

EXPLORING THE PERCEIVED MOTIVATIONAL POTENTIAL OF MOBILE-ASSISTED DYNAMIC ASSESSMENT FEATURES IN EFL READING COMPREHENSION

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Abstract: This study examined undergraduate EFL learners' perceptions of the motivational potential of four Mobile-Assisted Dynamic Assessment (MADA) reading support features and explored how these perceptions relate to learners' general reading motivation. Guided by a pragmatic stance, the study used a concurrent mixed-methods design with an embedded qualitative component. The research was conducted with undergraduate EFL students at the University of Jijel, Algeria. Quantitative data were collected through an in-class questionnaire with two sections: scenario-based ratings of four MADA-inspired features (dialogic feedback, graduated prompting, adaptive support, and mobile-friendly design) and an adapted Motivation for Reading Questionnaire (MRQ) targeting intrinsic motivation, task value, and self-efficacy. Follow-up semi-structured mobile instant messaging interviews (MIMIs) were conducted synchronously via Telegram to elicit explanatory perspectives. Missing responses were minimal, and analyses used pairwise handling where needed. Descriptive results indicated that all four features were rated as moderately to highly motivating. A repeated-measures ANOVA showed no significant differences across feature types. Pearson correlations indicated strong positive associations between perceived motivational ratings of the MADA features and task value, with more selective item-level associations for intrinsic motivation and self-efficacy. Thematic analysis identified four themes that contextualized these patterns: psychological safety and affective buffering, scaffolded agency and effort tension, ubiquitous accessibility versus environmental distraction, and targeted progression through adaptive support. Overall, the findings highlight the importance of examining motivation as task-bound and learner-interpreted. They further suggest that learners perceive MADA as a complementary system of motivational support rather than a collection of isolated technological features. This perspective is particularly relevant when evaluating emerging mobile assessment techniques in EFL reading contexts.

Keywords: Adaptive support; dialogic feedback; dynamic assessment; EFL reading comprehension; self-determination theory

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1. Introduction

Motivation is often seen as decisive in shaping outcomes in foreign language learning, particularly in skills that demand sustained cognitive engagement such as Reading Comprehension (RC) (Grabe & Yamashita, 2022). In English as a Foreign Language (EFL) contexts, learners often face additional motivational barriers stemming from limited linguistic proficiency, reduced exposure to English overall, and the absence of meaningful personal engagement with reading materials (Day & Bamford, 1998; Grabe & Stoller, 2019; Takase, 2007). These challenges frequently manifest in learner disengagement, low persistence, and surface-level strategies while handling reading tasks (Grabe & Stoller, 2019), a pattern that has also been observed among Algerian EFL university students, whose attitudes toward reading texts significantly shape their motivation and engagement (Mellit & Idri, 2019). Such difficulties are especially salient in higher education, where students are expected to engage autonomously with complex academic texts. Consequently, fostering motivation in EFL reading should be viewed not as a peripheral concern, but as a pedagogical necessity.

Amid growing interest in the integration of digital tools into language instruction, mobile-assisted approaches have emerged as promising tools for addressing motivational deficits (Putri & Fakhurriana, 2024). Beyond formal instructional settings, mobile technologies have reshaped everyday linguistic practices, with research highlighting how mobile-mediated communication functions as a significant component of contemporary language use and interaction (Braimoh, 2024). Mobile-Assisted Language Learning (MALL) gives learners control over when, where, and how fast they learn (Viberg & Grönlund, 2013), while also providing real-time feedback, personalized support, and gamified experiences (Kukulska-Hulme & Shield, 2008). In the context of reading tasks, where learner motivation is often undermined by static, one-size-fits-all instructional formats, these features become all the more relevant (Zibulsky & Schwartz, 2020). Accordingly, mobile environments are increasingly viewed as meaningful linguistic spaces that may shape how learners engage with language-related activities, including academic reading.

Within the Algerian EFL context, research has shown that digital and mobile technologies are increasingly embedded in both language use and instructional practices. Studies on mobile-mediated communication, such as SMS language use, indicate that mobile technologies play a role in shaping linguistic behavior and learner engagement, reflecting broader sociocultural dimensions of language use in technology-mediated contexts (Mostari, 2018). Complementing this learner-oriented perspective, research on Algerian EFL teachers' perceptions of ICT integration has revealed generally positive attitudes toward the use of digital tools, alongside evidence that ICT-supported instruction can enhance learner motivation despite persistent challenges related to resources and training (Idri & Outmoune, 2021). Taken together, these findings suggest that digital technologies in Algeria function not as peripheral add-ons, but as meaningful components of the EFL learning ecology, warranting closer examination of how specific technological features may influence learner motivation and engagement.

From an instructional perspective, MALL has been associated with increased learner engagement and positive attitudes toward language learning. Empirical evidence from Algerian higher education indicates that mobile-assisted environments can enhance learners' motivation and willingness to participate in EFL learning activities (Saidouni & Bahloul, 2018). However, much of this work has examined mobile technology at a general level, without distinguishing between specific pedagogical or assessment-related features, and without focusing explicitly on reading comprehension.

Within this technological shift, Dynamic Assessment (DA) has gained attention as a framework that blends assessment with instruction through mediated assistance. Rooted in Vygotsky's sociocultural theory, DA conceptualizes learning as a dialogic, interactive process where support is not fixed, but contingent upon the learner's current Zone of Proximal Development (ZPD) (Lantolf & Poehner, 2004). Recent related discussions emphasize the potential of AI-powered instructional materials in reshaping learning environments by supporting personalization and adaptive feedback, which align with DA principles (Idri, 2024a). When operationalized within mobile environments, referred to in recent literature as MADA, this framework enables the delivery of real-time, individualized feedback, graduated scaffolding, and adaptive task modification. Examples include feedback messages following incorrect responses, layered hints that allow learners to self-regulate support, and systems that adapt difficulty based on learner performance. Such features not only address cognitive scaffolding needs, but may also influence learners' motivation by reinforcing agency, competence, and engagement.

The motivational dimension of MADA, however, remains under-researched. While its pedagogical efficacy has been examined in terms of performance outcomes (e.g., Andujar, 2020), few studies have explored how learners perceive the motivational value of its individual features. This is particularly relevant in under-resourced EFL contexts, where digital DA tools are rarely implemented and learners often lack direct experience with them. As a result, research based on actual user experience is difficult to conduct. To address this methodological challenge, this study adopts a scenario-based survey design, allowing learners to evaluate the motivational potential of four distinct features associated with MADA through carefully constructed hypothetical vignettes. This approach facilitates insight into learner attitudes without requiring prior exposure to the tools in question, while still preserving construct relevance and ecological plausibility by situating responses within realistic reading scenarios.

The theoretical underpinning of this study is drawn from Self-Determination Theory (SDT) (Deci & Ryan, 2000), which posits that learner motivation is enhanced when three basic psychological needs are supported: autonomy, competence, and relatedness. In the context of reading, a feature that allows learners to control the level of help (e.g., graduated prompting) may promote autonomy; real-time, informative feedback may bolster perceptions of competence; and dialogic interactions may foster a sense of relatedness, even in technology-mediated settings. SDT has been extensively applied in second language acquisition research, particularly in relation to task design and learner persistence (Dörnyei & Ushioda, 2021; Noels et al., 2001), but has yet to be robustly integrated into the evaluation of MADA-based features.

In light of these gaps, the present study seeks to explore undergraduate EFL learners' perceptions of the motivational potential of four MADA-related reading support features: dialogic feedback, graduated prompting, adaptive support, and mobile-friendly design. It does so by combining a scenario-based quantitative questionnaire with follow-up qualitative interviews, thereby enabling both pattern detection and deeper interpretive insight. Crucially, this design avoids the limitations of retrospective self-report and instead invites learners to reflect on concrete, cognitively plausible situations, enhancing the ecological validity of their responses.

Based on the theoretical and empirical considerations outlined above, the present study seeks to answer the following research questions:

1. How do EFL undergraduate students rate the perceived motivational potential of specific MADA features in reading comprehension?
2. How are students' general reading motivation levels related to their perceived motivational responses to MADA features?
3. How do learners' perceived motivational ratings compare across different MADA features?
4. What perspectives do students express regarding the motivational value of specific MADA features in RC?

In light of these questions, the following hypotheses were formulated to guide the statistical analyses and to examine anticipated patterns in learners' motivational responses:

1. Students will rate all MADA features as moderately to highly motivating.
2. There will be positive correlations between learners' reading motivation indicators and their perceived motivational ratings of MADA features.
3. Learners' perceived motivational ratings will vary across MADA features, reflecting different motivational affordances rather than a single dominant feature.
4. Learners' qualitative accounts will reveal multiple, feature-specific sources of motivation rather than a uniform motivational response across all MADA features.

2. Literature Review

2.1 Reading Motivation in EFL Contexts

Reading motivation has long been recognized as a key predictor of reading engagement, persistence, and comprehension outcomes (Guthrie & Wigfield, 2000; Wang & Guthrie, 2004). In EFL contexts, however, maintaining high levels of reading motivation presents unique challenges due to the cognitive load involved in processing unfamiliar vocabulary, syntactic structures, and texts that are culturally distant from learners' own backgrounds. These demands may reduce learners' willingness to engage in extended reading activities, especially in academic settings where texts are dense and conceptually demanding.

Despite broad agreement on the importance of motivation, research in EFL reading has tended to conceptualize motivation in relatively general terms, frequently relying on global self-report measures that may overlook the situational and task-specific nature of reading engagement. Moreover, EFL learners often associate reading with assessment and rote learning rather than with intrinsic enjoyment or knowledge acquisition (Takase, 2007). Evidence from the Algerian higher education context further suggests that students' attitudes toward reading materials play a decisive role in shaping their reading motivation, particularly when texts are perceived as distant from learners' interests or goals (Mellit & Idri, 2019). As a result, learners may adopt passive reading habits, limit their engagement to surface-level processing, or avoid extensive reading tasks unless externally supported through grades or institutional expectations. While these findings are well documented, relatively little research has examined how specific instructional design features, such as feedback, scaffolding, or task adaptation, influence learners' motivation as they engage with reading tasks.

The distinction between intrinsic and extrinsic motivation, articulated in SDT (Deci & Ryan, 2000), has been widely applied to the study of reading motivation in second and foreign language contexts. Intrinsically motivated readers engage with texts out of interest or enjoyment, whereas extrinsically motivated readers are driven by external rewards or pressures. Although both forms of motivation can influence reading behavior, research suggests that intrinsic motivation is more consistently associated with sustained engagement, deeper processing, and longer-term learning outcomes (Noels et al., 2001; Wigfield & Guthrie, 1997). However, much of this literature remains correlational in nature and often treats motivation as a relatively stable learner trait, rather than as a dynamic construct shaped by interaction with specific instructional conditions.

Consequently, although pedagogical discussions often emphasize autonomy, task relevance, and perceived competence as sources of intrinsic motivation, there is limited empirical evidence showing how these principles are realized through specific instructional or assessment features in EFL reading. This gap becomes particularly salient when considering technology-mediated environments, where motivational affordances are often assumed rather than systematically examined from the learner's perspective.

2.2 Digital and Mobile Technologies in Language Learning

Over the past few decades, digital technologies have transformed language education by expanding access, diversifying formats, and enabling adaptive instruction (Chapelle, 2001; Golonka et al., 2014). Within this technological landscape, MALL has gained prominence for its capacity to deliver flexible, personalized, and interactive learning experiences (Ebadi & Bashir, 2021; Kukulska-Hulme & Shield, 2008; Stockwell, 2010). Mobile environments can therefore be presented as especially suitable for reading instruction, as they allow learners to control pacing, revisit texts, and access support on demand (Loewen et al., 2020).

Empirical studies on mobile reading tools have highlighted their potential to increase learner motivation, particularly when features are aligned with motivational drivers such as autonomy and competence (Peng et al., 2021; Viberg & Grönlund, 2013). However, a closer examination of this literature reveals several limitations. First, many studies treat mobile technology as a homogeneous category, offering broad comparisons between “mobile” and “non-mobile” conditions without distinguishing between specific design features or pedagogical functions. Second, much of the MALL literature continues to evaluate effectiveness primarily through performance-based indicators such as test scores, or through decontextualized motivation measures that are not anchored to specific tasks or instructional features.

In the context of reading, these limitations are especially consequential. Reading requires sustained attention, tolerance for delayed rewards, and continuous cognitive effort across extended stretches of text (Grabe & Yamashita, 2022; Guthrie et al., 2004). These demands make reading motivation particularly vulnerable to disengagement, while simultaneously increasing the importance of instructional features that can sustain learners' interest and persistence over time (Guthrie & Wigfield, 2000). Yet many mobile reading tools remain static in nature, offering little adjustment to learners' difficulties or engagement levels during reading tasks. This suggests that the motivational potential of mobile learning may depend less on the presence of mobile technology per se and more on how learners perceive and interact with specific features embedded within mobile environments.

Beyond technological affordances themselves, an emerging body of research emphasizes that learners' motivational responses to mobile tools are shaped not only by what technologies offer, but by how learners perceive, interpret, and value these features within their own learning contexts (Sailer et al., 2017; Stockwell, 2010). This shift from tool-centered evaluation to learner-centered perception highlights the need for research that moves beyond cataloguing technological functions to examining how specific mobile features are experienced and appraised by learners in relation to motivation (Aguinis & Bradley, 2014; Dörnyei & Ushioda, 2021; Rassaei, 2023).

2.3 Dynamic Assessment: From Conceptual Foundations to Mobile Integration

Dynamic Assessment, grounded in Vygotskian sociocultural theory, represents a departure from traditional assessment models by integrating evaluation and instruction through mediated assistance (Lantolf & Poehner, 2004). Rather than focusing exclusively on learners' independent performance, DA emphasizes learners' potential development when provided with appropriate support within their ZPD. Mediation typically takes the form of graduated prompts, explanatory feedback, or dialogic interaction, allowing assessment to function as a learning-oriented process rather than a terminal judgment.

Within applied linguistics, DA has demonstrated pedagogical value across a range of language skills, including listening comprehension (Ableeva, 2010), writing (Poehner & Lantolf, 2005), and grammatical ability (Birjandi & Ebadi, 2012). Nevertheless, DA research has been criticized for privileging expert-mediated, face-to-face interaction, raising questions about scalability, consistency, and feasibility in larger or resource-constrained educational settings. These concerns have prompted growing interest in the integration of DA-related principles into digital platforms where mediation can be partially automated or learner-regulated (Hoadjli & Saihi, 2019; Idri, 2024b).

Mobile-Assisted Dynamic Assessment has thus emerged as a promising, yet still underexplored, instructional paradigm. By embedding DA features such as dialogic feedback, graduated prompting, and adaptive task modification into mobile environments, MADA offers new possibilities for providing individualized support during reading tasks. However, existing research on MADA has largely focused on performance-related outcomes, such as comprehension gains or accuracy improvements (e.g., Mustiah et al., 2024). While such findings are valuable, they offer limited insight into the motivational processes that precede and sustain learner engagement, particularly in contexts where learners may have limited prior exposure to dynamic or adaptive assessment practices.

This emphasis on outcomes rather than learner experience reflects a broader tendency within DA research to assume motivational benefits as a by-product of effective mediation, rather than treating motivation as an object of inquiry in its own right. As a result, there remains insufficient understanding of how learners perceive the motivational value of individual DA features, especially when these features are delivered through mobile technologies.

2.4 Self-Determination Theory and Motivational Design in MADA Contexts

Self-Determination Theory provides a useful framework for examining motivation in technology-mediated learning environments by foregrounding the psychological needs of autonomy, competence, and relatedness. According to SDT, motivation is more likely to be internalized and sustained when instructional conditions support these needs (Deci & Ryan, 2000). SDT has been widely applied in second language research to explain learner engagement, persistence, and task involvement (Dörnyei & Ushioda, 2021; Noels et al., 2001).

In the context of mobile-assisted reading and assessment, MADA-related features can be theoretically aligned with SDT principles. Graduated prompting may support competence by enabling learners to overcome difficulty incrementally; dialogic feedback may contribute to relatedness by simulating responsive interaction; and mobile-friendly design may enhance autonomy by allowing learners to regulate when and where they engage with reading tasks. However, such mappings should not be viewed as deterministic. Prior research cautions that the motivational impact of instructional features depends not only on their design intentions, but also on how learners interpret and appropriate them within specific contexts (Dörnyei & Ushioda, 2021).

Despite the compatibility between SDT and DA-informed instructional design, few studies have explicitly examined MADA features through an SDT lens, particularly from the standpoint of learner perception. This theoretical gap limits our understanding of how motivational needs are experienced, negotiated, or potentially constrained within mobile assessment environments, and underscores the need for empirical research that integrates motivational theory with learner-centered evaluation.

2.5 Research Gaps and Justification

Taken together, the reviewed literature reveals several unresolved issues. First, while reading motivation has been extensively studied, much of the research treats motivation as a generalized learner attribute, with limited attention to how specific instructional or assessment features shape motivational responses during reading tasks. Second, although mobile technologies and DA have each been examined in language learning research, studies integrating these domains have primarily emphasized performance outcomes, leaving learners' subjective motivational evaluations underexplored. Although ICT-oriented discussions of Dynamic Assessment have begun to appear (Hoadjli & Saihi, 2019), empirical work remains limited in examining how learners perceive the motivational value of specific DA-inspired features in mobile reading contexts. Third, research conducted in under-resourced EFL contexts, particularly in North African higher education, remains limited, despite differences in technological access, instructional practices, and learners' prior experience with digital learning environments.

Furthermore, existing studies rarely address how learners evaluate unfamiliar or emerging instructional technologies, particularly in contexts where learners have limited prior exposure to such tools. Scenario-based methodologies offer a viable approach for investigating learner perceptions under such conditions, yet they remain underutilized in language learning research.

In response to these gaps, the present study investigates undergraduate EFL learners' perceptions of the motivational potential of four MADA-related reading support features: dialogic feedback, graduated prompting, adaptive support, and mobile-friendly design. This investigation is conducted using a scenario-based survey complemented by follow-up qualitative interviews. By foregrounding learner perceptions and situating motivation within realistic reading scenarios, the study seeks to contribute a more nuanced understanding of how MADA features are experienced in EFL reading contexts, particularly in settings where direct exposure to such tools remains limited.

3. Methodology

3.1 Methodological Framework

This section outlines the methodological framework guiding the study, including the underlying research paradigm, the overall research approach, and the specific design adopted. These choices were informed by the study's focus on learners' perceptions of

motivation and the need to capture both measurable patterns and contextualized interpretations of experience. Together, they provide the conceptual and procedural foundation for integrating quantitative and qualitative evidence in the investigation of MADA-related reading support features.

3.1.1 Research Paradigm

This study is grounded in a pragmatic research paradigm, which views knowledge as provisional and context-sensitive, and prioritizes methodological choices based on their usefulness in addressing the research problem (Creswell & Plano Clark, 2018). Pragmatism is particularly suited to studies that seek to understand learners' perceptions while also identifying measurable patterns, without committing exclusively to either positivist or interpretivist assumptions. In the present study, this paradigm supports the integration of quantitative and qualitative evidence to examine how EFL learners perceive the motivational potential of specific MADA features.

3.1.2 Research Approach

In line with this paradigm, the study adopts a mixed-methods research approach, combining quantitative and qualitative data to obtain a more comprehensive understanding of learner motivation than either approach could offer independently (Johnson & Onwuegbuzie, 2004). The quantitative component allows for the identification of general trends and relationships between reading motivation and perceived motivational responses to MADA features, while the qualitative component provides insight into how learners interpret, explain, and contextualize these perceptions. Rather than treating the two strands as separate, the approach blends numerical pattern detection with interpretive depth, reflecting the complex and multifaceted nature of motivation in language learning contexts.

3.1.3 Research Design

The study adopted a concurrent mixed-methods design with an embedded qualitative component (Creswell & Plano Clark, 2018). Quantitative and qualitative data were collected within the same overall phase of the study and were guided by a shared conceptual framework. While the quantitative component served as the primary strand for identifying patterns in learners' motivational perceptions, the qualitative component was embedded to provide contextualized explanations and elaborations of these perceptions.

3.2 Research Context and Participants

Participants were undergraduate students enrolled in EFL programs at the University of Jijel, Algeria. The study was conducted in a context where learners generally have limited opportunities to interact with adaptive or dynamic digital assessment tools, reflecting the broader underexplored status of MADA in many EFL higher education settings.

For the quantitative phase, a target sample size of 127 participants was established as it is more likely to provide sufficient statistical power for correlational analyses when a medium effect size is expected (Field, 2024). Eligibility criteria included current enrollment in an undergraduate English program and adequate proficiency to complete the questionnaire in English. Participants were recruited through in-class announcements.

At the end of the survey, respondents were invited to volunteer for a follow-up interview. From those who consented, a purposive subsample of eight participants was selected to capture variation in motivational profiles and feature preferences. This sampling strategy aimed to balance manageability with diversity of perspectives, which is considered appropriate for in-depth qualitative inquiry (Patton, 2015).

3.3 Data Collection Methods

Data were collected using a single structured questionnaire composed of two complementary sections, followed by a qualitative interview phase. The questionnaire was designed to capture both learners' feature-specific motivational responses and their general reading motivation, allowing these dimensions to be examined in relation to one another.

3.3.1 Scenario-Based Section

The first section of the questionnaire employed a scenario-based design to assess learners' perceived motivational responses to four MADA-related reading support features. Scenario-based methods are particularly appropriate when participants may lack direct experience with the instructional features under investigation, as they allow respondents to evaluate realistic, hypothetical situations grounded in plausible learning contexts (Aguinis & Bradley, 2014).

Each scenario described a short reading task supported by one feature commonly associated with MADA, such as dialogic feedback, graduated prompting, adaptive support, or mobile-friendly design. Following each scenario, participants responded to three Likert-scale items (1 = strongly disagree to 5 = strongly agree) targeting anticipated engagement, persistence, and interest. These items were intended to capture situated motivational responses rather than general attitudes toward technology.

3.3.2 General Reading Motivation Section (Adapted MRQ)

The second section of the same questionnaire measured participants' general reading motivation using an adapted version of the MRQ (Wigfield & Guthrie, 1997). Twelve items were selected and linguistically simplified to suit the EFL context, focusing on intrinsic motivation, task value, and self-efficacy. This adaptation aimed to maintain conceptual alignment with the original scale while reducing respondent burden and ensuring clarity.

All MRQ items were rated on the same five-point Likert scale used in the scenario-based section to ensure consistency across the instrument and to facilitate subsequent correlational analyses.

3.3.3 Semi-Structured Mobile Instant Messaging Interviews

The qualitative phase consisted of semi-structured MIMIs, primarily conducted via Telegram (Kaufmann & Peil, 2020). This format was selected to reduce participant anxiety, accommodate scheduling constraints, and align with students' everyday communication practices. Kaufmann and Peil (2020) indicate that MIMIs can facilitate reflective responses and increase participant comfort, particularly among younger populations.

An interview guide was developed in advance of data collection and was conceptually aligned with the four MADA features examined in the questionnaire. Questions encouraged participants to explain which features they found motivating or demotivating and why, and how such features might influence their willingness to persist with reading tasks. Interviews lasted approximately 30-40 minutes and were conducted in English, using text-based exchanges supplemented by clarifying follow-up prompts when necessary.

3.4 Data Collection Procedures

Prior to the main data collection, the questionnaire was piloted with 20 EFL undergraduate students who were not included in the final sample. The pilot aimed to assess item clarity, completion time, and overall comprehensibility of both the scenario-based items and the general reading motivation section. Feedback from the pilot indicated that the

items were generally clear, with minor wording adjustments made to improve readability and reduce ambiguity in several statements.

In addition to qualitative feedback, descriptive statistics were examined to identify potential ceiling or floor effects, and reliability was assessed using Cronbach's alpha. The results indicated acceptable reliability levels for exploratory research, supporting the use of the instrument in the main study.

The finalized questionnaire was then administered in class during regular course sessions to ensure a controlled setting. Students completed the questionnaire individually within the allotted time. Participation was voluntary, and students were informed orally that their responses would be used for research purposes and treated anonymously.

Upon completion of the questionnaire, students were invited to participate in a follow-up qualitative phase. Those who agreed were contacted individually and informed that they could choose between an in-person interview or a synchronous MIMI, using any application or service of their preference. All participants opted for the MIMI format and selected Telegram as the platform. Interviews were conducted synchronously in a single session. At the start of each interview, participants were reminded of confidentiality, their right to withdraw, and the informal, discussion-based nature of the interaction. All collected data were anonymized prior to analysis.

3.5 Data Analysis

Quantitative data were analyzed using IBM SPSS Statistics (Version 26). Descriptive statistics were computed for the composite feature ratings and for the general reading motivation measures. Reliability was assessed using Cronbach's alpha. Although values around .70 are commonly cited as acceptable, such thresholds are not absolute and should be interpreted in relation to the research context, scale length, and construct complexity (Field, 2024). A repeated-measures ANOVA was conducted to examine differences in perceived motivational ratings across the four MADA features. Pearson correlation coefficients were calculated to examine relationships between general reading motivation indicators and perceived motivational ratings for each MADA feature.

Qualitative interview data were analyzed using thematic analysis following Braun and Clarke's (2006) six-phase framework. Transcripts were read repeatedly to ensure familiarity, after which meaningful segments related to motivational perceptions were coded inductively. Codes were then grouped into broader themes reflecting learners' evaluative criteria, perceived benefits, and concerns. Throughout the process, analytic decisions were revisited to ensure coherence and alignment with the study's research questions.

4. Results

This section reports the quantitative and qualitative findings of the study. Quantitative results are presented first, including missing-data screening, internal consistency reliability, descriptive statistics, and inferential analyses. Qualitative findings from the semi-structured MIMIs are then summarized thematically.

4.1 Missing-Data Screening

A preliminary screening indicated that missing responses were minimal across variables, with less than 5% missing data per item. Because the dataset exhibited only one, or nearly one, missing-data pattern, meaning that almost all respondents completed all questionnaire items with only isolated missing cells, Little's MCAR test could not be computed in R, as the procedure requires more than one missing-data pattern to estimate the test statistic. This outcome reflects the near-complete nature of the dataset rather than a

problem with data quality, and indicates that missingness was minimal and unsystematic. Given the negligible extent of missing data, pairwise deletion was applied in subsequent analyses.

4.2 Reliability Analysis of Questionnaire Measures

Internal consistency reliability was assessed for all multi-item constructs using Cronbach's alpha. Table 1 presents the reliability coefficients for the perceived motivational ratings of the four MADA-related reading support features and for the general reading motivation indicators.

All questionnaire constructs were measured using three items each. As shown in Table 1, acceptable internal consistency was observed for the Step-by-Step Help, Adaptive Support, and Mobile Design subscales, while Dialogic Feedback yielded marginal reliability. Among the general reading motivation measures, Task Value also showed marginal reliability, whereas Intrinsic Motivation and Self-Efficacy demonstrated low internal consistency. In line with these results, composite scores were computed for all constructs with acceptable or marginal reliability, while Intrinsic Motivation and Self-Efficacy were retained at the item-level for subsequent analyses.

Table 1.
Reliability of Survey Constructs (Cronbach's α)

Construct	Cronbach's α
Dialogic Feedback	0.632
Step-by-Step Help	0.754
Adaptive Support	0.728
Mobile-Friendly Design	0.765
Intrinsic Motivation	0.522
Task Value	0.678
Self-Efficacy	0.447

4.3 Descriptive Statistics for Perceived Motivational Ratings of MADA Features

Descriptive statistics for perceived motivational ratings of the four MADA feature composites were obtained from the repeated-measures ANOVA model. Figure 1 presents the estimated marginal means for each feature.

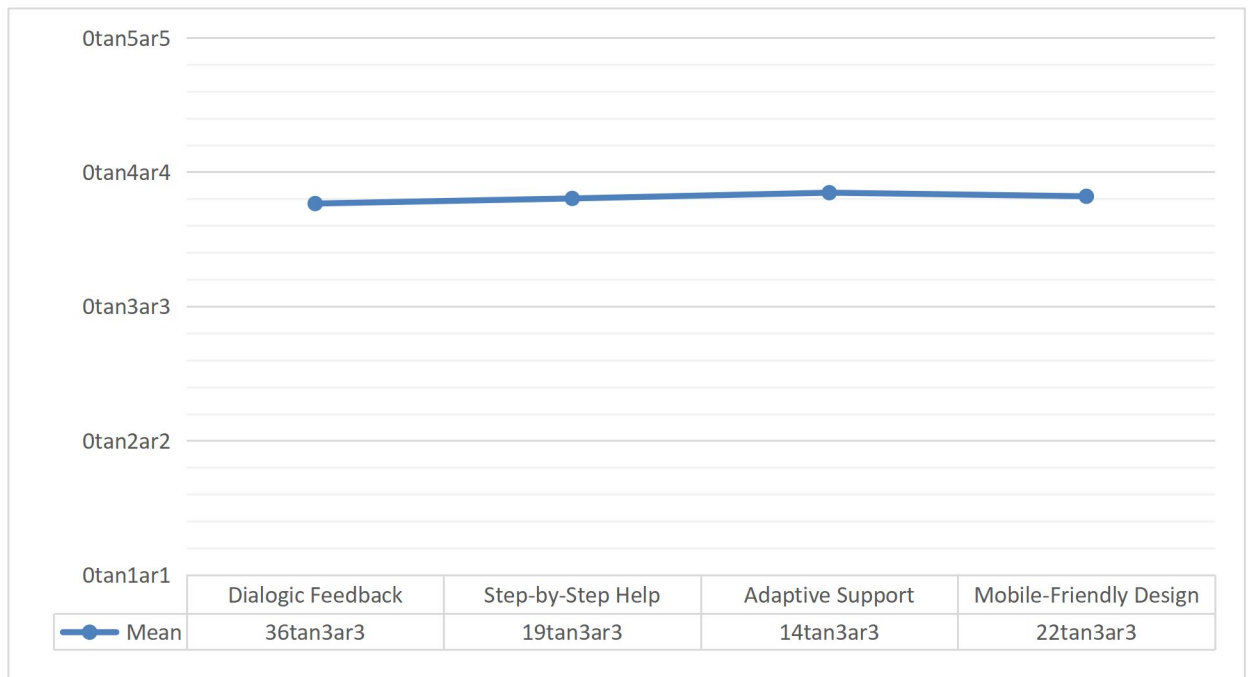


Figure 1:

Profile plot of estimated marginal means for perceived motivational ratings across MADA features

4.4 Descriptive Statistics for General Reading Motivation

Descriptive statistics were computed for Task Value (composite) and for Intrinsic Motivation and Self-Efficacy (item-level). These descriptive results are reported in Tables 2-4.

Table 2.

Descriptive Statistics for Task Value (Composite Score)

N	Mean	Std. Deviation
116	3.931	0.814

Table 3.

Item-Level Descriptive Statistics for Intrinsic Motivation

Item	N	Mean	Std. Deviation
Enjoy reading interesting English texts	117	4.16	1.074
Prefer learning new subjects through reading	117	3.81	0.946
Read in English even when not required	117	3.40	1.168

Table 4.

Item-Level Descriptive Statistics for Self-Efficacy

Item	N	Mean	Std. Deviation
Feel confident when reading in English	118	3.58	1.033
Usually understand what I read	118	3.24	0.874
Finish difficult reading tasks when trying	118	3.59	0.908

4.5 Comparison of Motivational Ratings Across MADA Features (Repeated-Measures ANOVA)

A repeated-measures ANOVA was conducted to examine whether perceived motivational ratings differed across the four MADA features. Mauchly's test indicated that the assumption of sphericity was met, $W = .930$, $p = .144$, and the sphericity-assumed results were therefore used. The analysis revealed no significant within-subjects effect of MADA feature type on perceived motivational ratings, $F(3, 342) = 0.40$, $p = .753$, *partial* $\eta^2 = .003$. Consistent with this finding, Bonferroni-adjusted pairwise comparisons indicated no statistically significant differences between any pair of features, with all adjusted p-values equal to 1.000.

Table 5.

Bonferroni-Adjusted Pairwise Comparisons Between Feature Ratings

Comparison	Mean Difference	Std. Error
Dialogic Feedback – Step-by-Step Help	–0.038	0.071
Dialogic Feedback – Adaptive Support	–0.081	0.068
Dialogic Feedback – Mobile Design	–0.054	0.077
Step-by-Step Help – Adaptive Support	–0.043	0.071
Step-by-Step Help – Mobile Design	–0.016	0.084
Adaptive Support – Mobile Design	0.028	0.082

4.6 Relationships Between General Reading Motivation and Perceived Motivational Responses to MADA Features (Pearson Correlations)

Pearson two-tailed correlations were computed to examine associations between the four MADA feature composites and reading motivation indicators, including the Task Value composite as well as item-level measures of Intrinsic Motivation and Self-Efficacy. Given the minimal extent of missing data, pairwise deletion was applied automatically by SPSS. Statistical significance was evaluated at an alpha level of .05.

4.6.1 Intercorrelations Among MADA Feature Ratings

Correlations among the four MADA feature composites are reported in Table 6.

Table 6.

Pearson Correlations Among MADA Feature Composites

Feature	Dialogic Feedback	Step-by-Step Help	Adaptive Support	Mobile Design
Dialogic Feedback	1	0.561**	0.592**	0.531**
Step-by-Step Help	0.561**	1	0.582**	0.463**
Adaptive Support	0.592**	0.582**	1	0.485**
Mobile-Friendly Design	0.531**	0.463**	0.485**	1

Note. $p < .01$

4.6.2 Associations Between MADA Feature Ratings and Task Value

Correlations between each MADA feature composite and Task Value are reported in Table 7.

Table 7.

Pearson Correlations between MADA Feature Composites and Task Value

Feature	Task Value (r)
Dialogic Feedback	0.626**
Step-by-Step Help	0.526**
Adaptive Support	0.656**
Mobile-Friendly	0.362**
Design	

Note. $p < .01$

4.6.3 MADA Features and Intrinsic Motivation (Item-Level)

Correlations between each MADA feature composite and the Intrinsic Motivation items are reported in Table 8.

Table 8.

Pearson Correlations Between MADA Feature Composites and Intrinsic Motivation Items

Feature	Enjoy Reading Interesting Texts	Prefer Learning via Reading	Read Without Obligation
Dialogic Feedback	0.314**	0.287**	0.182
Step-by-Step Help	0.452**	0.250**	0.203*
Adaptive Support	0.458**	0.226*	0.219*
Mobile-Friendly	0.290**	0.166	0.280**
Design			

Note. $p < .01$, $p < .05$

4.6.4 MADA Features and Self-Efficacy (Item-Level)

Correlations between each MADA feature composite and the Self-Efficacy items are reported in Table 9.

Table 9.

Pearson Correlations between MADA Feature Composites and Self-Efficacy Items

Feature	Confidence in Reading	Usually Understand Texts	Persist with Difficult Texts
Dialogic Feedback	0.365**	0.126	0.178
Step-by-Step Help	0.466**	0.179	0.136
Adaptive Support	0.445**	0.010	0.204*
Mobile-Friendly	0.275**	0.155	0.308**
Design			

Note. $p < .01$, $p < .05$

4.7 Qualitative Results

Interview data were analyzed using thematic analysis following Braun and Clarke's (2006) framework. Four themes were identified. A visual representation of the thematic structure is provided in Figure 2.

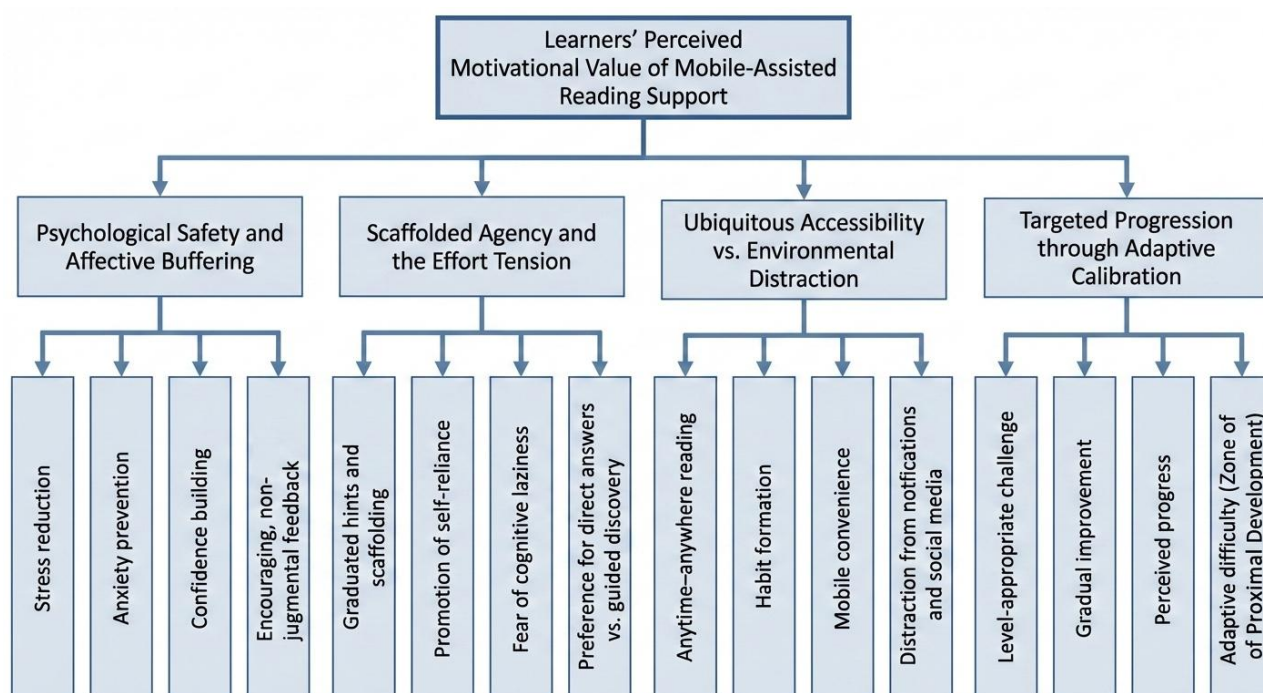


Figure 2:

Conceptual Map of Learners' Perceived Motivational Value of MADA Reading-Support Features

4.7.1 Psychological Safety and Affective Buffering

Participants consistently described dialogic, encouraging feedback as reducing anxiety and reframing mistakes as part of the learning process rather than as failure. Several learners emphasized that the tone of feedback mattered as much as the explanation itself.

P1 explained: “An encouraging message would make me feel less stressed and confident... being able to ask a follow-up question would make me more confident and more willing to continue reading instead of giving up just for a wrong answer”. Similarly, P6 noted: “When the app gives an encouraging message instead of just saying the answer is wrong it makes me feel more comfortable and less afraid of making mistakes. The explanation makes reading feel more like a learning process than a test.”

Participants highlighted specific features of the feedback that contributed to this sense of safety, including explanations of why an answer was incorrect and the option to ask follow-up questions. P2 emphasized that encouragement “keeps the learner motivated... no matter how much mistakes they make,” while P5 described mistakes as being presented as “tolerated and simple,” allowing students to “get better without pressure.”

However, learners also contrasted this supportive feedback with more confrontational instructional styles. P8 described discomfort with being repeatedly questioned by a teacher, stating that it can feel “as if he is interrogating me.” This comparison illustrates how participants distinguished between supportive clarification and evaluative pressure. Overall, dialogic feedback was associated with emotional comfort, reduced fear of failure, and greater willingness to persist after errors.

4.7.2 Scaffolded Agency and the Effort Tension

Reactions to step-by-step help revealed a clear tension between valuing support and preserving independence. Many participants appreciated graduated hints because they allowed them to struggle productively without receiving the answer immediately.

P1 described feeling “supported without being given the answer directly,” adding that trying to figure out the answer independently would help them “remember it more easily.” Similarly, P5 explained that layered hints encourage “deeper comprehension... and self-reliance,” while P6 associated the feature with curiosity and challenge: “This step-by-step help would make me curious to find the answer and feel challenged.”

At the same time, some learners expressed reservations. P3 stated: “I hate hints. Give me direct answers... don’t waste my time.” P4 also preferred to attempt tasks independently at first, arguing that students “should put some personal efforts” rather than rely immediately on assistance.

These contrasting responses show that while scaffolding was often perceived as motivating, it was not uniformly welcomed. For some learners, too much structured support risked reducing efficiency or diminishing personal effort. The theme therefore captures a balancing act between guidance and autonomy, with motivation shaped by how much control learners felt they retained during the problem-solving process.

4.7.3 Ubiquitous Accessibility versus Environmental Distraction

Participants described mobile-friendly design as both enabling and potentially disruptive. On one hand, flexibility and ease of use were seen as strong motivational advantages. P1 commented that being able to read “anywhere... makes reading more enjoyable and easier to turn it into a habit,” while P6 highlighted the convenience of last-minute studying: “I love studying in the bus... I memorise more on the last minute revision.” P4 described this feature as “the best,” emphasizing how it “makes reading so easy.”

On the other hand, several learners associated mobile devices with distraction. P3 explained that notifications and social media reduce focus, stating that “notifications would start, and the interest would disappear.” P2 expressed reluctance to use a reading app on a phone dominated by social media, describing it as “a waste of time and boring.”

These responses indicate that the motivational value of mobile accessibility depends not only on usability but also on learners’ broader digital habits. While some participants viewed mobility as a pathway to habit formation and convenience, others perceived the same environment as competing with attention and sustained engagement.

4.7.4 Targeted Progression through Adaptive Calibration

Adaptive support was frequently described as aligning task difficulty with individual ability. Many participants valued the idea of progressing gradually without being overwhelmed. P8 explained: “If your level is low, it will give you easy questions... if it gave you difficult questions from the start, you would get discouraged and stop learning. But if each level you complete leads you to the next, this will motivate you.” Similarly, P2 appreciated the flexibility of increasing difficulty “whenever the learner makes progress,” describing it as a way to become capable “step-by-step.” P5 emphasized that such support would help learners who “start doubting their abilities and giving up.”

However, some participants expressed concerns about tasks remaining too closely aligned with current ability. P7 argued that development might be limited “if the tasks... go only with his level,” suggesting that occasional difficulty is necessary. P1 also noted that while easier tasks prevent overwhelm, harder tasks could become “a bit stressful.”

These accounts suggest that adaptive support was motivating when perceived as gradual progression rather than static matching. Learners valued the possibility of measurable improvement, yet also recognized the importance of occasional challenge. Motivation, in this case, was linked to the perception of movement and growth rather than comfort alone.

5. Discussion

This study set out to examine undergraduate EFL learners' perceptions of the motivational potential of four MADA reading support features, and to explore how these perceptions relate to learners' general reading motivation. By combining scenario-based quantitative data with qualitative insights from MIMIs, the study aimed to address gaps in prior research that has emphasized performance outcomes over learner experience.

5.1 Summary of Main Findings and Research Questions

The findings provide clear answers to the research questions posed in the introduction. First, learners rated all four MADA features as moderately to highly motivating, supporting the hypothesis that MADA-related supports are generally perceived positively in EFL reading contexts. Second, the repeated-measures ANOVA showed no statistically significant differences between features, indicating that none of the four features was perceived as motivationally superior to the others. Third, strong and significant correlations were observed between perceived motivational ratings of MADA features and Task Value, as well as selective associations with Intrinsic Motivation and Self-Efficacy at the item-level.

Finally, qualitative data revealed nuanced learner perspectives that help explain why features were evaluated similarly overall, while still serving different motivational functions for different learners. These findings provide additional insight into the quantitative patterns. The absence of significant differences across features in the repeated-measures ANOVA is illuminated by participants' tendency to evaluate features not as isolated tools, but as complementary forms of support that address different motivational concerns. Similarly, the strong correlations with Task Value and the more selective item-level associations with Intrinsic Motivation and Self-Efficacy are reflected in the interviews, where learners frequently linked MADA features to usefulness and gradual improvement, while expressing more varied views regarding enjoyment, independence, and confidence. In this sense, the qualitative data help further clarify the tensions and balances underlying the statistical results.

Taken together, these findings suggest that the motivational value of MADA does not reside in a single dominant feature, but rather in the collective affordances of support, feedback, and adaptability as experienced by learners. Viewed through the lens of SDT, these affordances can be understood as addressing learners' needs for competence (through feedback and calibrated challenge), autonomy (through controllable scaffolding and mobile flexibility), and relatedness (through dialogic, responsive interaction).

5.2 Perceived Motivational Value of MADA Features

The finding that all four MADA features were perceived as motivating aligns with previous research highlighting the motivational affordances of mobile-assisted learning environments, particularly when they provide flexibility, feedback, and learner control (Kukulski-Hulme & Shield, 2008; Viberg & Grönlund, 2013). However, unlike studies that report strong preferences for specific technological features, the present study found only minimal variation across features.

This pattern is theoretically meaningful. From an SDT perspective, the convergence of ratings suggests that learners may have perceived these features as collectively supporting basic psychological needs rather than fulfilling isolated functions. Dialogic feedback and adaptive support appear closely tied to perceptions of competence, while graduated prompting and mobile flexibility speak to autonomy through regulated support and contextual choice. Even mobile accessibility may indirectly relate to relatedness when learners experience technology as responsive rather than distant. This helps explain why no single feature emerged as dominant: each addresses a different, yet interconnected, motivational need.

5.3 Absence of Significant Differences Across Features

The absence of significant differences in the repeated-measures ANOVA is an important finding in itself. While it may initially appear counterintuitive, it aligns with recent critiques of feature-comparison studies in MALL, which caution against assuming that motivational impact can be attributed to individual design elements in isolation (Dörnyei & Ushioda, 2021; Stockwell, 2010).

From a Dynamic Assessment perspective, this result is particularly defensible. DA is grounded in the integration of mediation, feedback, and adaptivity within a unified instructional process (Lantolf & Poehner, 2004). Therefore, expecting learners to sharply differentiate the motivational impact of dialogic feedback, graduated prompting, or adaptive support, contradicts the very logic of DA, where these elements are designed to function together. The findings suggest that learners respond well to the experience of supported reading rather than to discrete technical features in isolation.

5.4 Relationships Between MADA Features and Reading Motivation

The correlational analyses provide further insight into how MADA features intersect with established motivational constructs. The consistently strong associations between MADA features and Task Value indicate that learners who perceived MADA supports as motivating were also more likely to view reading in English as useful and worthwhile. This finding aligns with expectancy-value theory, which emphasizes the central role of perceived utility in sustaining academic engagement (Eccles, 1983). At the same time, these associations can be interpreted within SDT as reflecting strengthened perceptions of competence. When learners view adaptive feedback and scaffolded support as useful, they may also experience greater mastery and effectiveness in reading tasks. The more selective associations with Intrinsic Motivation and Self-Efficacy further suggest that while competence needs were broadly supported, autonomy-related enjoyment and stable confidence beliefs were influenced in more differentiated ways.

Such findings support the argument that motivation in EFL reading should be understood as situational and task-bound, rather than as a stable learner trait (Dörnyei & Ushioda, 2021). They also help explain why prior studies relying exclusively on global motivation scales may have underestimated the motivational impact of instructional design features.

5.5 Qualitative Insights into Learner Experience

The qualitative findings add depth to the quantitative results by revealing how learners make sense of MADA features in practice. The themes reported below are synthesized from participants' responses and are presented without verbatim quotations to maintain analytic focus and concision. One prominent theme concerned psychological safety, with learners describing dialogic feedback and adaptive support as reducing anxiety and preventing disengagement. Within SDT, such responses can be interpreted as indicators of competence

support. Encouraging explanations and non-threatening feedback appear to reinforce learners' sense that mistakes are part of development rather than evidence of inability. This aligns with DA research emphasizing mediation as a means of sustaining learner involvement rather than merely correcting errors (Poehner, 2008).

At the same time, learners expressed a clear tension between scaffolding and effort. While some participants valued graduated prompts as enabling independent problem-solving, others viewed excessive support as time-consuming or demotivating. This theme of "scaffolded agency and effort tension" can be directly linked to the SDT need for autonomy. For some learners, graduated prompting enhanced autonomy by preserving choice and encouraging self-directed problem solving. For others, it constrained autonomy by regulating the learning pathway too tightly. The same feature thus operated at the intersection of autonomy and competence, helping some learners feel empowered while prompting others to question their independence. This divergence helps explain the absence of strong feature preferences in the quantitative data.

The theme of mobile accessibility further complicates the motivational picture. While mobile design enabled flexible and habitual reading for some learners, others associated smartphones with distraction and loss of focus. In SDT terms, mobile flexibility may enhance autonomy by allowing learners to choose when and where to engage with texts. However, when digital environments undermine self-regulation, autonomy can shift from perceived control to perceived vulnerability. This finding reinforces the view that motivational impact depends not only on feature design but also on learners' broader digital practices and self-regulation strategies (Stockwell, 2010).

Finally, adaptive support was described as aligning task difficulty with learner level and supporting perceptions of improvement over time. This type of dynamic calibration speaks directly to the SDT need for competence, as learners reported feeling appropriately challenged rather than overwhelmed or bored, conditions known to sustain intrinsic engagement (Ma et al., 2017).

5.6 Theoretical and Pedagogical Implications

From a theoretical perspective, the findings suggest that motivation in technology-mediated reading contexts can be understood through the interplay of autonomy, competence, and relatedness as articulated in SDT, while remaining grounded in sociocultural views of mediated learning (Deci & Ryan, 2000; Lantolf & Thorne, 2006). Rather than functioning as abstract principles, these needs became visible in learners' accounts of encouragement, calibrated challenge, regulated support, and dialogic responsiveness.

Pedagogically, the study suggests that implementing MADA should prioritize balance and flexibility rather than feature optimization. Providing options for engagement, allowing learners to regulate the level of support, and acknowledging individual differences in preferences may be more important than refining any single feature. In under-resourced EFL contexts, where exposure to adaptive tools is limited, such an approach may be especially valuable.

5.7 Limitations and Directions for Future Research

Although the study offers novel insights, several limitations should be acknowledged. The use of scenario-based evaluation, while methodologically justified, relies on anticipated rather than experienced motivation. Future studies could complement this approach with longitudinal or intervention-based designs. Additionally, the focus on a single institutional context limits generalizability, suggesting the need for cross-contextual replication.

Future research might also examine how learner characteristics, such as proficiency level or self-regulation capacity, moderate motivational responses to MADA features. Such work can further clarify why the same feature can be experienced as supportive by some learners and restrictive by others.

6. Conclusion

This study set out to examine how undergraduate EFL learners perceive the motivational potential of selected MADA reading support features, and how these perceptions relate to learners' broader reading motivation. By foregrounding learner perspectives and situating motivation within realistic reading scenarios, the study contributes a learner-centered account of motivation in technology-mediated EFL reading contexts.

Rather than identifying a single feature as motivationally superior, the findings suggest that learners experience MADA as a set of interrelated supportive conditions that work together to sustain engagement. Dialogic feedback, graduated prompting, adaptive support, and mobile-friendly design were all perceived as motivating, not because of their isolated technical properties, but because they collectively reduced anxiety, supported effort, and made reading feel manageable and purposeful. This reinforces the argument that motivation in EFL reading emerges through interaction with instructional conditions, rather than residing in fixed learner traits or discrete technological functions.

The study also demonstrates that the motivational value of MADA is closely linked to learners' perceptions of task value. Learners who viewed MADA features as motivating were more likely to see reading in English as useful and worthwhile, while associations with intrinsic motivation and self-efficacy were more selective and item-specific. These patterns highlight the importance of examining motivation at the level of situated tasks and learner interpretation, rather than relying exclusively on global motivational measures detached from instructional context.

Qualitative insights further underscore that motivational responses to MADA are not uniform. While some learners value scaffolding as a source of psychological safety and guided progress, others express concern about over-support and reduced effort. Similarly, mobile accessibility is experienced as both an opportunity for flexible engagement and a source of distraction. These tensions do not weaken the case for MADA; instead, they point to the need for flexible and learner-responsive implementations that allow individuals to regulate how support is used.

From a broader perspective, this study strengthens the case for integrating motivational theory with dynamic, technology-mediated assessment practices. By combining SDT with sociocultural views of mediated learning, the findings suggest that motivation emerges through learners' interaction with feedback and support in specific learning situations (Deci & Ryan, 2000; Dörnyei & Ushioda, 2021; Lantolf & Poehner, 2004). Methodologically, the study illustrates the value of scenario-based designs for investigating emerging or underexplored instructional tools, particularly in contexts where direct exposure remains limited.

In sum, the contribution of this study lies not in promoting a particular feature or technology, but in advancing a more nuanced understanding of how learners experience motivation in mobile-assisted, dynamically supported reading environments. Future work that builds on these insights, especially through classroom-based implementations and longitudinal designs, can further clarify how MADA may support sustained engagement with EFL reading across diverse educational contexts.

Declarations

AI Use Statement. During manuscript preparation, the authors used ChatGPT 5.2 (OpenAI) solely for language editing to improve readability, grammar, and coherence. The tool was not used for study design, data collection, data analysis, interpretation of findings, or the development of scientific arguments. All scientific, methodological, and interpretive decisions remain the sole responsibility of the authors.

Ethical Considerations. Participation in this study was voluntary. Participants were informed of the purpose of the study, the anonymous and confidential treatment of their responses, and their right to withdraw at any time without consequence. Informed consent was obtained from all participants prior to data collection.

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Appendices

Appendix A

Reading Motivation Questionnaire

This survey asks about your opinions on features of mobile reading apps and your motivation for reading in English. You will read a few short situations and then answer some questions about each one, followed by general questions about your reading motivation.

Estimated time: 10-12 minutes.

1- Scenario-Based Items

You will have four scenarios, each describing one feature of a reading app. Each scenario is followed by 3 Likert-style items. All responses use the same 1-5 scale:

(1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree)

Scenario 1: Feedback While Reading

Imagine you are using a mobile reading app. After answering a reading comprehension question incorrectly, the app gives you a short, encouraging message. It explains why your answer was incorrect and suggests what to focus on next. You can respond with a follow-up question if you are still confused, and the system provides an additional clarification.

I would feel more motivated to continue reading with this kind of support.	1	2	3	4	5
I would feel more involved in the reading task with this feature.	1	2	3	4	5
I would focus and try harder if I could ask follow-up questions.	1	2	3	4	5

Scenario 2: Step-by-Step Help

Imagine you are reading a passage on your phone and get stuck on a difficult comprehension question. Instead of showing the answer right away, the app offers a hint. If you still struggle, it gives a more detailed clue. You can ask for up to three levels of hints.

This feature would help me stay motivated even when reading tasks are difficult.	1	2	3	4	5
Having the ability to ask for hints would make me try a lot harder to solve challenging reading tasks.	1	2	3	4	5
I would be more interested in reading activities with this kind of support.	1	2	3	4	5

Scenario 3: Adapting to Your Level

Imagine a reading app that adjusts to your performance. If you are doing well, it gives you harder texts and more challenging questions. If you are struggling, it gives you easier tasks or extra explanations. It changes based on how you are doing.

I would be more confident using an app that adjusts to me.	1	2	3	4	5
I would be more motivated to improve with this kind of feature.	1	2	3	4	5
I would feel more in control of my learning with this feature.	1	2	3	4	5

Scenario 4: Easy to Use on Your Phone

Imagine using a reading app that is easy to scroll, has large buttons, lets you highlight text, and works smoothly on your phone. You can use it anywhere, on the bus, in bed, or during breaks.

This kind of design would increase my motivation to read regularly.	1	2	3	4	5
This kind of design would make it easier for me to stay engaged with reading tasks.	1	2	3	4	5
I would read a lot more regularly if I could use a well-designed app like this on my mobile device.	1	2	3	4	5

2- General Reading Motivation

Now, please answer the following questions about your general motivation when reading in English.

Use the same 1-5 Likert scale.

Intrinsic Motivation:

I enjoy reading English texts that are interesting to me.	1	2	3	4	5
I prefer to learn about new subjects through reading in English.	1	2	3	4	5
I read in English even when I do not have to.	1	2	3	4	5

Task Value:

Reading in English helps me improve in other areas like writing and speaking.	1	2	3	4	5
Reading in English is crucial for my overall success as a student.	1	2	3	4	5
Even when English reading tasks are difficult, I see them as worth my effort because they help me on the long run.	1	2	3	4	5

Self-Efficacy:

I feel very confident about my comprehension skills when I read in English.	1	2	3	4	5
I always understand what I read in English.	1	2	3	4	5
I always finish challenging English reading tasks when I try hard enough.	1	2	3	4	5

- If you would like to participate in a 30-minute online discussion about this survey, please leave your email or any contact information below (optional).

Thank You!

Thank you for completing the survey. Your responses are valuable and will help us better understand how different reading support features can influence motivation in language learning.

We appreciate your time and thoughtful participation!

Appendix B

Semi-Structured Interview Guide

Purpose of the Interview

- To elicit learners' perceptions and motivational responses to potential AI-mediated reading support features.

Introduction

Thank you for agreeing to participate in this interview. This discussion is part of a research study exploring students' experiences with reading comprehension and feedback in English. There are no right or wrong answers. I am interested only in your personal experience and opinions.

Your responses will remain confidential, and you may stop the interview at any time. With your permission, the messages will be recorded for research purposes only.

Section A - Scenario-Based Discussion: AI-Supported Reading

“Before I describe these features, I’d like to ask a general question about your experience with language-learning apps, if any.”

“Have you ever used any apps or digital tools to help you learn English or another language?”

Follow-ups:

If yes:

- “What did you mainly use it for?” (reading, vocabulary, grammar, general practice)
- “What did you like or dislike about using it?”

If no:

- “Is there any particular reason you haven’t used language-learning apps?”
(lack of interest, access, usefulness, preference for class-based learning)

“I will now describe some possible features of a reading app.”

Scenario 1 - Feedback While Reading (Dialogic Feedback):

Imagine you are using a mobile reading app. After answering a reading comprehension question incorrectly, the app gives you a short, encouraging message. It explains why your answer was incorrect and suggests what to focus on next. You can respond with a follow-up question if you are still confused, and the system provides an additional clarification.

1. “How do you think this kind of feedback would affect your motivation to continue reading in English?”

Optional probes:

- “What part of this feature seems most motivating?”
- “Would being able to ask follow-up questions make a difference for you? Why?”

Scenario 2 - Step-by-Step Help (Graduated Prompting):

Imagine you are reading a passage on your phone and get stuck on a difficult comprehension question. Instead of showing the answer right away, the app offers a hint. If you still struggle, it gives a more detailed clue. You can ask for up to three levels of hints.

2. “How would this type of step-by-step help influence your motivation when reading becomes difficult?”

Optional probes:

- “Would this reduce frustration or slow you down?”
- “Would you be more likely to keep trying with this support?”

Scenario 3 - Adapting to Your Level (Adaptive Support):

Imagine a reading app that adjusts to your performance. If you are doing well, it gives you harder texts and more challenging questions. If you are struggling, it gives you easier tasks or extra explanations. It changes based on how you are doing.

3. “What is your opinion about a reading tool that adapts tasks based on your performance?”

Optional probes:

- “Would this feel motivating or discouraging?”
- “Do you think this would help you improve over time?”

Scenario 4 - Mobile Use and Design:

Imagine using a reading app that is easy to scroll, has large buttons, lets you highlight text, and works smoothly on your phone. You can use it anywhere, on the bus, in bed, or during breaks.

4. “How important is ease of use on a mobile phone for your motivation to read in English?”

Optional probes:

- “Where do you imagine yourself using such a tool?”
- “What design features matter most to you?”

Section B - Reflection & Priorities

5. “Which of these features do you personally find the most motivating? Why?”
6. “Which feature do you find the least useful or least motivating? Why?”
7. “Is there anything you would change or add to make reading in English more motivating for you?”

Closing Question

8. “Is there anything else you would like to share about your experience with reading comprehension tasks or assessment?”