



REVIEW ARTICLE

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Motivation for Reading in English: A Needed Agenda in Pakistan

Tahir Jahan Khan^{1*}, Sarimah Shaik-Abdullah², & Azlina Murad Sani³

1. National College of Business Administration & Economics (NCBA&E), Main Campus, Lahore, Pakistan.
2. School of Education (SOE), Universiti Utara Malaysia.
3. School of Education (SOE) Universiti Utara Malaysia.

* Correspondence: tjniazi9@gmail.com

Abstract

Motivation for reading is a desire and act to read for some cognitive and social reasons, which activate the readers to carry out their interaction with written materials for success and mastery in a subject. Reading motivation is a serious contributor to reading accomplishment and has the potential to stimulate reading skills development. However, the Pakistani context pursues learning motivation in e potential to promote reading skills development h (L2) learning motivation. Pakistani researchers have been seeking L2 (English) motivation. Based on secondary data sources and using qualitative data methods such as thematic analysis, this paper aims to focus on the need for English (L2) reading motivation. This paper has been divided into three sections. The first section deals with exploring learning motivation; the second deals with the scope of reading motivation in Pakistan. The third section tries to recommend some useful suggestions for the conduct of studies in reading motivation in Pakistan.

Keywords: Motivation, Learning Motivation, Reading Motivation L2 (English), Pakistani Context

INTRODUCTION

The empirical studies seem to agree with the idea of the multidimensional nature of reading motivation due to its multi constructs (Wigfield & Guthrie, 1997; Guthrie et al., 2007; Guthrie et al., 2009; Wells & Narkon, 2011; Guthrie et al., 2012). The multidimensional nature of reading suggests the multi reasons for reading among readers. The studies have pointed out that students read for many cognitive and social reasons (McGeown et al., 2020). Reading motivation is multidimensional and reflects an ambition to read caused by a person's beliefs, attitudes, and goals for involvement in the reading process (Conradi et al., 2014). According to McGeown et al. (2016), small children's reading motivation initiatives their reading selections because these students are motivated to read due to their existing curiosity to learn something important in reading nonfiction materials. However, (Conradi et al., 2014) reported that those who read more fiction want to become immersed in reading. Nevertheless, the students who want to get good grades in their school are likely to read their schoolbooks.

The condition in Pakistan reflects that English language is enjoying numerous statuses among the students. Besides the students, English is enjoying status of Second Language (SL), Medium of Instruction (MI), Compulsory Subject (CS), Official Language (OL) and Business Communication



Language (BCL). Pakistan is a multilingual country (Rahman, 2010; Sahito et al., 2017; McGeown et al., 2020). These and other studies in Pakistan have focused upon various positive and negative issues related to motivation for learning in English (Farooq et al., 2011; Hussain et al., 2011).

This paper aims at presenting an agenda and proposal to conduct L2 (English) reading motivation among Pakistani students in various settings. Pakistani context is occupied with L2 (English) learning motivation and a dearth of L2 (English) reading motivation. Therefore, after presenting a literature review survey on both L2 learning motivation and L2 reading motivation, the researcher attempted to present an agenda for L2 reading motivation in Pakistani settings and make suggestions for further studies.

METHODS

This study is based on the secondary data collection of the literature review in which critically review the general trend of previous studies that have examined L2 learning motivation and L2 reading motivation in the Pakistani context. Some of the specific sources of data on which the review relies include journals, e-books, thesis and reports. The intention is to stretch beyond reviews of previous findings to identify gaps in the literature, which represent areas requiring further in-depth analyses. Based on reviewing different studies i developed themes on motivation for reading in English. These themes put forward suggestions for educationists and academic institutions. It has been found that Pakistani researchers are pursuing L2 (English) learning motivation. These studies (Khan, 2013; Ali & Pathan, 2017) and others have focused on L2 motivation among university students of Pakistan. The selected studies used research approaches or designs including textual analyses, online questionnaire surveys, and in-depth interviews. However, there is a lack of studies focusing on quantitative methods.

DISCUSSION

Needed Agenda

According to Cho et al. (2010) ,the number of English language learners (ELLs) are increasing in US public schools. These students are getting success in ELLs and their success is due to proficiency in reading skill. Subsequently reading skills cannot be ignored because it is a dire ground for educational success. Therefore, the amount of reading skill should not be taken too lightly. There has been a concern about learners' reading skill and its development, which show that motivation, can play a vital role in reading engagement. Reading engagement can be inevitable for success in any educational context (Proctor et al., 2014). Based on this idea I have shown in figure 1 that learners' success depends upon their reading engagement and motivation.



Figure 1: Reading Engagement to Learning Success

It is hypothesized that reading engagement leads to the reading motivation and learning success could possibly be achieved with higher reading engagement.

Situation in Pakistan

According to Cristal (1997), English has become a global language. In the Pakistani context, English language enjoys prestigious status because since soon after the existence of Pakistan, in 1947, English has been declared the official language of the country. English was formalized as an official language in the constitution of Pakistan 1973. However, English and Urdu, both languages, are simultaneously the official languages of the Pakistan (Ashraf et al., 2021). Therefore, most of the studies have been conducted in L2 reading motivation. Such as the study conducted by have focused on self-motivational system affecting L2 motivation among Pakistani students of public sector universities. Similarly Yaqoob et al. (2014) have tried to see motivational force in perspective of ‘Ideal L2 self’ among the Pakistan university students and the students’ who want to become proficient speakers of English language and in an attempt to find how they can see themselves as imminent language managers. However, most advanced educational instruction in post-secondary institutes is being carried out with English because English is the medium of instruction. Entirely the recommended and implemented textbook resources are being read by students, are in English language. So, the ability to instill English L2 reading influences all post-secondary learning in Pakistani contexts (Muhammad, 2013).

According to Rahman (2010) English is being taught and learnt in several educational institutions in Pakistani context. English is a medium of instruction in superior groups of Pakistani that is highly costly. Many private educational institutions and some of cadet colleges are having English as a main subject. Not only that but also, numerous religious educational institutions are having English as a compulsory subject among their students. This entire scenario shows that learning motivation might be playing a vital role. Therefore, Pakistani researchers are focusing on various aspects of motivation



in their pursuance of investigation. Besides English, numerous regional and local languages are in practice in Pakistan. For example, Punjabi is being used as a mode of communication in many rural areas and educational institutions in Punjab (Bilal et al., 2013). Therefore, these Pakistani learners are facing many problems in learning English. According to Khan and Khan (2016) motivation can play a vital role in learning English because Pakistani students are facing problems regarding learning and reading in English. Not only students but also Pakistani English teachers are facing problems in teaching English (Khan et al., 2017).

Reading Motivation in Pakistan

Although numerous aspects of learning motivation have been investigated in the Pakistani context, yet the context of reading and particularly L2 (English) reading motivation seems to be unaddressed. Many studies have focused on L2 learning motivation. Such as a study conducted by Ali and Pathan (2017) explored motivation and demotivation factors for learning English among Pakistani college students of Quetta, Baluchistan. It is also true that learning motivation studies have identified reading motivation's significance. It is remarkable to accept as a fact because reading in L2 (English) ultimately leads to success in a Pakistani context. Engagement in reading leads to success in the learning (Wahid et al., 2014). International data tells that reading in pleasure is more imperative for children's learning success than their family's socioeconomic position Learning motivation contributes highly to enhance students' image in their future (Ushioda & Dörnyei, 2009).

Textbooks play a very significant role in getting success in educational levels in Pakistan. Several studies have seen that most of the written examination materials depend on reading comprehension. These studies have suggested that a student needs to be engaged in reading activities and comprehension if the student wants to get success (Senn, 2012) Pakistani educational context reveals that almost a big part of examination materials in L2 (English) depends upon reading activities and comprehension in form of textbooks (Rahman, 2010).

Although one may come across studies in reading in English in the Pakistani context yet these studies have addressed cognitive aspects of the skill. As the study conducted by (Abbas et al., 2020) examined reading proficiency in English through newspaper reading. This study has concluded that the use of newspapers helped the students in improving their skills in reading proficiency. It is a fact that reading in a language is a problematical occurrence and the investigation in this capacity has always persisted important. Because of success in learning in English depends upon reading skill. If one is proficient in reading so one can get success in learning in English. According to Rahman (2010) reading leads to learning. Therefore, reading in English cannot be ignored. Newspapers might be used in improving and teaching English grammar to Pakistani students. A study conducted by Alam and Bashir Uddin (2013), has shown the Oral communication skills (OCSs) of 6th Grade Pakistani students can be improved through reading. There are studies that show that there is a need to teach reading skills to Pakistani



students (Nawab, 2012). The study conducted by Khan and Khan (2016) is an attempt to investigate the instrumental and integrative motivation for reading in English among second-year pre-university students of Government MAO College Lahore, Pakistan. This study has focused on motivation for reading in English as a Second Language (ESL). Concisely, it is a significant and needed agenda to conduct studies on reading motivation and particularly in L2 (English) in Pakistan.

LIMITATIONS OF STUDY

This paper has limitations. This paper aims at presenting agenda for L2 (English) reading motivation. However, these are only literature-based suggestions for educational and academic settings. These suggestions can be applied to any setting in Pakistan. However, a study has been conducted among second-year pre-university students of Government MAO College Lahore, Pakistan by Khan et al., (2016) which has seen instrumental and integrative motivation for ESL reading motivation. Therefore, according to the current research, reading motivation studies can be conducted in L2 (English) context.

CONCLUSION

This study explored through existing literature that motivations for reading are affected by many reasons for reading which stimulate cognitive processes that permit the individual to accomplish such performances as getting knowledge, appreciating appealing practices, executing of tasks, and contributing to social perspectives. Reading motivation also occurs due to the pressing demands of society. Effective reading understanding stresses multifaceted cognitive abilities, and, subsequently, motivation to make connotations from the text. Exploration of reading motivation and engagement can update strategies intended to improve reading accomplishment. Manifold dimensions of reading motivation and engagement and pedagogical instructions for strengthening learning in a language. Therefore, being a global and imperative language, motivation for reading in English needs to be examined through cognitive and social lenses.

RECOMMENDATIONS

In the light of discussion of the article, this paper proposes following recommendations.

1. Pakistani research field seems to be devoid of studies related to reading and L2 (English) reading motivation. Therefore, it is a needed challenge and agenda for Pakistani scholars to explore and investigate English reading motivation.
2. The L2 (English) reading motivation, in Pakistan, is considered inevitable because most of learning curriculum of English consists of reading materials in form of textbooks.
3. Learning in English depends upon reading skill in Pakistan. Therefore, it is highly recommended that reading motivation should be examined.



4. As, according to Guthrie and his colleagues, reading motivation is a multidimensional. Therefore, in Pakistani context, these various dimensions need to be explored because Pakistan is a multi-socio-economics and multilingual country. New dimensions should be explored.

The new agenda requires exploring cognitive and social constructs of L2 (English) reading motivation among Pakistani students.

Author Contributions

T.J.K. developed the idea, T.J.K and S.S.A. work on the literature and sources collection and A.M.S. contributed to methods and data curation.

Competing interests

No competing interests can be identified.

Grant information

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Ethical Considerations

This is a review study and direct interaction with any participants involved. All the researchers informed their respective departments regarding conducting this study. Furthermore, the researchers followed necessary academic ethics while collecting secondary resources.

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