



RESEARCH PAPER**Cognitive and Social Factors Influencing L2 Reading Motivation among ESL Students of Pakistan: A Case Study**

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ABSTRACT

Reading is a cognitive process which occurs during the interaction with written materials. But reading motivation comes into existence in the result of combination of cognitive and social factors. Reading becomes a means of language achievement, communication, and of sharing facts and concepts. Therefore, using a process model of L2 motivation (Dornyei & Otto, 1998), this qualitative case study has been conducted among six (6) intermediate students of Govt. Graduate College, Mianwali. The researcher has used semi structured interviews and observation to collect the data. The data have been analyzed manually and systematically thematically by coding and decoding. Findings show although the students are cognitively and socially motivated to read in L2 (English) yet due to the influence of instrumental social factors, they are more motivated to read in English. However, the students have been found more motivated under the influence of getting success, getting higher education and getting jobs in the country and abroad. The study recommends that due to inconsistency in educational and linguistics policies, students are confused. Therefore, study recommends consistency in educational as well as in linguistics policies of the country, Pakistan.

KEYWORDS Cognitive Factors, L2 (English), Pre-University Students, Reading, Social Factors

Introduction

Reading is a multifaceted cognitive process wherein the reader, through interaction with the manuscript, makes meaning and sense of concepts. For Last few years, the researchers have focused on reading's cognitive aspects in their studies (Daley et al., 2014). Although reading investigators seem to disagree about the rigorous nature of the procedures convoluted in practiced reading, yet it might be usually established that the most important mechanisms of reading are word appreciation and comprehension (Br et al., 2012). In recognizing and making sense out of the words being read, readers are employing orthographic and appropriate evidences, together with the knowledge and prospects they bring to the reading occurrence (Ellen & Yaoying, 2010).

Researchers such as Wigfield and Guthrie (1997) with L1 have identified that motivation to read is not a single concept. Their investigation among small school children in the context of U.S., they have found as many as eleven dimensions of L1 reading motivation. These dimensions were seen as based on numerous theories and ideas connected with human motivation, together with self-efficacy theory (e.g., Bandura, 1986; Shunk & Pajares, 2004), Expectancy-value theory (e.g., Deci & Ryan, 1985; Ryan & Deci,

2000) is based on the concepts of intrinsic and extrinsic motivation (e.g., Wigfield & Eccles, 2000), the goal-orientated theory (e.g., Dweck & Leggett, 1988; Nicholls, Cheung, Lauer, & Patashnick, 1989), and the theory of socially-oriented goals shows the related concepts with that of Wentzel (1991, 1996). This eleven-dimensional framework has been extensively accepted in research through numerous L1 situations, as well as K-12 educational organizations in the U.S. (e.g. Baker & Wigfield, 1999; Guthrie et al., 2006; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Guthrie, Wigfield, & VonSecker, 2000; Mucherah & Yoder, 2008), in Hong Kong (Lau, 2004), and in Slovenia (Pecjak & Peklaj, 2006).

As far as Pakistani context is concerned, there are sufficient studies on L2 motivation (Islam, 2013; Yaqoob et al., 2014). All these and such other studies have largely focused on English learning motivation. This indicates the knowledge gap in Pakistani context. Likewise, majority of empirical studies conducted through using quantitative or mixed approaches for investigation. Most of the Pakistani studies seem to address the learning motivation issues without proper use of theoretical and conceptual frameworks (Akram & Ghani, 2012; Niazi & Zahid, 2019). Although there are studies conducted in L2 reading motivation such as Khan et al., (2017) and Khan et al., (2023) focusing on L2 (English) in Pakistani context yet these studies have largely focused on the needs of reading motivation in the context of Pakistan. These studies have sufficiently attempted to attract the Pakistani researchers yet this gap seems to be unaddressed. There is a study conducted by Khan et al., (2016) regarding L2 (English) reading motivation but it has addressed reading motivation as instrumental and integrative motivation. Then Pakistani L2 motivation studies have focused on the students' cognitive aspects of motivation (i.e. Metallidou & Vlachou, 2007). Some of the studies (i.e. Bavarian et al., 2013) have seen combination of various factors with cognition.

Keeping in view the background of the context of Pakistan, the gaps, L2 (English) reading motivation attracts to be addressed. Therefore, considering all these gaps, the researchers have tried to look into the gaps of the cognitive and social constructs to be addressed through the use of qualitative case study.

Literature Review

Reading motivation has been a phenomenon due to sufficient exploration and investigation in L2 (English) motivation. The significance works of Gardner and his colleagues (i.e. Gardner and Lambert, 1959) have been dominated in the past studies. According to Gardner's (1985) motivation is a term that is related to the idea of efforts, reason of actions and the affectivity connected with learning a second language and it has been linked closely with cognitive aspect of humans. Also, it has been considered to be efforts for achieving specific goals in second language acquisition. However, Dornyei and Otto (1998) focuses on both aspects of motivation, cognitive and social. However, the study conducted by Gardner and his colleagues are concerned with learning motivation and attitudes simultaneously (McGeown et al., 2012). However, as Dörnyei (2003) has pointed out the stretched period of history of research is concerned with limited ideas of motivation. into language learning. In this way, previous research in motivation has been concerned with cognitive aspects (Dornyei & Otto, 1998). According to Dornyei and Otto (1998), the theoretical pursuance has been focused only on cognitive aspects of motivation. Keeping in view, there is a need to explore cognitive and social aspects of motivation.

Then the studies conducted by Guthrie and his colleagues (i.e. Wigfield & Guthrie, 1997) have considered cognitive and social aspects but in a very limited range of the contexts. For example, Wigfield and Guthrie (1997) have tried to investigate the motivation among school children. As far as Pakistani context is concerned, the sufficient

studies have been conducted related to learning motivation. Therefore, this study has attempted to explore reading motivation.

Material and Methods

Qualitative case study as suggested by Yin (1994) has been adopted among Six (6) male pre-university students of Govt. Graduate College, Mianwali. Regarding the sampling, the suggestions of Creswell (2013) and Merriam (1998) have been kept in view. According to them, the sampling should be selected which might be controlled. Then only male students have been selected due to some various social constraints such as the contextual factors do not allow to interact with female students. Semi-structured interviews as suggested by Patton (1990) and Yin (1994) have been conducted to collect the data. Observation, class participation, has been conducted as suggested by Creswell (2013). Data have been analyzed through coding, decoding and thematic process.

Theoretical Background

According to Grabe (2009) there are certain contextual factors influencing reading process. Therefore, this suggestion by Grabe (2009) has been kept in mind while planning the theoretical and conceptual frame work of the study. There is a model of reading attitudes by McKenna and Kear, (1990) that tries to measure the attitudes towards reading. The reading motivation model of Wigfield and Guthrie, (1997a) looks at reading motivation amount and breadth. Therefore, these models seem to insufficient to the needs and agenda of the researchers of the current study because the researchers need to use a model which simultaneously can fulfill the L2 (English) reading motivation. Therefore, the combination of Grabe (2009) and a process model of L2 motivation (Dörnyei & Ottó, 1998) has been developed to explore the cognitive and social factors influencing L2 reading motivation.

The current study has attempted to see cognitive factors such as *Curiosity, Involvement* and *Challenge* as suggested intrinsic motivation, by Baker and Wigfield (1999, p.2) "to read for its own sake"; and social factors as *Avoid Punishment, Expectations of Teacher, Goal Orientation, Grades* and *Recognition* as suggested Extrinsic Motivation by Wang and Guthrie (2004), Deci et al., 1991) to "perform well in the eyes of others" (Baker & Wigfield, 1999, p.3).

A Process Model of L2 Motivation (Dornyei & Otto, 1998)

A process model of L2 motivation (Dornyei & Otto, 1998) has three phases such as Pre-actional, Actional and Post-actional Phase with three Dimensions. On these three dimensions various social and cognitive factors have been shown influencing the three phases of the model.

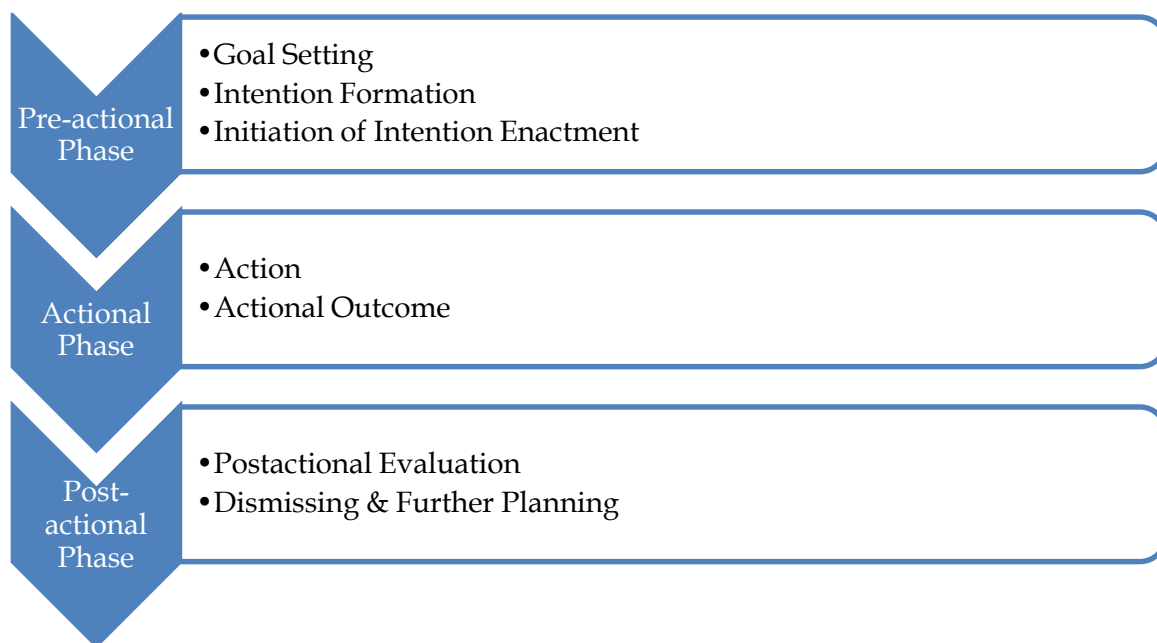


Figure 1: A Process Model of L2 Motivation (Dornyei & Otto, 1998)

Figure 1 shows the three phases and various influences with their influence on three dimensions. These factors influence Goal Setting, Intention Formation and Initiation of Intention Enactment in first dimension. Then these influences influence Action and Actional Outcome in second dimension which ultimately lead the motivation to third phase on Postactional Evaluation and Dismissing & Further Planning for motivation.

Conceptual Framework

A conceptual framework also has been developed. It shows the cognitive and social factors influencing L2 reading motivation. The study has seen how these social factors are influencing L2 reading motivation.

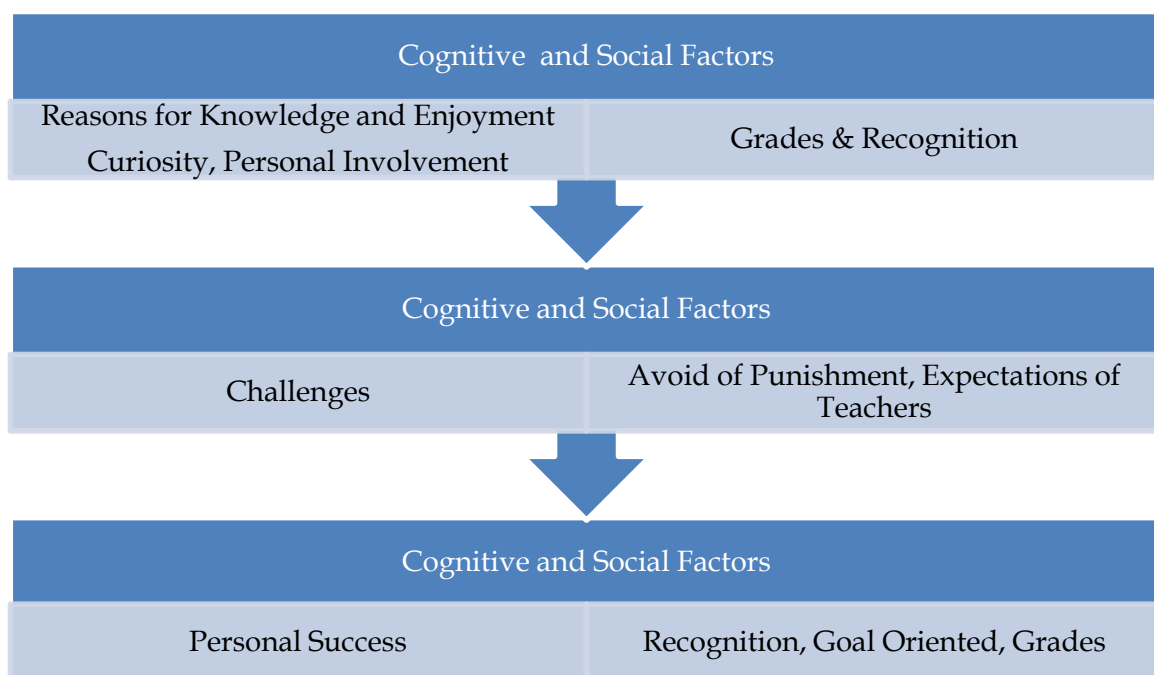


Figure 2: Conceptual Framework

Figure 2 shows that in First Dimension, cognitive factors such as Reasons for Knowledge and Enjoyment, Curiosity and personal Involvement are influencing. On other side, social factors such as Grades and Recognition are influencing L2 reading motivation. Then in Second Dimension, cognitive factors, such as Challenges and social factors Avoid of Punishment, Expectations of Teachers are influencing. In third Dimension, cognitive factors as Personal Success and social factors as Recognition, Goal Oriented and Grades seem to influence L2 reading motivation.

Results and Discussion

The overall aim of this study has been to explore the influence of cognitive and social factors on L2 (English) reading motivation among pre-university students of Govt. Graduate College, Mianwali. It is the context where English is being taught and learnt as ESL (English as a Second Language) and it is medium of instruction as well as a compulsory subject. Through reading in this subject, the failure and passing of the students can be determined on this subject. The study has three objectives: to determine the L2 (English) reading motivation; to explore cognitive and social factors of L2(English) reading motivation and to define the influence of cognitive and social factors on Pakistan students' L2 (English) reading motivation. The respondents are pre-university students, in First Year and Second Year, of the session 2020-2022. They all are reading L2 (English) in their first year and second year to qualify first- and second-year board examinations. The students have been interviewed (Semi-structured Interviews) and their reading classes have been observed.

The study has been conducted in an educational environment where these students are reading in English to qualify this pre-university level. The findings show that these students are more socially motivated to read in English because they want to get good grades and recognition. These students are motivated for social reasons because they want to pass for further higher education or employment. The study has been found consistent with the study conducted by (Guthrie et al., 2000) because the students select the reading materials for sake of their engagement in reading activities.

During the interviews and observations, it has been seen that students are found pretending to engage in reading to avoid punishment and recognition of their teachers. In this way, this study has been found inconsistent with (Gong et al., 2011) because the students are motivated for their self-satisfaction. Also, the students have been found cognitively motivated because they are reading to do better in this subject. It has been followed for motivation to comply with the expectations executed by their English teachers and to lesser degree recognition or validation of their English reading ability by teachers and peers. The higher level of motivation to read in English for getting good grades and to comply with course requirements have been found in the current study can be explained by the tertiary level of study where these are important in order to qualify the pre-university level. The study conducted by Dhanapala (2008) shows that recognition is a strong motivator among Sri Lankan EFL learners.

Conclusion

Reading in second language has led interestingly existence over the centuries as a compulsory subject. In Pakistani context, English is functioning multidimensional chores as compulsory, official, medium of instruction and business language. It has a significance in such multilingualism Pakistani context where students come off from various socio-economics and multilingualism background. These students are cognitively and socially

motivated to read in English. Hence, this study has found that in comparison with cognitive factors, they are socially motivated to read in English.

Recommendations

This study has tried to emphasis on L2 (English) reading motivation in Pakistani context. Therefore, it recommends the following.

1. Reading motivation is as vital as learning motivation because reading motivation leads to learning motivation.
2. Reading motivation in a context like of Pakistan where not only one or two languages are being used but multilinguals are prevailing; so; it gets more attention.
3. Then, not only cognitive aspect but equally social consideration should be considered to get positive results.
4. In an educational context, as Pakistan, reading motivation has got more significance because it leads to success.
5. Reading motivation should be considered because various social and ethnic groups are trying to survive in a same situation.
6. The pedagogical instruction should be improved while keeping the L2 (English) reading motivation on board.
7. Reading motivation should be considered while making educational and linguistics policies of the country.
8. Linguistics and educational policies should be consistence with focusing on L2 (English) reading motivations' cognitive and social aspects.

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