



RESEARCH PAPER**Factors Motivating for Reading in English Literature among Undergraduate Students of Pakistan: A Case Study**

¹Rida Walayat Niazi*, ²Madiha Khalid and ³Hina Khalid

1. Research Scholar, (PhD in English Literature) Faculty of Modern Languages and Communication, UPM (Universiti Putra Malaysia), Serdang, Selangor
2. MPhil Scholar (English Linguistics) National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg Lahore, Punjab, Pakistan
3. MPhil Scholar (English Linguistics) National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg Lahore, Punjab, Pakistan

***Corresponding Author** | tjniazi2015@gmail.com

ABSTRACT

Motivation for reading in English literature is multifaceted. In Pakistani context, a large part of curriculum consists of English literature. The students are motivated to read in English literature for not only success but also for numerous reasons. Therefore, this qualitative case study has been conducted among Six (6) Graduate students of Majoring English Literature of National College of Business Administration and Economics (NCBA&E) Lahore. Semi-structured interviews have been conducted to explore the motivation for reading in English literature. Thematic analysis has been made to identify various themes. The study has found that majority of the students are motivated to read in English Novels and Poetry for getting success and pleasure. Female students have been found more motivated than male students to read in English literature. The study also recommends that there is a need to read English literature including Novels a Poetry so far the students can be motivated.

KEYWORDS English Literature, Interest, Motivation, Pleasure, Reading

Introduction

English literature deals with understandings into different philosophies, societies, and historical eras. Motivation to discover these different perspectives can widen readers' cultural consciousness and foster understanding towards people from different backgrounds. Literature often induces emotional reactions from readers. Motivation can intensify these emotional understandings, leading to a deeper association with the characters and themes of a story. This expressive engagement can create the reading experience more inspiring and impressive (Jahan Khan et al., 2017).

Motivated readers are more persuaded to judgmentally examine the text, interrogative the author's purposes, assessing different viewpoints, and founding their own understandings. This critical thinking ability is indispensable for academic study and knowledgeable growth. For readers who are getting education in English as a second language, motivation can suggestively impact language attainment. Reading literature revelations them to reliable language use, serving to enlarge their vocabulary, expand grammar, and develop a better appreciative of idiomatic terminologies and cultural distinctions. Teaching and reading in English has become more stimulating than ever. A hurricane of modification is moving in the pedagogy and instructive of English language teaching. The new information and communication technologies) have played a great part in encouraging English literature reading (Elbechir, 2018). Therefore, motivation regulates

the level of arrangement a reader has with the text. When readers are motivated, they are supplementary expected to vigorously contribute in the reading procedure, which can lead to improved understanding and retaining of the material.

Therefore, this current study is an attempt to explore the reasons for reading in English literature. Obviously, English literature often discovers multifaceted themes, philosophies, and human involvements, inspiring knowledgeable interest and critical discerning. Literature has the influence to persuade a wide variety of feelings, permitting readers to understand with characters and circumstances, development a profounder thoughtful of human nature and sentiments. Current research in England proposes that opportunities for children's and young people's reading for desire may have been shortened as a result of other curriculum requirements (Cliff Hodges, 2010).

Literature Review

There are many philosophies about reading as it has developed one of the greatest basic language skills human want to study (Akmal & Mulia, 2020). Aliponga (2013), for example, suggests that reading is destined to understand the dominant notion and chief parts of the reading resources, and it is envisioned to make students to have careful thinking. Reading in English literature can just be pleasant and amusing, offering instants of suspense, humor, and enthusiasm that enthrall and enjoyment readers of all ages. In the same dainty, Haager et al. (2007) describes reading as an action that can assist as a cause of knowledge and a cause of enjoyment when they do it deliberately and collaboratively. Ultimately, when it makes association between the reader and the text and when the text can carry the reader to take a sense of cohesion and cohesion (Hyland, 2001).

Discussing to the view of Moreillon (2007), reading is the procedure of creating essence from print and visual corroboration. Moreillon (2007), similarly, augments that reading is a laborious activity which includes penetrating applies and numerous skills. In other words, it is just how a being understand the text. Understanding resources readers know the determination of reading, the setting, the sense of the text, and obtain information from it. Cappellini (2005) consequently, commends that reading is the premium method to surge English language skill.

Though, Lee-Thompson (2008) references that reading in the setting of second/foreign language has seized more considerations in recent years. It is not until the late period of current century in which most institution of higher education across the world believe that reading is the important area that students ought to take in order to be successful in their school and practical life (Liljequist & Stone, 2009). For an example, Indonesian universities, students study English for some precise obligations, for example, to advancement their obligatory English Courses score (Mahmud, 2014), to advance their teaching competence (Yuwono & Harbon, 2010), to clearance the examination, and to learn and understand statistics (Linderholm, 2006).

As far as Pakistani context is concerned, the students are motivated for reading in English literature for so many reasons. Firstly, it can be seen in Pakistani context that these Pakistani students are motivated for instrumental reasons (T. J. Khan et al., 2016). These students are motivated and interested in reading in English literature because a large part of their curriculum consists of English literature (T. J. Khan et al., 2023). According to J. Khan et al.(2024, p.463)"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". English literature proposals Pakistani students an opening into worldwide

culture and thought. The whole thing in English literature are globally commended, providing visions into different civilizations, antiquities, and perceptions. Pakistani students, like many others everywhere the world, are drawn to this worldwide significance.

English is extensively verbal and understood in Pakistan, together as a result of past colonial stalemates and its position as a global lingua franca. Ability in English unlocks entrances to occasions in education, employ, and communication on a global scale. So, students are motivated to expand their English language abilities through reading literature (Wasti, 2016). English literature is frequently a portion of the program in Pakistani educational institutions. Students study English literature to achieve academic requirements, pass examinations of various levels, and follow higher education openings both within Pakistan and overseas.

Material and Methods

This study has used a qualitative case study to recognize students' motivation namely, examination materials in English literature, and to explore their interests in English literature subjects. Qualitative research is a convenient method to explore and comprehend a case study. Moleong (2013) upholds that qualitative research is expected as a valuable way to precisely comprehend a case, and not only look at the connection but in its place, try to understand the deliberate cases. According to Yin et, al., (2012) confirms that the vital argument in favor of a case study is not by the ways which are accompanied, but are used by the mindfulness in precise cases. Consequently, in this study, as Patton (1999) proposes, it examines the details to learn vital motivating features of reading English literature materials.

To get the evidences and to grip the understanding of the case study, the student participants, total Five (5) including Three (3) Female and Two (Male), carefully chosen are 6th semester BS English of National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg, Lahore, Pakistan Spring 2024 Semester. They have been selected because they have qualified their 5th semester in English literature. According to their previous examination record, these students have passed total six (6) subjects in English literature with Grade "A".

To pursue the answers for the objectives of this study, semi-structured interviews have been used as suggested by Creswell (2013) and Merriam (2015) to collect data. These types of interview can be used to get more insight thorough evidence from the members of the study (Patton, 2002). The student participants have been asked Twenty (20) questions of students' motivation for reading in English literature.

This study has used qualitative thematic analysis. This thematic technique is considered to be good because reading in English is considered to be multifaceted like reading motivation (Mori, 2002; Wigfield and Guthrie, 1997). The researchers have followed the suggestions as suggested by Huberman and Miles (2002) during the data analysis. The researchers have organized the questionnaire items for semi-structured interviews, choosing cases, making tools and the conducting of interviews. Then field note taking and transcribing the transcripts. The students have been interviewed in combining English and Urdu languages because According to Creswell (2013), if a researcher wants to get rich data, he or she can interview using multi languages for the convenience of the participants and the researcher both Also, the data analysis, in which all data have been thoroughly read so as to get a better depiction and the over-all logic of the data by acceptance the literature and to see the facts provided by the interviewees. All this has

been done only for getting correct and real data from the students. Finally, making explanation of the results has been processed to present the factual findings of the study. presented counsels for forthcoming research.

Theoretical Background

The researchers have tried to find reading English literature model used in the empirical studies. But it has been revealed that most of the literature researchers have used literary theories as their theoretical frameworks. But the purpose of the current study has been to get a model that can suits reading motivation and reading in English literature simultaneously. Consequently, the researchers have not found such models. It has been seen that reading attitudes model (i.e. McKenna et al., 1995;Mckenna et al., 2009) only serve reading attitudes purposes. On other hand the motivation models of Dornyei and his colleagues only serve learning motivation objectives. Therefore, considering all these factors, the researchers have pursued Guthrie and Wingfield's (1999) motivational-cognitive model of reading for this study.

Model of this Study

Guthrie and Wingfield's (1999) motivational-cognitive model of reading explains how students can learn to read by accentuating the multifaceted procedures involved in reading comprehension. It identifies that reading is not only deciphering or fascinating the writer's envisioned meaning, but a vigorous procedure of making meaning through the communication of previous knowledge, skills, and approaches. Experienced readers apply both bottom-up (word-level) and top-down (entire text and background) approaches to understand and examine texts. The cognitive viewpoint of reading highlights the variety of procedures involved, from visual handing out to text comprehension, and highlights the position of metacognitive processes in reading ability.

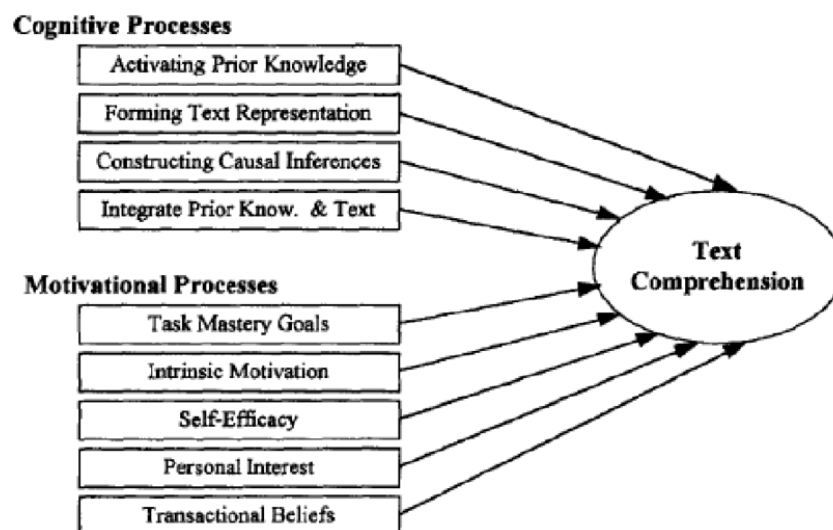


Figure 1: Original Source Guthrie and Wingfield's (1999) motivational-cognitive model of reading.

Conceptual Framework

The researchers have drawn conceptual framework for their study by using original model (i.e. Guthrie & Wigfield,1999).

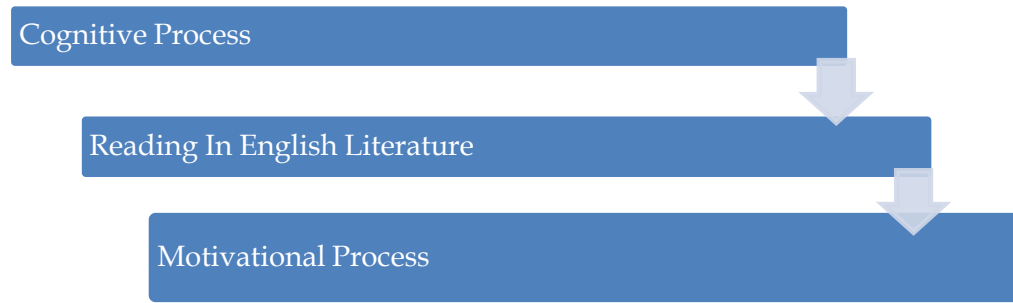


Figure 2: Conceptual Framework

Figure 2 shows that the purpose of the the students is to motivate for reading in English literature. During the Cognitive Process, they Activate their Prior Knowledge in English literature, the Form Text Representation, Construct Casual Inferences and finally Integrate Prior Knowledge and Text.

In the second Phase of the conceptual framework (i.e. Motivational Process), the students keep Task Mastery Goals, Intrinsic Motivation, Self-efficacy, Personal Interest and finally go for Transactional Beliefs for reading in English literature.

Results and Discussions

Students' Reading Materials in English Literature

Students have been found characteristically motivated to read the English literature materials that may take them to success at specific level of education (i.e. Graduation). They are motivated in reading their subjects of study. These are reading resources that are associated with their concerns and also help in developing the sense of English language. These subjects are enough to satisfy their educational needs.

Motivated to Increase their Understanding

The students have been found favoring English reading materials because most of the students are of view that this reading in English materials can improve their understanding in the subject of English literature. They are motivated to read resources which can support them to get new facts. One of the students tell:

“He is motivated to read in English literature because it helps him in improving understanding about the English cultures and traditions”

Likewise, this above student, another student also informs:

“He is interested in reading because it can enhance his understanding about English literature”

Fiction Reading

This study has revealed that most of the students have told that they are motivated to read in English literature because of English literature novels. One of the students has remarked as following.

“Our teacher of English novels are competent and very interesting and he reads English novels in the class in a very natural way and manner which can create interesting academic environment and we enjoy English literature novels”

Another student also remarks:

“The English reading novels materials that I like to read are such interesting and informative that we all are motivated to read in English literature”.

Reading in fiction is a preferred material for students to devote their university time because it authorizes education student to contemplate and it delivers different types of material (Gear, 2008).

Poetry Reading

Some students also have admitted to read poetry reading as their exciting best for spending their period. For instance, one of the students ensure:

“Reading poetry substantial covers with motivation to be fruitful, about vision, being positive, also about romance, because I like reading about imaginative and fairy like verses. So, if there is reading about poetry, I like to read it”.

The poetry reading can motivate because it is full of imagination and folk lore which can bring the readers to an imaginative land. Poetry reading is at all whiles motivating for its readers. Students like poetry reading to pass as well as entertainment.

The above statements of the students show that stimulating resources to read such as novels, poetry and so on. This is consistent with a investigation conducted by Al-Nafisah (2011) which shows that students are interested in reading English literature for their own interests. According to Bataineh and Al-Shorman (2005) who also expose that students frequently like to read materials of their own choice.

Discussion

The findings of the current study let us know that students are motivated to read in English reading literature in diverse ways. A study conducted by Khairuddin, (2013) shows that reading interests is significant in attractive students’ achievement in school and available of it. Henceforth, students want to have extraordinary reading interests. Therefore, the current study is consistence with it because due to interest the current students are motivated to read in English literature. However, another study conducted by Abd Wahab (1995) shows that students’ failure to nurture the reading practice is a main problem. This is owing to the point that students who do not read will have glitches intellectually. Furthermore, to that, the students nowadays, as well as the good ones, do not read for liking (Safiah, 1990).

Conclusion

In principle, development reading motivation for English literature involves an amalgamation of personal engagement, focused selection, helpful environments, goal line setting, intrinsic prizes, continual examination, and an enduring obligation to learning. By enlightening these fundamentals, individuals can nurture a deep and enduring liking for reading in literature. Implementation an attitude of lifelong knowledge, where reading is understood as a conduit to personal enhancement and knowledgeable growth, can impart a permanent motivation to read. Identifying that there's continuously something new-

fringed to learn can fuel inquisitiveness and desire for reading through life. Selecting books that help a exact purpose, whether it is for performing, education, or personal development, can increase motivation. Considering the facts, the students can be motivated for reading in English literature.

Recommendations

Keeping in view the results of the study, there are few recommendations.

- It is suggested that English literature should be interesting with align to the needs of the students.
- Faculty should be well trained to teach English literature.
- The syllabus should be updated according to the socio-economic backgrounds of the students.
- English reading materials should be made access to the students.
- Pakistani institutions should try best to provide maximum facilities to the students.
- Classical as well as modern English reading resources should be included in the curriculum.
- The libraries of the institutions should be having a lot of materials related to English reading in literature.

References

- Abd Wahab Bin Mat. (1995). *Hubungan Minat Membaca Di Kalangan Pelajar- Pelajar SMKA Di Seberang Perai Dengan Latar Belakang Keluarga Dan Persekitaran*. (Thesis, 1995)
- Al-Nafisah, K. (2011). Saudi EFL students' reading interests. *Journal of King Saud University- Languages and Translation*, 23(1), 1-9.
- Akmal, S., & Mulia, I. D. (2020). Investigating students' interest on reading journal articles: Materials, reasons and strategies. *Studies in English Language and Education*, 7(1), 194-208. <https://doi.org/10.24815/siele.v7i1.15358>
- Aliponga, J. (2013). Reading journal: Its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73-80.
- Bataineh, R. F., & Al-Shorman, R. A. (2005). Jordanian EFL university students' reading interests. *Abhath Al-Yarmouk (Humanities and Social Sciences Series)*, 21, 35-56.
- Cliff Hodges, G. (2010). Reasons for reading: Why literature matters. *Literacy*, 44(2), 60-68. <https://doi.org/10.1111/j.1741-4369.2010.00552.x>
- Cappellini, M. (2005). *Balancing reading and language learning: A resource for teaching English language learners, K-5*. Stenhouse Publishers.
- Elbechir, Y. (2018). Using ICTs to Enhance Students Motivation in Reading English Literature. *Arabic Language, Literature & Culture*, 3(2), 16. <https://doi.org/10.11648/j.allc.20180302.12>
- Gear, A. (2008). *Nonfiction reading power: Teaching students how to think while they read all kinds of information*. Pembroke Publishers Limited.
- Haager, D. E., Klingner, J. E., & Vaughn, S. E. (2007). *Evidence-based reading practices for response to intervention*. Paul H. Brookes Publishing.
- Hyland, K. (2001). Bringing in the reader: Addressee features in academic articles. *Written Communication*, 18(4), 549-574.
- Huberman, M., & Miles, M. B. (2002). *The qualitative researcher's companion*. sage.
- Jahan Khan, T., Murad Sani, A., & Shaikh-Abdullah, S. (2017). Motivation to Read in a Second Language: A Review of Literature. *International Journal of Research in English Education*, 2(4), 41-50. <https://doi.org/10.29252/ijree.2.4.41>
- Khan, J., Aamir, M. S., & Khan, Z. M. (2024). *Cognitive and Social Factors Influencing L2 Reading Motivation among ESL Students of Pakistan : A Case Study * Corresponding Author*. 8(1).
- 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.

- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160-170.
- Lee-Thompson, L. C. (2008). An investigation of reading strategies applied by American learners of Chinese as a foreign language. *Foreign language annals*, 41(4), 702-721.
- Liljequist, L., & Stone, S. (2009). Measuring the success of a summer reading program: A five-year study. *Journal of The First-Year Experience & Students in Transition*, 21(2), 87-105.
- Linderholm, T. (2006). Reading with purpose. *Journal of college reading and learning*, 36(2), 70-80.
- Mahmud, M. (2014). The EFL students' problems in answering the Test of English as a Foreign Language (TOEFL): A study in Indonesian context. *Theory and Practice in Language Studies*, 4(12), 2581.
- Mckenna, M. C., Kear, D. J., & Ellsworth, R. A. (2009). Children ' s attitudes A national toward reading : *Reading*, 30(4), 934-956.
- McKenna, M. C. (2001). Development of reading attitudes. In *Literacy and motivation* (pp. 132-152). Routledge.
- McKenna, M. C., Kear, D. J., & Ellsworth, R. A. (1995). Children's attitudes toward reading: A national survey. *Reading research quarterly*, 934-956.
- McKenna, M. C., Stratton, B. D., Grindler, M. C., & Jenkins, S. J. (1995). Differential effects of whole language and traditional instruction on reading attitudes. *Journal of Reading Behavior*, 27(1), 19-44.
- Merriam, S. B. (2015). Qualitative research: Designing, implementing, and publishing a study. In *Handbook of research on scholarly publishing and research methods* (pp. 125-140). IGI Global.
- Mori, S. (2002). Redefining Motivation to Read in a Foreign Language. *Reading in a Foreign Language*, 14(2), 91-110.
- Moreillon, J. (2007). *Collaborative strategies for teaching reading comprehension*. American Library Association
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health services research*, 34(5 Pt 2), 1189.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. sage
- Safiah Osman. (1990). *Membaca: Satu Pengenalan*. Kuala Lumpur: Berita Publishing Sdn. Bhd.
- Wasti, A. T. (2016). *The Role of Literary Texts in Pakistani EFL Classrooms: Issues and Challenges*. June.
- Wigfield, A., & Guthrie, J. T. (1997). Motivation for Reading to the Amount and Breadth of. *Journal of Educational Psychology*, 89(3), 420-432. <https://doi.org/10.1037/0022-0663.89.3.420>

- Yin, R. K., Clarke, C., Cotner, B., & Lee, R. (2012). Case study methods. In *Handbook of complementary methods in education research* (pp. 111-122). Routledge.
- Yuwono, G. I., & Harbon, L. (2010). English teacher professionalism and professional development: Some common issues in Indonesia. *Asian EFL Journal*, 12(3), 145-163.