



RESEARCH PAPER**Macro and Micro Factors Influencing English Reading Motivation among Pre-University Pakistani ESL Students: A Case Study**

¹Tahir Jahan Khan, ²Farah Qadir Malik, ³Rida Walayat Niazi

1. Associate Professor of English (Literature & Linguistics) National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg, Lahore, Punjab, Pakistan
2. Lecturer, Department Education, National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg, Lahore, Punjab, Pakistan
3. Ph. D Scholar, Faculty of Modern Languages and Communication, UPM (Universiti Putra Malaysia), Serdang, Selangor, Punjab, Pakistan

*Corresponding Author | tjniazi2015@gmail.com

ABSTRACT

Reading motivation is a phenomenon in an educational context where numerous factors influence the educational process of the students. Reading motivation occurs with an interaction of written materials for purposes. The students who are motivated read and learn better from the texts. Pre-university students of Pakistan have to read in English as an ESL (English as a Second Language) in a context where they need to read and learn many other subjects to qualify their educational level. This qualitative case study has been conducted to determine the role of motivation for reading in ESL among Six (6) students of Government Graduate College for Women Chung in District Lahore. Data have been collected through interviews and class participation observation. The study recommends to improve the educational and linguistics policies to align with the interests of the students. It also recommends to focus on macro and micro factors for reading motivation in English.

KEYWORDS ESL, Macro, Micro, Motivation, Pre-University Students

Introduction

The research aims at exploration of reading motivation as an educational phenomenon and to assimilate the research bearing on educational situations that influence students' reading motivations. According to Guthrie and Coddington (2009) there are different standards, objectives, reasons and dispositions which influence reading motivation. Pakistan is a multilingualism country where students are reading in English to learn and succeed educational levels. The students come off from various socio-economics backgrounds and they are being influenced while studying in various educational institutions. They are reading in English with particular purposes as they want to succeed for getting good and respectable jobs in the country or abroad. Some of them read in English to go for higher education.

The empirical studies conducted in Pakistani context reveal that Pakistani researchers are focusing on learning motivation. Such as the study conducted by Islam (2013) has identified the learning motivation among Pakistani graduates. Pakistani students are greatly motivated to learn in English for their educational achievements (Mari, 2010). These and other studies have shown the motivational level of Pakistani learners but these have not identified the factors influencing learning motivation. However, there are studies which have identified the instrumental and integrative motivation for reading in English (Khan, Sani, & Shaikh-Abdullah, 2016). In this way, Pakistani researchers such as Khan et al., (2023) have emphasized upon the need of the research for reading motivation.

Although the researchers have examined the reasons and objectives which are influencing L2 learning motivation yet they have not indicated the factors influencing reasons and objectives (i.e. (Islam, 2019). This study has pointed out the learning experience that is influencing motivation.

English is enjoying various status of teaching and learning in Pakistan. It is a compulsory subject as well as medium of instruction (Hafeez, 2004; Islam, 2018; Ministry of Education, 2009). English teaching has always been a multifaceted and much discussed field in Pakistani education system. Most analysts contend that there have been scarce language policies, which disregarded the certainties of the context (Shamim, 2008). It suggests that language policies can influence students' reading motivation.

Seeing potential value of reading, the researchers also have investigated the impact of motivation on reading. Many studies among EFL learners in the past have investigated the effect of motivation among EFL learners and these studies have shown that the more motivated students read more in EFL settings. Dhanapala (2008) showed the impact of motivation among university students of Japan and Sri Lanka for L2 reading behaviors. The study of Mori (2002) defined the reading motivation in EFL into four components i.e. Intrinsic Motivation into two as intrinsic value of reading in English and attainment value of reading in English; and Extrinsic Motivation into two as extrinsic utility value of reading in English and expectancy for success in reading English. Most of the researchers have used quantitative methods approaches but there is a study that has used mixed methods approaches which has examined the EAP (English for Academic Purpose) in an Iranian Medical University (Jafari & Shokrpour, 2012). The study of Komiyama (2013) is one which has worked on the lines of Guthrie and his colleagues among EAP (English for academic purposes) learners in USA adapting MRQ (Motivational Reading Questionnaire); giving name to MREQ (Motivational Reading English Questionnaire) to measure the motivational constructs among EAP (English for Specific Purpose) students.

In Pakistani context, English is considered to be a language of empowerment. The students consider English language to be a vital tool of access to power of vitality, national development and to make country a progressive and modern state (Coleman & Capstick, 2012; Mansoor, 2003; Rahman, 2002). The very high positive motivation and attitudes of the parents motivate children to be fluent in English which is considered a dominant language for higher education and jobs (Mansoor, 2003). According to Mansoor (2003), there are social reasons for why the Pakistani students are learning English as a compulsory subject. Pakistani "people learn English for pragmatic reasons" (Rahman, 2002: 36). Pakistani students are motivated to learn English because of international and instrumental language (Shahbaz & Liu, 2012). In Pakistani context, students are intrinsically and extrinsically motivated to read English as L2 (Gopang et al., 2014). Motivation for learning English among Pakistani students is considered to be an influential for the success (Rehman et al., 2014). Socioeconomic status is playing vital role regarding motivation for learning English among Pakistani students (Akram & Ghani, 2013). The students with high socioeconomic status have shown positive motivation in comparison with low status. The positive interaction with teachers has been found motivational factor for learning L2 (Shahriar, et al., 2011). The role of parents, parental encouragement, specific English course, English teacher's role, setting of English class and identification with English learning are major factors which are influencing motivation for L2 among engineering students of Sindh (one of the province of Pakistan) in engineering university (Pathan, 2012). This background review indicates that L2 reading motivation is being affected by numerous social factors for learning in Pakistan.

Reading English is a vital subject among Pakistani ESL Pre-university students because it depends upon the success and failure of the students at this level. Also reading in English leads to the final result of the students. Therefore, reading in English cannot be neglected. But it has been observed that Pakistani researchers are pursuing L2 motivation while motivation for reading in English cannot be heeded by the Pakistani researchers. The studies conducted in L2 have remarkable noted that there are few factors which are influencing L2 motivation. Therefore, it can also be suggested that these factors might be possibly influencing L2 reading motivation among Pakistani students. These factors might be at macro and micro level of Pakistani context. Therefore, this qualitative case study has been conducted using a process model of L2 motivation (Dörnyei & Ottó, 1998). It has been attempted to explore the influences of macro and micro factors on L2 (English) reading motivation.

Literature Review

By combining current literature on English reading motivation, a complete review can give to our considerate of the factors influencing motivation for reading in English language and update determinations to encourage reading engagement and language learning results among English language readers. L2 (English) reading motivation shows a vital role in language achievement and skill development.

Motivated readers are more expected to involve themselves deeply with reading materials. They have a tendency to to expend more time in reading, pursue out the challenging texts, and dynamically use comprehension approaches to comprehend the content. This dynamic engagement contributes to better language skills (Mucherah & Ambrose-Stahl, 2014). Motivation raises a positive assertiveness to language learning. When readers are motivated to read in a second language, they are supplementary prospective to persist through challenges and hindrances, leading to augmented self-confidence and inclination to take risks in expending the language (Gambrell, 2011). Motivated readers pursue out prospects to uncover themselves to the objective language through numerous reading resources such as websites, books, social media and newspapers. This can increase exposure leads to extended vocabulary, better grammar skills, and better general language aptitude(Wigfield & Guthrie, 1997).

Reading motivation can be influenced by a multiplicity of societal factors that form an individual's assertiveness, beliefs, and performances towards reading. At this time several social factors can influence reading motivation: Such as environments of educational institutions and family background, media, cultural, community, and various individuals around the reader (Janes, 2008). By realizing and considering these social factors, the students, educators, parents, and people can work to produce environments that upkeep and improve individuals' motivation to read.

The reading behaviors and approaches of family fellows can ominously influence an individual's motivation to read. Living in a home where reading is appreciated and invigorated is likely to foster a optimistic attitude to reading. The reading values within schools, together with procedures, curriculum, and the attitudes of educators and peers, can influence students' motivation to read. Schools that line up reading ability and deliver access to a diversity of reading materials are possible to foster advanced levels of reading motivation (Sani et al., 2011).

Positively, when seeing influences on reading, both macro-level (comprehensive, societal factors) and micro-level (individual or instantaneous environment factors) influences show important roles. These macro level influences can be cultural attitudes,

economic factors, various policies, technologies advancements and media which can influence and shape reading behaviors of the readers (Wood, 1999). These macro social factors can better guide the readers to their ultimate goals of learning (Vero & Puka, 2017).

Family environment is one of the micro level influences and the home environment can play a vital role in determining reading ways and attitudes. Parents who value reading and afford contact to books and reading resources incline to raise youngsters who are more motivated to read. Peer influence is another factor which can motivate the readers. Peers can too influence reading behaviors, chiefly during juvenile and adolescence. Children may be more interested to read if they have groups who share their eagerness for books and reading. Educational environment can be advantageous. The school atmosphere, as well as teaching approaches, curriculum, and contact to books and resources, can meaningfully influence reading motivation. Pleasing and helpful teachers, as well as a well-stocked library, can adoptive a love of reading amongst students. Individual interests, pastimes, and favorites play a role in decisive what individuals select to read. People are supplementary expected to be motivated to read materials that bring into line with their interests and desires. Role representations, such as teachers, librarians, or family associates, who demonstrate a love of reading can stimulate others to develop similar habits. Positive reading role representations can motivate persons to explore new books and genres (Pennington, 2016).

Material and Methods

For this study, the researchers have chosen qualitative case study as suggested by Yin (1994, 2009). This pattern of case study suggests "However, during the decade, possibly the most important advance in tools has been the use of logic models as part of the design in doing case study evaluations" (Yin, 2000, P. 190).

Thus this case study has been conducted among Six (6) students of Government Graduate College for Women Chung in District Lahore. These female students are bona fide students of session 2022-2024 of First Year and Second Year of Pre-University Level (Intermediate) of the college. Research instruments Interviews and Class Observations have been conducted to explore the macro and micro factors influencing L2 (English) reading motivation. For interviews semi structured interviews as suggested by Patton (2002) and class participation observations as suggested by Creswell (2013) have been adopted in the conduct of this study.

Theoretical Framework

Keeping in view the research objectives, the researchers have tried to explore the suitable theoretical framework; and it has been found that although there are available various theoretical frameworks yet the researchers have found that these existing models are unable to address the issues as raised in this study. For example, the reading motivation model of Guthrie and his colleagues (i.e. Wigfield & Guthrie, 1997; Guthrie et al., 2009) only serve to analyze reading motivation in a specific context. The reading attitudes model (McKenna et al., 2012) serves the purpose of reading attitudes.

On other hand, there are L2 motivation models (i.e. Gardner & Lysynchuk, 1990; Dornyei & Otto, 1998) which try to serve the L2 motivation in various contexts. But the researchers were in pursuance of L2 reading motivation.

Grabe (2009) Reading Concept

According to Grabe (2009) “Theories of motivation can become quite complex because of their many overlapping concepts and characteristics” (P.176). Also Grabe (2009) has mentioned “The social contexts of reading” (P.152) and suggests that reading is being influenced by various social contexts and factors.

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

In a nutshell, the researchers of this study has chosen A Process Model of L2 Motivation (Dornyei & Otto, 1998) with combination of recommendations of Grabe (2009) as influencing reading process by various social contexts.

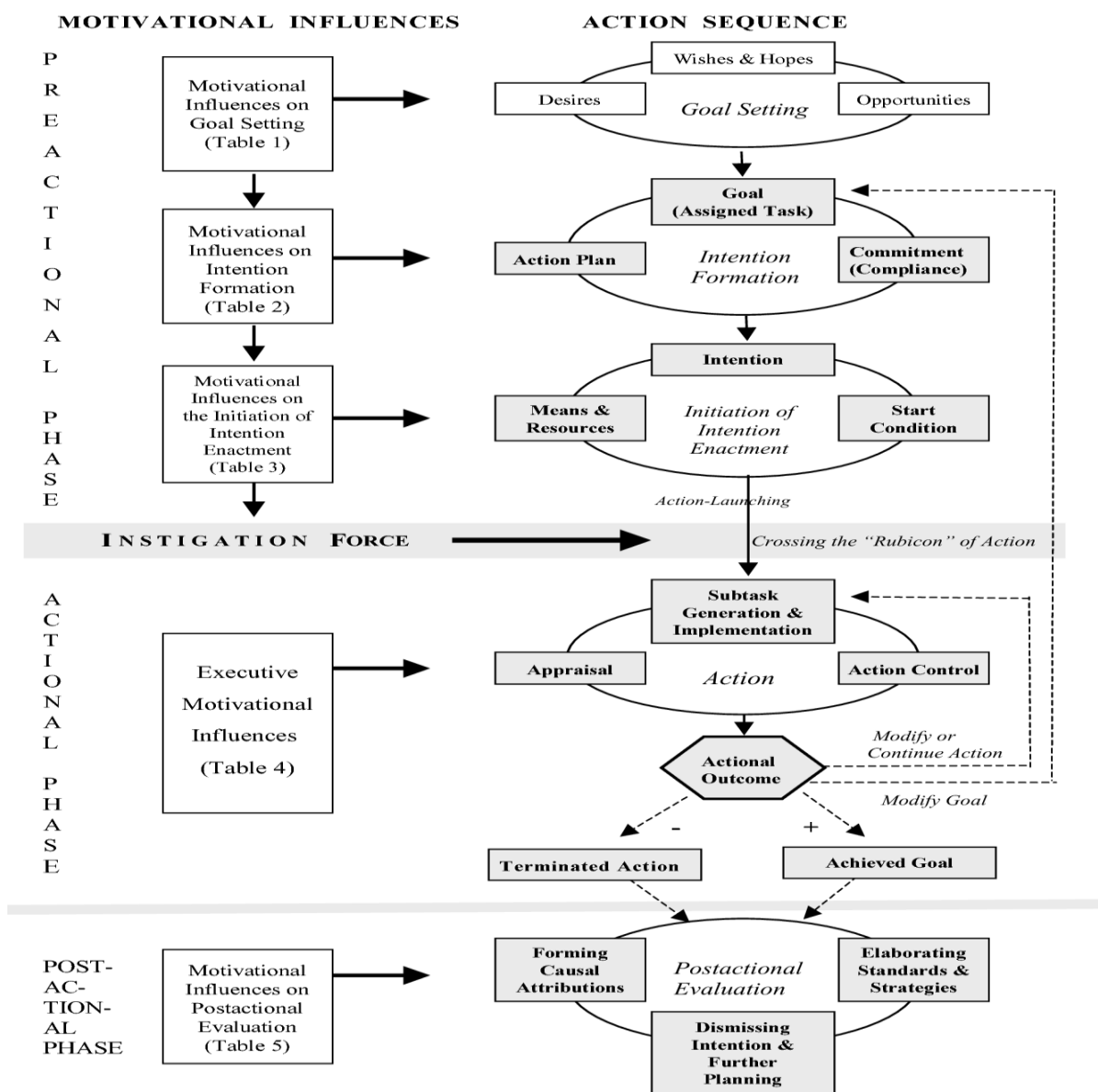


Figure 1: Original Source (A Process Model of L2 Motivation (Dornyei & Otto, 1998))

According to Figure 1, Motivation Process is being influenced in three phases (i.e. Preactional, Actional and Postactional Phases) by various dimensions.

Conceptual Framework

A conceptual framework has been developed by the researchers as following.

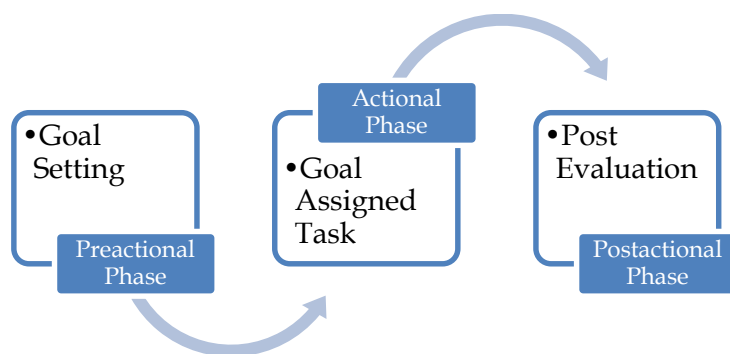


Figure 2: A Conceptual Framework

Figure 2 shows that motivation for L2 (English) reading motivation is being influenced by Macro and Micro factors through Goal Setting in Preactional Phase, Actional Phases with Goal Assigned Tasks and finally Postactional phase through Post Evaluation Process of Reading in L2 (English) in the context of Pakistan.

Results and Discussion

Three research questions have been kept in view for the conduct of this case study. Therefore, this study has found these following results.

Macro Factors Influencing L2 (English) Reading Motivation

According to the analysis of data it has been revealed that societal awareness of reading as a treasured movement can meaningfully influence motivation. Beliefs that extremely worth literacy incline to have advanced rates of reading motivation. Educational arrangements that arrange reading education and deliver diverse, attractive reading resources can adoptively reading motivation. Syllabus enterprise, such as assimilating literature into various focusses, also plays a part in motivation. Accessibility and availability of reading resources, with libraries, bookstores, and digital podiums, influence motivation. Societies with incomplete access may fight to nurture reading behaviors. Technology has altered reading conducts. Digital podiums, e-books, audiobooks, and educational apps compromise new opportunities for reading commitment. However, unnecessary awning time and interruptions can also delay motivation process. Family and peer provision can meaningfully influence reading motivation. Children from families where reading is invigorated and exhibited are more expected to mature a love for reading. Correspondingly, peer clusters that worth reading can definitely influence motivation. Media depictions of reading and literateness can form social attitudes and influence individuals' insights of reading as a wanted activity.

Micro Factors Influencing L2 (English) Reading Motivation

This study has also found micro factors influencing L2 (English) reading motivation. The subject substance of the reading course plays a important role. If the syllabus brings into line with the reader's interests, they have been found more to be motivated to read. For example, a student has mentioned that she is interested in science fiction that might be more motivated to read a science fiction novel in English language and literature. The apparent exertion of one of the students 'reading material has been highlighted. If the text is too thought-provoking, it may dishearten the reader. Equally, if it is also informal, it might not rouse sufficient interest. Discovery the right balance is a

crucial. The students who feel capable in their English reading expertise are more probable to be motivated to read. Self-confidence in understanding and language can definitely influence motivation. The study has found that strong goals and expectations can improve motivation. For instance, one of the student has told that she has a exact goal, such as passing an exam or understanding a specific topic, therefore she is more motivated to read English syllabus of the college. The reading setting, including factors like classroom atmosphere, teaching methods, and support from educators have also been influencing reading motivation.

Discussion

In this study, the students have been found motivated to read in English. This study has consistency with the study conducted by Hosseini et al., (2014) which has shown that learners are motivated to read under the influences of contextual factors. According to Grabe (2009) the students are influenced by contextual factors for reading in L1 and L2. This study also has found that the students are motivated to read in English when they have a unaffected interest or desire for a specific topic, genre, or author. One of the study conducted by Malloy et al., (2013) has identified that the readers can be motivated for reading if they have personal interest and ambitions. This study has found that Pakistani students are motivated to read in L2(English) because they want to pass and qualify for their future career. This idea, reading for instrumental reasons, actually come from Dornyei and Otto (1998) and Khan, Sani, and Shaikh-abdullah (2016). It suggests the consistency of the ideas of motivation in a Pakistani context. However, the notion of integrative, has not been found as strongly as in the study of Hou (2015). However, the macro and micro factors influencing English reading motivation are consistent with Khan et al. (2023).

Conclusion

The motivation to read in English is a complicated idea influenced by numerous macro and micro factors such as individual interests, instructive setting, and traditional circumstantial. Through this consideration of explorative case study, it has been revealed that various factors are influencing L2 (English) reading motivation. Moreover, English reading motivation is influencing the process of reading among the students. However, it also has been seen that process of reading motivation has become a complicated and crucial in Pakistani context. Pakistani context of education is multifaceted because the students are reading in English for various factors. These factors are working at macro and micro level. By identifying and addressing discrete partialities and barriers, we can endow individuals to go on board on elevating literary passages, solving the unlimited advantages of reading in English.

Recommendations

The study has attempted to explore the macro and micro factors influencing L2*(English) reading motivation in a Pakistani context. In the light of the findings, the study presents following recommendations.

- The study recommends that there is a need to encourage reading material that should be aligned with the student's interests and choices.
- The reading materials should be more enjoyable for the students. By selecting a good material, the students can feel pleasure in reading which ultimately can increase motivation among the students.
- It is recommended that curriculum developers should try to set small, achievable reading goals through the curriculum.

- Family and teachers are recommended to establish a constant time and room for reading. The parents need to develop reading habits among their siblings.
- The study recommends to implement a reward scheme for reading. Rewards could comprise indulgences, relaxation activities, or even innovative reading books.
- The study recommends that language and linguistics policies should be in accordance with the national and international requirements.
- By integrating the reading strategies, individuals can nurture a love for English reading and relish the many reimbursements it offers.

References

- Barber, A. T., & Buehl, M. M. (2013). Relations among grade 4 students' perceptions of autonomy, engagement in science, and reading motivation. *Journal of Experimental Education, 81*(1), 22–43.
- Dörnyei, Z., & Ottó, I. (1998). *Motivation in action : A process model of L2 motivation* 1. 4, 43–69.
- Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. *Reading Teacher, 65*(3), 172–178. <https://doi.org/10.1002/TRTR.01024>
- Gardner, R. C., & Lysynchuk, L. M. (1990). The role of aptitude, attitudes, motivation, and language use on second-language acquisition and retention. *Canadian Journal of Behavioural Science/Revue Canadienne Des Sciences Du Comportement, 22*(3), 254–270. <https://doi.org/10.1037/h0078924>
- Guthrie, J. T., Coddington, C. S., & Wigfield, A. (2009). Profiles of Motivation for Reading Among African American and Caucasian Students. *Journal of Literacy Research : JLR, 41*(3), 317–353. <https://doi.org/10.1080/10862960903129196>
- Hosseini, S. A., Hosseini, S. A., & Rasti, A. (2014). *Influential Situational Factors On English For Academic Purposes Reading Motivation*. 5(January), 535–546.
- Hou, Y. (2015). *An Investigation of Social Factors in Children ' s Foreign Language Learning – A Case Study of Taiwanese Elementary School Students*. April, 105–119.
- Islam, M. (2019). Learning Experiences and Motivation of Undergraduate Students in Pakistani EFL Classrooms: A Qualitative Study LE and Motivation of USs in Pakistani EFL Classrooms: A Qualitative Study. *Bulletin of Educational and Research, 41*(1), 221–234.
- Janes, J. L. (2008). Families, motivation, and reading: Pre-adolescent students and their reading motivation and family reading habits. *Masters Abstracts International, 56*.
- Khan, T. J., Sani, A. M., & Shaikh-abdullah, S. (2016). *Exploration of Instrumental and Integrative Motivation for Reading English as a Second Language among Second Year Pre-University Students of Government MAO College , Lahore (Pakistan)*. April, 69–76.
- Khan, T. J., Sani, A. M., & Shaikh-Abdullah, S. (2016). Exploration of Instrumental and Integrative Motivation for Reading English as a Second Language among Second Year Pre-University Students of Government MAO College, Lahore (Pakistan). *Open Journal of Social Sciences, 04*(04), 69–76. <https://doi.org/10.4236/jss.2016.44010>
- Khan, T. J., Shaik-abdullah, S., & Sani, A. M. (2023). *Motivation for Reading in English : A Needed Agenda in Pakistan*. 2(1), 83–90.
- Malloy, J. A., Marinak, B. A., Gambrell, L. B., & Mazzoni, S. A. (2013). Assessing motivation to read: The motivation to read profile-revised. *Reading Teacher, 67*(4), 273–282. <https://doi.org/10.1002/trtr.1215>
- Mari, M. A. (2010). *Motivation for Learning English in Pakistan*. 75–91.

- McKenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. (2012). Reading attitudes of middle school students: Results of a U.S. survey. *Reading Research Quarterly*, 47(3), 283–306. <https://doi.org/10.1002/RRQ.021>
- Mucherah, W., & Ambrose-Stahl, D. (2014). Relation of reading motivation to reading achievement in seventh-grade students from Kenya and the United States. *International Perspectives in Psychology: Research, Practice, Consultation*,
- Pennington, S. E. (2016). Influence of Language Arts Instructional Practices on Early Adolescents' Motivation to Read: Measuring Student and Teacher Perceptions. *ProQuest Dissertations and Theses*, 316.
- Sani, B. B., Chik, M. N. B. W., Nik, Y. B. A., & Raslee, N. A. B. (2011). The Reading Motivation and Reading Strategies Used by Undergraduates in University Teknologi MARA Dungun, Terengganu. *Journal of Language Teaching and Research*, 2(1), 32–39. <https://doi.org/10.4304/jltr.2.1.32-39>
- Vero, E., & Puka, E. (2017). The importance of motivation in an educational environment. *Formazione & Insegnamento*, 15(1), 57–66.
- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420–432. <https://doi.org/10.1037/0022-0663.89.3.420>
- Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (1997). *Children's Motivation for Reading: Domain Specificity and Instructional Influences*.
- Wood, A. M. (1999). The effects of teacher enthusiasm on student motivation, selective attention, and text memory. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 59(9-A), 3355.