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## RESEARCH PAPER

### Motivational Factors Influencing L2 Reading among ESL Pre-University Students of Pakistan

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#### ABSTRACT

The study aims to identify the factors that motivate L2 learners to read in the target language, as reading motivation in L2 has been under-researched. The focus of the investigation is to find instrumental and integrative motivation for reading in terms of Gardner and his colleagues' suggestions for learning motivation. The study was quantitative in nature. The data were collected from 300 randomly selected ESL learners in two public-sector colleges in Pakistan. The Motivation for Reading in English Questionnaire (MREQ) was used to assess intrinsic and extrinsic motivation. The results showed that novices were more extrinsically motivated (61%) than intrinsically (46%), but 57% were intrinsically motivated. The study suggests that understanding the multidimensional nature of L2 reading motivation can help improve the reading context of students' studies, benefiting teachers, parents, and others. The findings can help improve the reading context of students' studies.

**KEYWORDS** Cognitive and Social Constructs, ESL, Factors, Motivation, Pre-University Students

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#### Introduction

Reading is important in English classes, but it has not received sufficient consideration. The driving force behind reading in Pakistan has not received enough attention. The contribution of motivation to improving reading abilities in English as a Second Language (ESL) setting is not well recognized. Researchers have long shown that understanding how L2 reading develops and processes requires taking motivation into account (e.g., Eskey, 1986; Grabe, 2009; Grabe & Stoller, 2011;). Therefore, motivation has been viewed as an issue that has been studied less in L2 reading research (Huang, 2006), and as a result, research on motivation in L2 reading has just recently begun. On the other hand, research on the motivation of first-language (L1) readers to read is ongoing. Studies conducted on L1 students reveal a close relationship between motivation and reading behaviors, including more reading volume, improved text comprehension, and more productive use of plans (e.g., Aquino et al., 2009; Guthrie et al., 2006; Guthrie et al., 2007; Lau & Chan, 2003; Wang & Guthrie, 2004). It is vital to thoroughly examine any possible implications motivation may have on L2 reading activities and outcomes given its position in the L1 reading progression. This demand appears to be particularly prevalent in ESL settings, as students frequently face extreme pressure to succeed in their yearly exams and

become into quite excellent L2 readers. Thus, the current study looks at students' motivation for L2 reading in two public sector colleges in Punjab, Lahore, Pakistan (such as the government-run College Township and Govt. MAO Graduate College). The study has embraced the motivation paradigms described by L1 reading investigators for the purposes of computing, inferring, and discussing student motivation. It focuses on the paradigms connected to the perceptions of internal and extrinsic motivation.

### **Position of Motivation in Pakistan**

The investigation of L2 (English) learning motivation has been preferred by Pakistani researchers for many years. The researchers have investigated different constructs of motivation in various contexts. Sheikh et al. (2014) have conducted qualitative studies and identified the influence of motivational factors' role among Pakistani intermediate students. Likewise, Pakistani researchers have attempted to study the impact of motivation among students of various socio-economic backgrounds in various contexts (i.e., Noreen et al., 2015; Yaqoob et al., 2014). According to Islam (2013), many Pakistani learners' motivation to learn L2 has been found to be in accordance with the Dörnyei (2009) L2 Motivational Self System, which is the principal theoretical framework of his research study, and also many other specific factors, including some other context-specific factors., influencing L2 learning motivation in this study.

Besides the studies, there is a vast literature regarding L2 learning motivation in the Pakistani context (i.e., Rahman, 1995; Rehman & Corresponding, 2010; Mansoor, 2004). Other scholars have attempted to investigate the role of motivation in learning English in Pakistan. Their guidelines have been used by various empirical investigators in Pakistan (i.e., Khan & Khan, 2016; Tahir Jahan Khan & Zahid, 2017; Waseem & Jibeen, 2013).

In the Pakistani context, reading motivation seems to be lacking. However, the study conducted by Khan et al. (2016) is an attempt to see L2 reading motivation among pre-university students in Pakistan. Moreover, this study has followed Gardner and his colleague's (1985) model, which is a purely L2 learning motivation model. A review of literature (i.e., Khan et al., 2017) has suggested analyzing a survey of reading motivation literature and recommends adopting it in the Pakistani context. However, the research study of Khan et al. (2016), has tried to examine instrumental and integrative motivation for L2 (English) reading motivation among Pakistani students. This study has attempted to find instrumental and integrative motivation for reading in terms of Gardner and his colleagues' suggestions for learning motivation.

### **Theoretical and Conceptual Models**

One more, Pakistani context seems to be lacking, use of theoretical and conceptual frameworks (Islam, 2013) has used Dörnyei's (2009) L2 Motivational Self System for his inquiry. The study conducted by Yaqoob et al., (2014) has used two key constituents of Dörnyei's (2005, 2009) self-system theory; Ideal L2 self and ought to L2 self, in Pakistani context. This investigation attempts to study 'Ideal selves' of Pakistani learners for English. Although, the models of McKenna (1994) have been popular among the researchers of reading and it has been used in the studies conducted by McKenna et al., (2012), McKenna et al., (2009) and others yet this model has been specific for reading attitudes. In addition, the Pakistani researchers have tried to use various theoretical models, such as Gardner and his colleagues in learning motivation, but it seems to be insufficient to address L2 (English) reading motivation in Pakistani context. It seems that this is timely ultimatum to use theory and conceptual frameworks in Pakistani contexts for L2 (English) reading motivation. Keeping in view these factors, this study is an attempt to fill the gap.

## **L1 Reading Motivation Theoretical Models**

Guthrie and his associates (e.g., Wigfield & Guthrie, 1997; Guthrie et al., 2007) have started studying the motivation of young children in the US to read in their first language. Their method has shown that reading motivation is a social construct as well as a cognitive construct, both of which appear to have an impact on these kids' reading motivation. Their study indicates that reading motivation is complex and consists of at least eleven (eleven) different elements. Furthermore, it has been shown that these constructions are linked to a number of theories and ideas concerning motivation and human behavior. Among these theories are those of Bandura (1986), Shunk and Pajares (2004) on self-efficacy, Deci and Ryan (1985), Ryan and Deci (2000) on the concepts of intrinsic and extrinsic motivation, Wigfield and Eccles (2000) on expectancy-value theory, Dweck Leggett (1988) on goal-oriented theory, Nicholls, Cheung, Lauer, and Patashnick (1989), and Wentzel (1991) and Wentzel (1996) on socially oriented theory of goals. Since then, researchers have looked into the eleven motivational factors, and they have discovered that, depending on the situation, each of these constructions influences the motivation of young ones to read differently (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). These eleven reading motivation components have been used to study reading motivation in L1 situations ever since the tradition was created (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Guthrie, Wigfield, & VonSecker, 2000; Mucherah & Yoder, 2008).

In their analysis of the Wigfield and Guthrie (1997) model's structure, Wang and Guthrie (2004) suggest replacing it with an eight-dimensional model. In Wang and Guthrie's (2004) model, only the original eleven (11) components related to internal and extrinsic motivation have been included. Intrinsic motivation is the desire to perform an action only for its own sake, as defined by Deci & Ryan (1985) and Ryan & Deci (2000). Curiosity, Involvement, and Preference for Challenge (i.e., Wang and Guthrie, 2004) have been linked with intrinsic motivation, meaning that intrinsically motivated learners enjoy reading as they wish to learn the topics that interest them personally, engage in enjoyable reading activities, and derive greater pleasure from delving into complex concepts found in reading materials. But when we talk about extrinsic motivation, we're talking about the external incentives that come with the reading task, including importance and recognition, as well as the interior emotions like shame (i.e., Deci & Ryan, 1985; Ryan & Deci, 2000). It has been discovered that extrinsic motivation is linked to the five remaining components of Wang and Guthrie (2004): recognition, grades, competitiveness, compliance, and social conceptions. These imply that extrinsically driven children have been viewed as readers who read in order to receive positive evaluations and praise from others. They may also think about discussing what they read with members of their community or their classmates.

## **L1 Reading Motivation's Influence on L2 Reading Motivation**

Tercanlioglu (2001) and Dhanapala (2006) conducted L2 reading motivation experiments that demonstrate the influence of L1 reading motivation research. The impact of reading motivation models is demonstrated by this and similar research on L2 reading motivation. Tercanlioglu (2001), for example, used eleven-dimensional structures to implement Wigfield and Guthrie's (1997) framework. Tercanlioglu (2001) reports that EFL students in Turkey have shown a low level of work avoidance along with a high level of both intrinsic and extrinsic motivation. However, the study demonstrates gender-specific variance. Dhanapala (2006) used Wang and Guthrie's (2004) eight-dimensional framework to study the L2 reading motivation of EFL college students in Japan and Sri Lanka. According to the study's findings, pupils from Japan and Sri Lanka are drawn to reading in order to fulfill extrinsic motivational components like receiving approval from others.

There is, nonetheless, a little distinction between the two EFL scenarios. Pupils from Sri Lanka have been seen to be driven by grades and competitiveness, whereas Japanese pupils have demonstrated conformity. However, it has been discovered that the motivation models created for L1 reading motivation are appropriate for assessing L2 students' motivational tendencies.

Nonetheless, the study of L2 reading motivation has also persisted, employing fresh, original ideas or the frameworks of L1 reading motivation. For example, in a study of 85 college EFL students in Japan, Apple (2005) used attitudes toward reading English texts, instrumental orientation, interest in L2 cultures and languages, linguistic learning convictions, and views toward L2 study as the components of reading motivation. Three reading motivation components were utilized in the Kondo-Brown (2009) study, which involved 123 college-level L2 Chinese, Japanese, and Korean students: lack of motivation, reading efficacy, and value of extrinsic incentive. Reading motivation categories included engagement, recreation, interest in grade, instrumental, social family setting, and peer connection in a study by Lin, Wong, and McBride-Chang (2012) including 104 fifth grade pupils in Hong Kong. The dimensions of reading motivation that Mori (2004) utilized in his study with 100 college-level EFL Japanese students were attainment value, negative intrinsic value, and intrinsic value. These and other research demonstrate the use of both common and distinctive constructs in the context of L2 reading motivation (Kondo-Brown, 2009; Mori, 2002; Takase, 2007). This review shows that although studies on L2 reading motivation show the impact of L1 reading motivation, further investigation is required to properly comprehend L2 reading motivation.

The review and background both attempt to suggest that there is sufficient evidence from empirical studies of L1 reading motivation. Most of the studies have been conducted among children in various contexts. In addition, it has been noted that there is vast literature and studies on English learning motivation in Pakistan (i.e., Mansoor, 2004; Rahman, 2011; Habibullah, 2012; Liu & Shahbaz, 2012; Noreen et al., 2015; Shahriar et al., 2011). These literature and studies have focused on English learning motivation in numerous Pakistani contexts. Most of these studies have followed the traditional models of Gardner and his colleagues.

According to Grabe (2009), studies among students on L1 and L2 reading motivation deem necessary. Komiyama (2009, 2013) has suggested conducting studies on reading motivation in other contexts. Considering this, it becomes necessary to look at the impact of motivational variables on L2 reading among pre-university students in Pakistan, given the country's background and actual data. Thus, 151 pre-university students from Govt. MAO Graduate in Lahore, Punjab, Pakistan, and 149 pre-university students from Govt. College Township in Lahore, Punjab, Pakistan, participated in this study.

**Table 1**  
**Problem Synopsis**

<b>Knowledge Issue</b>	<b>Known Facts in Empirical Studies</b>	<b>Problem Statement</b>
<b>Learning Context</b>	Lack of studies in the reading motivation (Wigfield & Guthrie, 1997), Emphasizing on cognitive aspects Guthrie et.al,(2007);(Komiyama, 2013),Grabe(2009)'s Suggestions	L2 Reading Motivation
<b>Methodology</b>	Studies predominantly quantitative, mixed method, Qualitative studies (Cho, Xu & Rhodes, 2010); Shoaib and Dornyei (1999)	Quantitative and Qualitative Methodology

<b>Pakistani Context</b>	Studies on L2 Learning motivation (Mansoor, 2003; Rahman, 2002; Akram & Ghani, 2013; Islam, 2013; Pathan, 2012)	L2 (English) reading motivation among Pakistani students
<b>Theoretical Models</b>	Models do not address L2 reading motivation (Gardner et al. 1959,1970; McKenna & Colleagues, 1990,1994,1995), Guthrie and Wigfield Reading Motivation Model (2000)	Need of a model for L2 (English) reading motivation

Table 1 has tried to show the problem statement of this study based on the knowledge issues and available evidences of literature review of empirical studies, among the Pakistani students.

### Material and Methods

Participants in the current quantitative study were ESL pre-university students from two Pakistani public sector institutions. Students who participated in the study were given the Motivation for Reading in English Questionnaire (MREQ), developed by Komiyama (2009), to assess the degree to which intrinsic and extrinsic motivation contribute to L2 (English) reading motivation.

### Analysis of the Data of the Study

Three hundred students were chosen randomly to make up the sample (145 students, 48.3% from Govt. MAO Graduate College, Lahore, and 155 students, 51.7% from Govt. College Township, Lahore). Numerous tests have been used to examine the data. Bivariate analysis has been used to test hypotheses with SPSS. Variance analysis as a multivariate technique has been applied. Factor analysis, frequency tables and figures, correlations, and Chi square reliability tests have all been applied in statistics.

When analyzing the students' answers to the 43 reading motivation items in the MREQ, an exploratory factor analysis (EFA) was employed. Using SPSS 13.10, all statistical analyses have been performed. All of the data was checked by the researchers for any issues, mistakes, or missing values.

There are three hundred people who participated. Of the pupils, 129 (43.0%) are from the second year of pre-university, and 171 (57.0%) are from the first year class.

**Table 2**  
**Class of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
1st year	171	57.0	57.0	57.0
2nd year	129	43.0	43.0	100.0
Total	300	100.0	100.0	

**Table 3**  
**Explanations of Eight (8) Constructs of Reading Motivation**

Construct	Dimension of Reading Motivation	Explanation
Preference for Challenge	Intrinsic Motivation	For Satisfying in Understanding Complicated Ideas in Reading Materials
Curiosity	Intrinsic Motivation	For learning about a Particular Topic
Involvement	Intrinsic Motivation	For Getting Pleasure from Reading

Competition	Extrinsic Motivation	For Outperforming Others in Reading
Compliance	Extrinsic Motivation	For Getting External Objective and Achievement in Reading
Grades	Extrinsic Motivation	For Getting Good Grades in Reading
Recognition	Extrinsic Motivation	For Getting Recognition from Others in Reading
Social Sharing	Extrinsic Motivation	For Sharing Meanings with Others in Reading

In table 3 Eight (8) reading motivation constructs used in the current study have been explained. Wigfield (1997) and Wang and Guthrie (2004) are the sources of the constructs desire for challenge, curiosity, engagement, competitiveness, grades, and recognition,

The study's analysis provides the most straightforward framework for comprehending the data in depth and reveals an eight-factor explanation (see Table and Figure 2). But to the eight-factor theory, five elements have communalities that are less than 15. Cronbach's alpha for each scale with the remaining components varied from .51 to .78, which has been determined to be very excellent. The eight parameters had correlations ranging from .05 to .78. The combined contribution of the five components to the shared variance were 44.1%. Table 8 lists the labels assigned to each component, the quantity of items placed on each factor, and the proportion of variance explained by each factor that is shared.

**Table 4**  
**Correlation Matrix of Factors (Intrinsic and Extrinsic Motivation)**

Factor	1	2	3	4	5	6	7	8
1	0.50	0.10	0.30	0.54	---	----	0.10	0.25
2	0.20	0.50	0.54	0.12	0.43	0.34	0.20	0.20
3	---	0.56	0.45	0.45	0.35	0.33	0.40	0.40
4	0.50	0.54	0.46	0.34	0.54	0.14	0.20	0.30
5	0.50	0.45	0.47	0.51	0.39	0.56	0.54	---
6	0.43	0.38	---	0.56	0.49	0.32	0.47	0.43
7	0.45	0.43	0.55	0.45	0.53	0.49	0.43	0.66
8	0.55	0.56	0.44	0.58	0.67	0.53	0.33	0.40

Table 4 show the residual analysis. Residuum and residual is defined as the difference between results attained through observation and by computation from a formula or between the mean of numerous observations and any one of them. These can be things that continue or that are left over after the main part of something has gone.

**Table 5**  
**Factor Label, Items and Factor Variance**

	Items	Observed N	Expected N	Residual
1	Preference for Challenge	3	60.0	-57.0
2	Curiosity	4	60	-56.0
3	Involvement	24	60	-36.0
4	Competition	145	60	85.0
5	Compliance	22	60	-38.0

6	Grades	140	60	80.0
7	Recognition	127	60	67.0
8	Social Sharing	23	60	-37.0
Total			300	

Table 5 show the factor labels, items and Factor Variance of factors of the study. These also show observed N, Expected N and Residual as analyzed.

**Table 6**  
**Intrinsic Motivation**

N	Range	Minimum	Maximum	Mean	Std. D	Variance
Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
300	4.00	1.00	5.00	4.3733	.04507	.609

Mean = 4.3733

Table show the statistical Range=R Minimum=M and Maximum=M of intrinsic motivation the study.

**Table 7**  
**Extrinsic Motivation**

N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
300	4.00	1.00	5.00	4.2767	.04328	.562

Mean = 4.2767

Table shows the statistical Range=R Minimum=M and Maximum=M of extrinsic motivation the study.

## Discussion

This study has attempted to identify motivational factors, intrinsic and extrinsic, influencing L2 (English) reading motivation among pre-university students in Pakistan and has found eight-dimensional factors of pre-university L2 (English) reading motivation. The findings seem to support the results of many empirical studies, such as Mori (2002), Guthrie et al. (2007b), and Wigfield and Guthrie (1997). These identified eight-dimensional factors seem to be consistent with the claims of the multi-dimensional nature of constructs of reading motivation in the empirical studies of previous researchers. However, this study has found that L2 students' reading motivational factors regarding intrinsic and extrinsic motivation are diverse. For example, competition and grade, two factors of extrinsic motivation, are as high as 85% and 80% of the total N = 60 in this study. However, the involvement of intrinsic motivation and compliance with extrinsic motivation are as low as 36% and 38% of the total N = 60.

## Multidimensional Nature of L2 Reading Motivation

The study has found L2 (English) reading motivation as a dimensional nature influencing L2 (English) reading among the students. It seems to be consistent with Wigfield and Guthrie (1997), Wigfield and Guthrie (1997a), Komiyama (2013), Mori & Gobel (2006), and Watts et al. (2015). Komiyama (2013) has found five (5) constructs, while this study has found eight (8) constructs influencing L2 reading motivation.

In this study, there are Eight (8) factors and Three (3) factors, Preference for Challenge Curiosity and Involvement appear under Intrinsic Motivation, while the remaining Five (5) constructs, Competition, Compliance, Grades, Recognition and Social Sharing are found under Extrinsic Motivation. The first three factors show that students are motivated to read for Preference for Challenge (57%), for Curiosity (56%), and Involvement in reading (36%). The study conducted by Komiyama (2013) has also found these factors but its Intrinsic Motivation is higher. But the study conducted by McGeown et al. (2012) shows both genders, male and female, equally are highly motivated to read. In this way, the current study seems to be equal with McGeown et al. (2012) because the present study also shows equally both, Intrinsic and Extrinsic Motivation, are high. The study conducted by Medford and McGeown (2012) indicates that reading skill and individual characteristics are equally responsible for motivation for reading. In this way, it can be suggested that current study has shown intrinsic and extrinsic motivation as equally responsible for reading motivation.

According to Komiyama (2013), intrinsic motivation differs from other influence factors in that it is independent of exterior reinforcements such as grades, recognition, and the logic of responsibility and obligation. However, in the current study, grades, Extrinsic Motivation is 80%, and Recognition are all at 80%, which suggests that the students are motivated to get good grades. It is more akin to the study of Pakistani contexts conducted for L2 (English) learning motivation, such as Yaqoob et al. (2014), Noreen et al. (2015), and Habibullah (2012), and these studies have seen that Pakistani students are motivated to learn English to get better grades.

## Conclusion

The present study provides evidence that the motivation for L2 reading among Pakistani pre-university students is comprised of both externally and internally oriented factors. The results corroborate the multifaceted reading motivation data that previous reading motivation research suggested and supplied. Observing the multifaceted evidence of L2 reading motivation and taking into account the students' motivational orientation (intrinsic motivation) appear to be equally important as determining the students' motivational strength (extrinsic motivation). For instance, children who have a strong desire to take on new reading difficulties are really quite driven to read in their second language in order to get excellent reading scores. Keeping in view the findings of this study, it can be said that these students can benefit from reading through their preference for new challenges to get good marks in the subject of English in their colleges. These students can also get curiosity and recognition by involving themselves in competitions for social sharing reading activities with the people around them. This study points out that through the social sharing process, students can benefit from the support of teachers, parents, and peers to find out interesting reading materials, which can increase their extensive reading development, and they can happily work on reading in collaboration. The current study can be helpful in developing enhanced reading activities through which pre-university students can be more motivated to read in English.

## Recommendations

In light of the findings, this study is in a position to recommend the following:

1. Seeing the multidimensional nature of L2 reading motivation, it can be recommended that teachers, parents, students, and others benefit from seeing the constructs of reading motivation and can improve the reading context of their studies.



2. It can be recommended that students' preference for grade and recognition can better motivate them to read in English (L2). It can lead the students to gain new knowledge through reading.
3. Seeing the workings of various identified constructs of L2 (English) reading motivation, an English teacher can be helpful in developing interest and motivation for reading among the students.
4. This study also recommends that intrinsic and extrinsic motivation are both important. Therefore, these can be observed for L2 (English) reading motivation.

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