
The questionnaire was applied in paper format and the data were subsequently coded into a matrix that allowed processing with the SPSS version 23 statistical package.

3 Results

3.1 Taste for reading

When analysing the question Do you enjoy reading? we have organized the different answers in two groups: positive and negative. The values were originally not at all, very little, to some extent, considerably and absolutely. We gave a negative value to the first two options and a positive value to the remaining three. Thus, - vine. Graph 1 - it is noteworthy that although 49.35% answered negatively - which gives us a clear picture that half of the respondents do not enjoy reading practice - the other half (50.65%) answers more positively. Bearing in mind that those surveyed are students in their last year of university teaching, the high percentage of negative responses obtained is quite unfavourable for the exercise of their future profession (LARRAÑAGA; YUBERO; CERRILLO, 2008). Furthermore, it is worrying that this is an image that is repeated in numerous investigations carried out with future teachers (GRANADO; PUIG, 2014; MUNITA, 2014; PARRADO; ROMERO; TRIGO, 2018; ELCHE; YUBERO, 2019, JUÁREZ, 2019, among others).

Graph 1 – Do you enjoy reading?



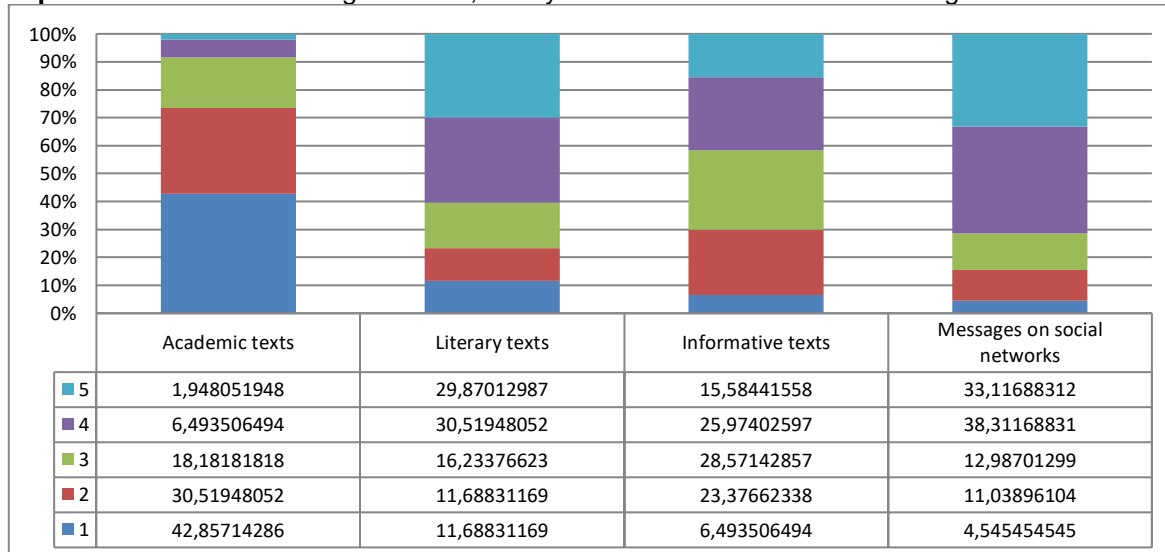
Source: Own elaboration (2020)

3.2 Motivation for reading by type of text

As for the specific motivation for reading each type of text explored: academic, literary, informative and social network messages - vine. Graph 2 -, we observe that the texts that informants read with the highest degree of motivation (5) are the messages on social networks (33.12%), followed by literary texts (29.87%), informative texts (15.58%) and finally, academic texts (1.95%). It is obvious that, when we refer to motivation, the respondents are more attracted to read texts that mean more enjoyment and avoidance than informative or academic texts, as shown by studies in which academic texts fall behind in the classification (JIMÉNEZ-PÉREZ, 2018; MUÑOZ et al., 2018; ÁLVAREZ-RAMOS; HEREDIA; ROMERO, 2019). Thus, at the other extreme, these results are proportional. Consequently, the texts that have been evaluated with the lowest degree of motivation (1) are the following: academic texts (42.86%), literary texts (11.69%), informative texts (6.49%) and messages on social networks (4.55%).

In the same way, and as we have commented before, these data suppose a quite negative vision of how future teachers approach reading. We can think that those surveyed see the reading of academic texts as a tool to overcome subjects in a compulsory way rather than as an indispensable method for their own training, an issue that agrees with previous studies (APPLEGATE; APPLEGATE, 2004; APPLEGATE et al., 2014; CARO, 2015).

Graph 2 – Motivation for reading academic, literary and informational texts and messages on social networks



Source: Own elaboration (2020).

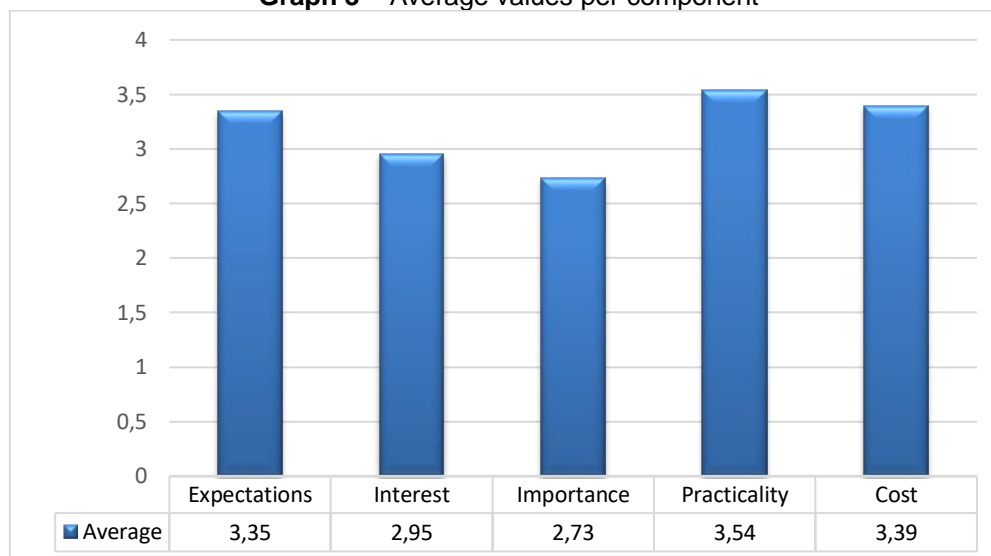
3.3 Overall ARMS results

As pointed out in the research by Muñoz et al. (2016), the 27 items that make up the ARMS - vine. Table 1 of the Annex - are grouped according to their content. In this way, following the assumptions of Wigfield and Eccles (2000), five components are established:

- a) *Expectation*, where the relationship between academic reading and school success is investigated (items 5, 7, 13, 16 and 21) (ROMERO; TRIGO, 2015).
- b) *Importance*, through which one can reflect on the degree of importance that informants give to the fact of doing their specific readings well (items 2, 7, 12, 18, 23, and 25) (DECI; RYAN, 1985).
- c) *Interest*, from which one can see the enjoyment that informants derive from taking on the task of reading academic texts (items 3, 10, 15, 19, 22, 24 and 26) (SILVIA, 2006).
- d) *Practicality*, which, in instrumental terms, refers to the extent to which informants perceive that academic reading is relevant to their future professional performance (items 1, 6, 11, 14 and 17) (TERCANLIOGLU, 2001).
- e) *Cost*, where the effort required for informants to address specialized reading and the emotional toll it takes on them is accounted for (items 4, 8, 20 and 27) (ORIOLE et al., 2017).

First of all, we offer an overview by taking the average values of each component as a reference. In the second instance, we analyse the average given in the different components. Thus, we observe that, in general terms - vine. Graph 3 -, the component best valued by the informants is practicality; with an average of 3.54, followed by cost and expectation; 3.39 and 3.35 respectively, interest; whose average is 2.95 and, finally, importance; which registers an average value of 2.73. It follows that students consider academic reading to be an element that will help them overcome their university studies. However, they do not find it very interesting to face the reading of this type of text, nor do they worry too much about going deeper into it.

Graph 3 – Average values per component



Source: Own elaboration (2020).

If we carefully analyse the items that make up the ARMS, the first thing that stands out in their self-evaluation and expectation as readers of academic texts is the view that informants have about themselves is quite positive. Thus, attending to item 5: "I consider that I choose well the academic texts that help me to carry out my work", we see that they feel quite confident when it comes to discerning which texts are of greater importance (44.81 % respond with 3 out of 5); in distinguishing the central ideas, as stated in item 13: "I am able to distinguish the central ideas from the complementary ones in the academic texts" (33.77 % give the value 4 out of 5); in understanding the documents that they must read, reflected in item 16: "Despite the fact that some academic texts are complex, I am able to understand them if I make an effort" (40.91% of informants give a 4 out of 5); or the ability to deal with academic reading, explored in item 21 "I am able to read most academic texts in my subject area (38.31% give a 4 out of 5).

However, despite the fact that students are aware of the importance of reading formative academic texts, item 7 "For me, the minimum bibliography is important for understanding the subject matter of the academic year" registers more unfavourable values (18.83% give value 1 against 3.90% registered in value 5). In addition, as reflected in item 10 "I am interested in reading material beyond the academic year requirements", informants do not tend to go deeper into academic reading beyond the

obligatory readings, which are generally provided by teachers (14.94 % give a value of 1 against 6.99 % giving a value of 5).

When we look at items 3 "I enjoy reading academic texts related to my degree"; 4 "I am able to put aside other interests and commit myself to finish reading a text properly" and 8 "The time I spend reading academic texts, implies stopping doing other things", we find that a large part of the respondents enjoy reading academic texts related to their university degree and feel very committed to this activity. Thus, in item 3, 60.39% of informants gave a score of 3 or 4 out of 5. In item 4, this percentage rises to 50.64 and in item 8 to 55.19. However, they seem to contradict each other in some aspects, since, although they recognise academic reading as a priority over other tasks or activities, not many of them confess to spending time resolving doubts in other sources, as reflected in item 22 "When I have doubts after class, I read other sources", where only 25.97 % give scores between 4 and 5.

These contradictions are also evident in the importance component since, although a large part of the survey respondents consider that it is important to read and understand the minimum recommended bibliography (items 2 "It is important to read all the minimum bibliography of the academic year", 7 "For me, the minimum bibliography is important to understand the subject matter of the academic year", 12 "For me, the minimum bibliography is important to complement the subject matter of the academic year" and 23 "For me, it is important to understand the bibliographic material of the academic year because it allows me to master certain subjects"), a large number of respondents confess not to read this bibliography before the corresponding class, as is evident in item 25 "For me, it is important to have read the bibliography before the class (when applicable)". Thus, the highest percentages coincide with the answers with the least conformity with respect to this statement: 24.68 % respond with 1 and 25.32 % with 2. In this sense, we could say that, although they are aware of the importance of reading comprehension, they do not carry out their academic work in a coherent manner.

As for the Practicality component, in item 1 "Reading academic texts is useful for my professional training" we see that most of the informants understand the practicality of reading academic texts for their training, as 61.69% give it scores between 4 and 5. For this reason, in item 6, "I consider it very useful to understand the

academic texts assigned to me" 32.47% respond with a conformity of 4 out of 5, a high value and percentage, as in item 11, "I consider the reading of academic texts useful to develop certain professional skills" where 37.01% also respond with 4 out of 5, Thus, we can see that students consider these academic texts assigned to them very useful and beneficial, not only for their academic training, but also for the development of their professional skills.

In terms of cost, respondents say that they spend the necessary time on reading tasks to finish them properly. This idea is reflected in item 20 "When I have to do academic reading, I dedicate all the time necessary to finish it adequately" where 36.36 % respond with a 4. This can be seen in item 27 "If my understanding of the text is insufficient, I am able to invest more time in reading it", where 31.17 % respond with a 4.

5 Final considerations

In this work we have tried to know the future Primary Education teachers who are about to finish their training at the UCA during the 2018/2019 academic year. We have had the opportunity to collect the relevant data with the ARMS (MUÑOZ et al., 2012) by means of a questionnaire that included other questions of a sociological nature and related to reading habits.

By analysing the different components -expectation, interest, importance, practicality and cost- we have been able to discover that the surveyed students do not respond with the appropriate motivation in any aspect, although a high percentage of the surveyed students state that they enjoy reading. This apparent contradiction in the results may be due to the fact that the respondents choose to give a politically correct rather than an honest answer and that the perception about their own work is idealized.

These considerations make us reflect on the possibility, in future research, of contrasting our findings with the students' academic results. Once this contrast has been made, we should carry out qualitative research by organising discussion forums where we can share the results obtained in this research in order to analyse the voice of the dean's team, the teachers of the different mentions and the students. This would help us

to configure a more accurate image of the studied phenomenon and would serve to outline truly effective strategies, such as approaching reading from a recreational and digital perspective (BOA, 2019).

The results obtained open up prospective lines in which horizontal and vertical coordination between the different areas is encouraged in an integrated manner (BOLARÍN; MORENO, 2015; ROMERO; SALVADOR; TRIGO, 2014; SÁNCHEZ-JIMÉNEZ; GALIANO, 2019), and even going beyond the limits of the university and looking towards the school, where students will carry out their professional work, since one of the commitments of initial training must focus on developing the pedagogical-reflexive capacity of future teachers (BRANDT; HOBOLD, 2019; JARPA, 2019; PLAZAOLA; RUIZ; IRIONDO, 2018; ROMERO; JIMÉNEZ, 2014).

As in previous studies, (MUÑOZ et al., 2012), it is widely recognized that it is not enough to "know how to read", but that it is necessary to want to enter into dialogue with academic literature, since it is there where the university student plays a large part in the acquisition and updating of knowledge, making the difference between superficial knowledge and deep knowledge of a subject.

Although the results of this research are not intended to be generalizable, they seem to coincide with other contexts, and it would be very enriching to draw lines of approach in order to work on joint solutions, combining efforts that help to dignify the teaching profession.

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7. Annex

Table 1 - Academic Reading Motivation Scale (ARMS) Results

Motivational Academic Reading Scale (ARMS)			1	2	3	4	5
1	Reading academic texts is useful for my professional training.	N	6	14	39	45	50
		%	3,90	9,09	25,32	29,22	32,47
2	It is important to read all the minimum bibliography of the academic year.	N	32	41	47	26	8
		%	20,78	26,62	30,52	16,88	5,19
3	I enjoy reading academic texts related to my degree.	N	22	23	46	47	16
		%	14,29	14,94	29,87	30,52	10,39
4	I am able to put aside other interests and make a commitment to finish reading a text properly.	N	18	35	39	39	23
		%	11,69	22,73	25,32	25,32	14,94
5	I consider that I choose well the academic texts that help me to carry out my work.	N	8	26	69	37	14
		%	5,19	16,88	44,81	24,03	9,09
6	I find it very helpful to understand the academic texts assigned to me.	N	7	14	43	50	40
		%	4,55	9,09	27,92	32,47	25,97
7	For me, the minimum bibliography is important to understand the subject matter of the academic year.	N	29	35	57	27	6
		%	18,83	22,73	37,01	17,53	3,90
8	The time I spend reading academic texts, implies not doing other things.	N	5	13	39	46	51
		%	3,25	8,44	25,32	29,87	33,12
9	When I read an academic text, I manage to capture the central ideas.	N	2	11	49	58	34
		%	1,30	7,14	31,82	37,66	22,08
10	I am interested in reading material beyond what is required by the academic year.	N	23	38	51	32	10
		%	14,94	24,68	33,12	20,78	6,49
11	I find it useful to read academic texts to develop certain professional skills.	N	10	15	43	57	29
		%	6,49	9,74	27,92	37,01	18,83
12	For me, the minimum bibliography is important to complement the subject matter of the academic years.	N	23	32	58	33	8
		%	14,94	20,78	37,66	21,43	5,19
13	I am able to distinguish the central ideas from the complementary ones in academic texts.	N	4	13	49	52	36
		%	2,60	8,44	31,82	33,77	23,38
14	Academic texts are a fundamental support to my university education.	N	14	21	46	51	22
		%	9,09	13,64	29,87	33,12	14,29
15	I am interested in texts from disciplines associated with my area of study.	N	7	24	52	44	27
		%	4,55	15,58	33,77	28,57	17,53
16	Although some academic texts are complex, I am able to understand them if I make an effort.	N	5	12	48	63	26
		%	3,25	7,79	31,17	40,91	16,88
17	Reading academic texts will help me be a good professional.	N	7	22	44	52	29
		%	4,55	14,29	28,57	33,77	18,83

18	I consider important the complementary reading suggested by the academic year programs.	N	15	33	56	43	7
		%	9,74	21,43	36,36	27,92	4,55
19	I read texts for pleasure and I am able to read others that are not required.	N	22	35	38	36	23
		%	14,29	22,73	24,68	23,38	14,94
20	When I have to do academic reading, I spend all the time I need to finish it properly.	N	11	23	37	56	27
		%	7,14	14,94	24,03	36,36	17,53
21	I am able to read most academic texts in my subject area.	N	4	13	41	59	37
		%	2,60	8,44	26,62	38,31	24,03
22	When I have questions after class, I read other sources.	N	26	47	41	29	11
		%	16,88	30,52	26,62	18,83	7,14
23	It is important for me to understand the bibliographic material in the academic years because it allows me to master certain topics.	N	13	47	45	38	11
		%	8,44	30,52	29,22	24,68	7,14
24	I am interested in the texts associated with my discipline.	N	9	21	49	50	25
		%	5,84	13,64	31,82	32,47	16,23
25	For me, it is important to have read the bibliography before the class (when applicable).	N	38	39	47	24	6
		%	24,68	25,32	30,52	15,58	3,90
26	I enjoy reading academic texts.	N	44	42	46	19	3
		%	28,57	27,27	29,87	12,34	1,95
27	If my understanding of the text is insufficient, I am able to invest more time in reading it.	N	16	21	46	48	23
		%	10,39	13,64	29,87	31,17	14,94

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