The Impact of English Teachers on ESL Pre-University Students' L2 Reading Motivation in Pakistan

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Abstract

Motivation is a crucial factor in educational achievement nt. It can influence students' willingness to try to learn and succeed. In a context like Pakistan, where L2 (English) is a critical compulsory subject at the pre-university level, motivation is essential for students to learn effectively. This study investigated the influence of competent and incompetent English teachers on L2 (English) reading motivation. A qualitative case study was conducted with 6 (3 male and 3 Female] ESL pre-university students from Government MAO Graduate College, Lahore, Pakistan. Data were collected through semi-structured interviews and class observations. The data were analysed using thematic and coding procedures. The study found that competent English teachers positively influenced students' L2 (English) reading motivation. These teachers were found to be enthusiastic, knowledgeable, and supportive. They created a positive learning environment and made learning engaging and challenging. Incompetent English teachers, on the other hand, negatively influenced students' L2 (English) reading motivation. These teachers were found to be dull, uninspiring, and unhelpful. They created a hostile learning environment and made learning tedious and frustrating ng. The study recommends that competent English teachers with appropriate training be employed to motivate students for L2 (English) reading.

Keywords: Motivation, ESL, L2, English Teacher, Pre-University Students, Pakistan

INTRODUCTION

According to Anderson (1999), reading is essential in any English as a foreign/second language (EFL/ESL) context where it can be considered essential to master it. In such situations, the students of EFL/ESL are regarded to master it to achieve educational and academic success. Therefore, reading is a cognitive process through which meaning and context are being tried to understand by the students. Reading motivation is a process of interaction with written materials, such as books, magazines, letters, articles, websites, and emails, etc. with specific social or cognitive purposes (Abu-Rabia, 1998; Hoetker, 2010; Guthrie et al 2009; Watkins et al., 2015).

Scholars have initiated reading motivation research and investigations in L1 (First and Mother Languages), EFL (English as a Foreign Language) and L2 (English) since last many years, such as Wigfield & Guthrie (1997) have investigated reading motivation and concluded that it occurs among children due to attaining social as well as cognitive purposes in their conte ts. According to Grabe (2008), reading occurs in a specific context to attain contextual objectives. He recommends that

cognitive and social construct influences L1 and L2 reading among the readers. In this way, researchers seem to agree with the idea that the competency and incompetency of a teacher might influence learning motivation (i.e., Mansoor, 2004; Vansteenkiste et al., 2009; Furrer et al., 2014) which enables the students to engage them in educational and academic activities. Many empirical studies have identified factors such as social and cognitive influencing reading motivation (i.e., Abu-Rabia, 1998; Hartas, 2011). However, the Pakistani context focuses on learning motivation. For example, Islam (2013) has examined Pakistani students learning motivation using the Motivational Self System (20 9). Ali and Pathan (2017) have explored motivation and demotivation factors for learning English in Pakistan. Thus, it is clear that the Pakistani context needs to be addressed or addressed in reading motivation. However, the studies and reviews conducted by Khan et al. (2016) and Khan et al. (2017) have attempted to propose the significance of L2 (English) reading motivation. A review by Khan et al. (2023) recommended conducting a study about L2 (English) reading motivation in Pakistan.

Considering the background of the study, the Pakistani context needs to be addressed more in the L2 (English) reading motivation field with any proper suitable theoretical and conceptual framework. Although there are various empirical studies about L2 (English) learning motivation (i.e., Islam, 2013; Yaqoob et al., 2014; Noreen et al., 2015). All these and other studies have attempted to focus on L2 (English) learning motivation with traditional theoretical perspectives. Therefore, exploring L2 (English) reading motivation in Pakistan is timely. There are three objectives of this study as follows. As far as the context of the study is concerned, this study has attempted to explore the influence of English teachers on L2 (English) reading motivation among six (6) pre-university students of Government Graduate MAO College, Lahore student. Three (3) students are from the first year, and three (3) are from the second year of the 2019-2 21 academic year. These samples (6) have been chosen under the suggestions of Creswell (2013), Merriam (1998), Yin (2012) and others. Although these scholars' and researchers' suggestions vary in the selection of the sampling yet the researchers of this study have chosen according to their convivence and, secondly, to get into the depth of various issues regarding L2 (English) reading motivation.

1. To explore the interpretations of the students' views about L2 (English) teachers in Pakistan.

2. To determine the influence of English teachers on L2 (English) reading motivation.

3. To elaborate on the influences of competency and incompetency of English teachers for L2 (English) reading motivation in Pakistan.

The following three research questions were planned to achieve the study's objectives.

1. What are the students' views about Pakistan's L2 (English) teachers?

2. What is the influence of English teachers on L2 (English) reading motivation in Pakistan?

3. How an English teacher influences L2 (English) reading motivation in students in Pakistan?

LITERATURE REVIEW

Guthrie and his colleagues have initiated studies and surveys of reading motivation in their respective contexts in the past few years. Most of them have studied the impact of many factors on Reading and L1 motivation among small and school-going children (i.e., Wigfield & Guthrie, 1997b; Simpkins et al., 2012; Guthrie et al., 2007). Most of these studies have found the various dimensions and constructs of reading motivation. For example, Wigfield and Guthrie (1997) have seen eleven (11) constructs of reading motivation, and for these obvious reasons, they regard reading motivation as multi-dimensional. These researchers have followed MRQ (Motivations for Reading Questionnaire) (i.e., Lot et al., 2010; Wigfield, et al., 1996; Lot et al., 1997).

Nevertheless, Komiyama (2013) has developed its Reading in English Questionnaire (MREQ) for the study to examine the factors underlying the motivational factors among 2,018 Academic Purposes students' of second language (L2) students from 53 English language programs in the .S. However, in EFL (English as a Foreign Language) contexts, researchers like Dhanapala, 2008 and Ryan, Deci (2000), and others have followed the pattern Guthrie and his colleagues set for their studies.

Theoretical perspective or theoretical background plays a very significant role in the story. Regarding the Pakistani context, the studies conducted in the past few years have utilized traditional models by Gardner and his colleagues, such as those conducted by Akram and Ghani (2012) and Noreen et al. (2015). As mentioned earlier, the reading and L2 (English) reading motivation has yet to be addressed sufficiently in Pakistan.

The reading motivation theories have been popular among reading motivation researchers (i.e., Wigfield and Guthrie, 1997) (Guthrie, J. T., & Coddington (2009). These theories have been used as theoretical frameworks in empirical studies (i.e., Mcdonald (2008); Barber and Buehl (2013); Guthrie et al.(2009); Mori (2002). McKenna (2001) has introduced the reading attitudes theory.

This study has adopted A Process Model of L2 Motivation (Dornyei & Otto, 1998) because the researchers aim to explore the influence of teachers' role on L2 reading motivation. As a teacher is a part of society, he or she can play a vital role in increasing or decreasing reading motivation; therefore, the model process model of L2 motivation (Dornyei & Otto, 1998) can fulfil the study's objectives. This model (Dornyei & Otto, 1998) can be expected to show clear influences of competent and incompetent teachers on L2 (English) reading motivation.

A process model of l2 motivation (Dornyei & Otto, 1998)

In detail, figure 1 shows the Model, A Process Model of L2 Motivation (Dornyei & Otto, 19 8). It shows Three (3) Phases of Motivation, i.e., the Reactional Phase, the Actional Phase and the Post actional Phase of motivation. In these three phases, three dimensions or influences influence, as teachers' competency and incompetency, the Action of Motivation and these dimensions, motivation develops or diminishes. Therefore, the researchers have applied this model to explore how a teacher can influence motivation.
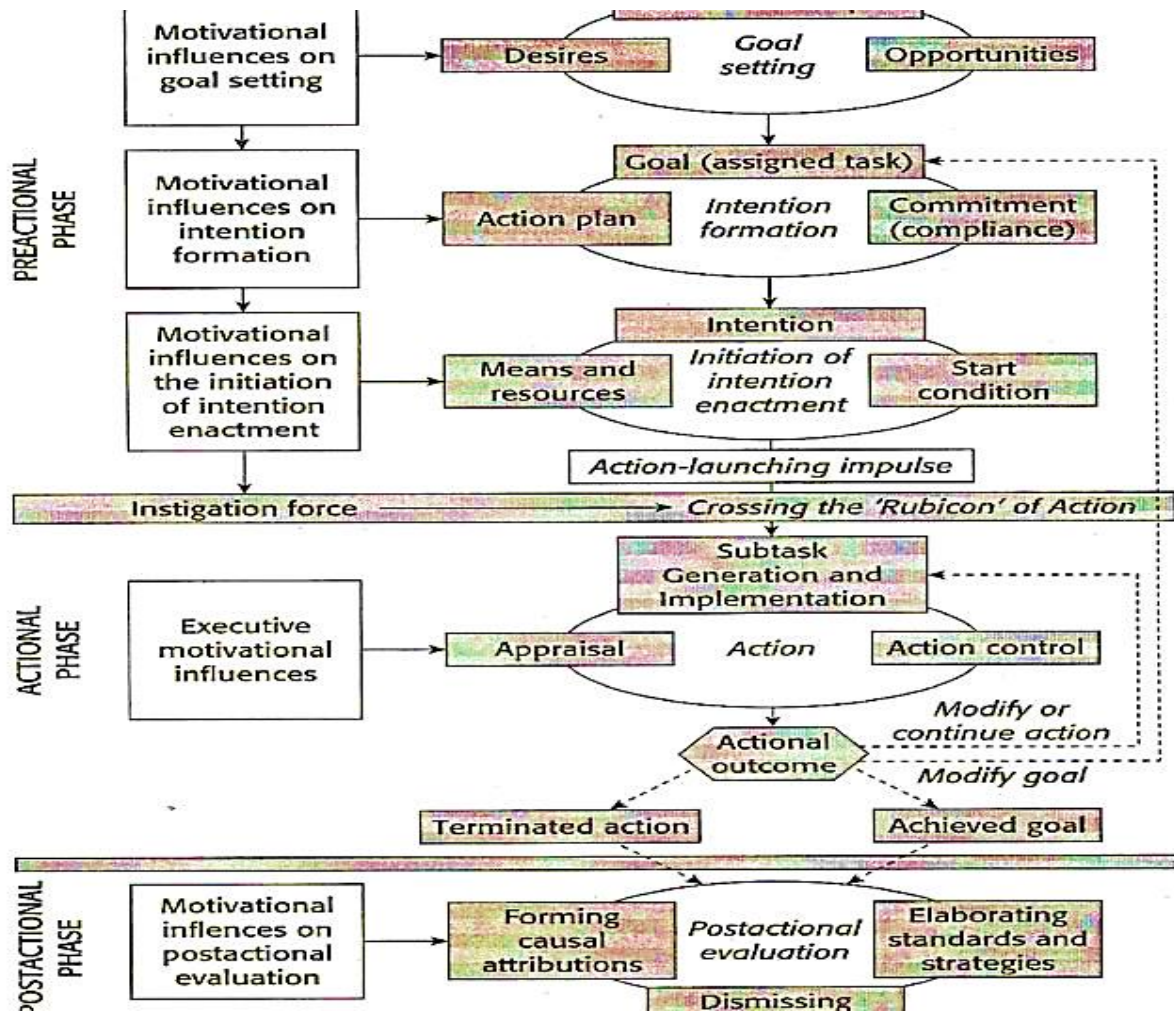

Figure 1: A Process Model of L2 Motivation (Dornyei & Otto, 1998)

CONCEPTUAL FRAMEWORK OF THE STUDY

A conceptual framework has been drawn because of the motivational influences. The study attempts to see and explore where the influences of an English teacher can work and to what extent it influences L2 (English) reading motivation. Figure 2 shows the influences of English teachers on L2 (English) reading motivation. In this study, the researchers have seen where and at what phase or phases these influences can be seen.
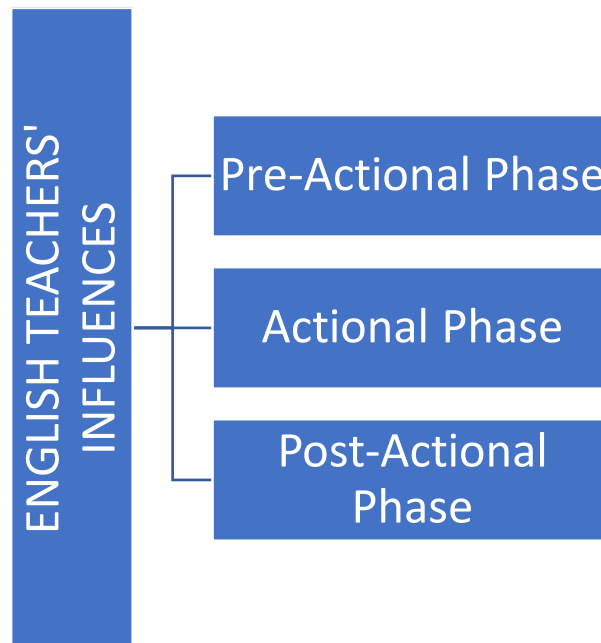
Figure 2: Conceptual Framework

Figure 2 shows that English teachers' Competency and Incompetency influence L2 (English) reading motivation of the students Firstly, in Pre-actional Phase, where the students develop their liking and hope for reading in English; then, secondly, in Actional Phase, teachers' Action in Students for Proceeding to get competency in reading and Thirdly, finally, on Post-Actional Phase, here students once again Re-consider and this is the phase where if the student is influenced, he is motivated and if not his motivation is termina ed. Furthermore, once again, the student considers his motivation, i.e. from the first, second, and third phases.

RESEARCH METHODOLOGY

Qualitative Case Study Approach

The researchers have used a qualitative case study to explore the influences of English teachers among pre-university students in Pakistan. They have adopted a case study approach from Yin (20 9). Before the selection of Yin (2009), the researchers examined the recommendations of Merriam (1998) and Stake (1995). However, finally, Yin (2009) has been chosen because Yin aims to offer the strategy and approaches of a case study and support the case study in social sciences as a genuine methodology to comport investigations into a theoretical intent. He upholds that the earlier efforts need a complete guide to applying the case study approach. Consequently, he needs his text to block up "a void in social

science methodology, which texts have dominated… that offer few guides on how to start a case study, analyze the data, or even minimize the problems of composing the case study report" (Yin, 2002, p. 3).

The Philosophical Paradigm- Constructivism/Interpretivism

The philosophical paradigm adopted by the researchers is constructivism or interpretivism because, according to Denzin and Lincoln (1994), the constructivist or interpretive position emerged between 1970 and 1 87. Constructivists believe in realistic, interpretive, open-ended, and contextualized (e.g., sensitive to place and situation) prospects toward real life. It is reflected in stances towards proper. Therefore, this study has openly examined the influences of the English teacher in the Pakistani context.

Sampling

The study used Purposive (purposeful) sampling, as suggested by Creswell (20 7). The researchers have described the significance of approximating and qualifying sample sizes based on real-world areas. According to Patton (2002), an actual sampling size determines the quality of a study as it tries to unfold the ambiguity found in the context. Creswell (2007) endorses a minimum of 20 to 30 sample size. Denzin and Lincoln (2005) mention 30 to 50 samples. Morse (2000) has recommended 20 to 30 samples. Yin (2009) recommends at least six sources of evidence. Creswell (2007) recommends at most 4 or 5 cases. For phenomenological studies, varieties include approximately 6 (Denzin & Lincoln, 1994), 6-8 (Kuzel, 1999) and 6-10 (Morse, 20 0). Case studies are among the most problematic kinds of qualitative research to categorize. Therefore, the researchers of this study have selected Six (6) student participants according to their convenience. The reason for the selection of this sampling is because it is convenient for the researchers and also follows the recommendations of Creswell (2013), Merriam (1998) and Yin (2012); such numbers of students as sampling might be controlled, and their data might be easily analyzed.

Instruments

The data collection is essential, so this study has used open-ended, in-depth and semi-structured interviews and class observation as the instrument. It is why because Creswell (2007), Patton (2000), Stake (2005), Merriam (1998) and Yin (1994), all, seem to agree that a good research, case study, has more than one instrument. Denzin and Lincoln (1994) also suggested that the instrument should be more than one to establish the trustworthiness and reliability of a qualitative study.

Besides the interviews, the nonparticipant/observer as the participant has been used in this study because, according to Creswell (2013, P. 167), "the researcher is an outsider of the group under study, watching and taking field notes from a distance"; because, through the use of this techniques, the researchers have tried to collect data without any distraction.

The observation was conducted for 45 Minutes in a class and three phases, and it has been conducted. The researchers have noted the activities among the teachers and students. The researchers have attempted to see where the influences of teachers have been found.

Data Analysis

Data analysis for this study has included thematic and coding proc ss. The transcripts of the interviews have been checked and read. The main themes and codes have been planned and formulated in the study. The data have been analyzed manually by coding, decoding and thematic by the researchers.

Validity

Reliability is about the consistency of a measure, and validity is about the accuracy of data.

It is better to see reliability and validity when the researchers are creating and doing research design, planning the methods, and writing up their results; in this way, the researchers have tried to consider all of these in the current Study process.

RESULTS AND DISCUSSIONS

The current study has aimed to explore the influences of English teachers on L2 (English) reading motivation, and it has proposed three research questions, i.e., students' views about English teachers, to know the influences of an English teacher and how English teacher influences their English reading motivation. The data were collected through semi-structured interviews with a total of N=6 participants; three were male, and three were female. All were pre-university students aged 17-20, and class observations were for about 45 minutes. After data analysis, the following Main and Sub Themes have emerged in the study.

Table 1. The Influences of English Teachers on L2 (English) Reading Motivation

Research Question	Main Theme	Sub Theme	Sub Theme
O 1. What are the students' views about Pakistan's L2 (English)	1. Competency of English Teacher 2. Incompetency of English Teacher	a) Knowledgeable b) Trained a) Insufficient Knowledge a) Untrained Teacher b) Harsh Behavior	a) Sufficient in Reading b) UpToDate Training a) Poor Knowledge a) Old Pedagogical b) Unpleasant
2. How do English teachers influence L2 (English) reading motivation in Pakistan?	a) Improving Reading Ability	a) Helping b) Supporting	a) How to Read b) Giving Books
3. How an English teacher influences L2 (English) reading motivation in students in Pakistan?	a) Motivating b) Leading to Learning c) Leading to Success	a) Encouraging b) Correction c) Appreciation	a) Incentives b) How to Read a) Presentation of Gifts

The themes shown in Table 1 are discussed below in detail.

Competency of English Teacher

The findings show that according to the data, most students have expressed their views about their English teacher. They have viewed that their English is competent in their college. Therefore, they view the competency of English teachers with tremendous significance. For example, one of the students remarked as follows.

> *"I like my English teacher because he is competent as*
>
> *He has a highly qualified degree and the best English*

> *Knowledge. He always delivers sound knowledge and*
>
> *Lecture about English reading Textbooks".*

Student 2, age 18-year, 1st-year student

Most students have said their English teacher is trained as one of the students' remarks.

> *"Our teacher is an old, experienced person. He usually tells*
>
> *Us about his past life. Once he told us that their period*
>
> *It was good because, in those days, the teachers were trained*
>
> *About the teaching methodologies before joining an institution".*

However, some students have said about the incompetent English teacher, and they regard insufficient English knowledge and being untrained as this incompetent as one of the students regards.

> *"My teacher is incompetent because he needs to update the latest*
>
> *Information about the text we start reading in class".*

English regarding research question two, knowing the influences of English teachers concerned, Improving reading ability as a significant theme. It has been seen as helping the teacher to read better, as one of the students answered.

> *"My teacher guides and helps in reading*
>
> *A text in a better. Like him, he reads first*
>
> *And tells me to read in this way".*

Student age 20, Second year, stated this study sees research question three and finds that most English teachers motivate students to read in English.

> *"This is obvious that the syllabus of English is based on 65% of reading texts, and the rest of the syllabus (35%) depends upon English Written or Composite".*

Therefore, most students acknowledge that their teachers motivate them by encouraging and giving incentives to them. One of the students has told us as follows.

> *"My teacher is good and kind. He motivates me to read English. He encourages and presents gifts as forms of books when the students read better."*

The student, age 20 years old - stated during the observations, it has been observed that one of the English teachers is very patient. He is reading English text while moving here and there in the classroom, watching the students and putting his fingers on the specific ideas of the lesson. He helps the students identify the meanings reaching near them. Data from interviews and observations show

consistency as the influences of teachers' competency and incompetency, but it is suggested that the competency of an English teacher influences reading motivation greatly.

Incompetency of English Teacher

Regarding research question one (i.e., the views about English teachers), most students said that due to incompetent teachers of English, the students need more motivation to read in English. For example, one of the students said. They all seem to agree that it is all due to the presence of untrained or lack of training, harsh behavior, old traditional pedagogical instructions and the unpleasantness of an English teacher in the context.

> *"My English teacher needs to tell us about Reading*
>
> *, and he does not use any new modern technology in his*
>
> *Lecture. It shows that he is untrained, which does not motivate me to read*".

One of the students has talked about the behavior of his English teacher in the following way.

> *I do not like my English teacher, so I am not motivated*
>
> *To read in English because he misbehaves with me by laughing*
>
> *When I try to read in English in the classroom".*

During the observation, it was observed that the English teacher does not read a lesson of the day, but he asks students to read textbooks themselves. He sits and sees his cell phone. The students also have been found seeing and playing with their mobiles during the class reading sessions.

Improving Reading Ability

Most students have talked about research question two (i.e., the influence of English teachers on L2 (English) Reading motivation) in that their English teachers are sources of motivation for reading because they help them in reading and their ability. One of the students has said that.

> *"My English teacher is good because he always helps*
>
> *Me to improve my reading. He gives reading books*
>
> *And other reading materials. He supports me by making*
>
> *Me understand the meanings and giving me books".*

Motivating and Leading to Reading and Success

Research question three is about the level and extent of the motivational level of the English teacher. The students have given various ideas behind the answer to this research question. However, they are meant to say that their English teacher is motivated because they are motivated to read in English. They are motivated because, under the influence of a motivated English teacher, they are aware that reading can lead to learning which ultimately might take them to success in their annual academic and educational level. There is a student who said:

> *"He feels happiness in class when his teacher reads to them*
>
> *In a good way, pronunciation and saying that reading is important*
>
> *For t em. He tells them that they should read in English because*
>
> *Reading will grant them success in learning and passing the*
>
> *Examination".*

During the observation, the researchers noted that one of the English teachers had been found encouraging and appreciating the students by helping them in Read ng. He has been found asking the students if they need his help. He even has been seen offering them his book with written ideas and meanings of the lessons.

THEORETICAL FINDINGS

This study uses a process model of L2 motivation (Dornyei & Otto, 1998) as a basic theoretical framework. A conceptual framework has been developed along the lines of an actual accurate process model of L2 motivation (Dornyei & Otto, 1998). During the data collection, it was noted that the teachers' influence, especially competency and incompetency of English teachers, has been found to influence the three phases (i.e., Reactional Phase, Actional Phase and Post actional phase) of the conceptual framework k. Figure 2 shows that these motivational influences influence various phases of the student's motivational level. However, in the first phase, the teacher's competency as a motivated Teacher influences the development of the student's desires, wishes, and hopes for reading in English. Then, their motivation comes to Actional Phase, but here, incompetency appears, and most students do not proceed further for reading in English; most of the students have said that the incompetency of their English teachers creates hurdles and obstacles in the way of reading. The harsh behavior of their English teacher also appears there in this Ph se. However, in the third phase, Post actional Phase, most students have been found under the influence of their competent English teacher.

DISCUSSION

The current study is an attempt to see and explore the influences of English teachers on L2 (English) reading motivation among pre-university students in Pakistan. Considering the study's findings, most results are consistent with previous studies. For example, the study conducted by Ro (2013) examined how various factors influence reading motivation among unmotivated students. The current study is consistent because it has found that a competent English teacher can motivate students to read better in L2 (English) in a Pakistani context. According to Kirchhoff (2013), extensive reading can be improved through various motivational influences. In this study, it has also been found that a competent teacher, through his learning and encouragement, can motivate for reading in English.

As far as the incompetency of English teachers is concerned, this idea has been found inconsistent with previous studies on learning and reading motivation. This study has seen that although the incompetency of English teachers counts in reading motivation, it only influences the process of English reading g. However, it has been observed that teachers' competency is very significant. The study conducted by Proctor et al. (2014) found an exceptional in aiming motivation and reading comprehension among weak and understudied students in the U.S. While it has been a minor study, the fact remains that self-efficacy varies between more substantial and feebler reading present. Therefore, the current study presents differences between motivation and demotivational influence. According to Shahriar et al. (2011), satisfaction plays a vital role in enhancing motivation for learning. Therefore, the current study is in line with this study because encouragement and support of teachers enhance the motivation of students for L2 (English) reading.

CONCLUSIONS AND RECOMMENDATION

The findings of this study suggest that competent English teachers positively influence students' L2 reading motivation. These teachers were found to be enthusiastic, knowledgeable, and support ve. They created a positive learning environment and made learning engaging and challenging. Incompetent English teachers, on the other hand, negatively influenced students' L2 reading motivation. These teachers were found to be dull, uninspiring, and unhelpful. They created a hostile learning environment and made learning tedious and frustrating ng. Based on the findings of this study, the following recommendations are made:

- Schools should employ competent English teachers with appropriate training to motivate students for L2 reading.

- English teachers should be given professional development opportunities to improve their teaching skills and knowledge of L2 reading motivation.

- Schools should create a positive learning environment that encourages students to read.

- Schools should provide students access to exciting and engaging L2 reading materials.

LIMITATIONS AND FUTURE STUDIES

This study was conducted with a small sample of students from a single Government College in Pakistan. The findings of this study need to be more generalizable to other contexts or populations ns. Additionally, the study was conducted using a qualitative research design, limiting the findings' generalizability. Future research should be conducted with a larger sample size and a more quantitative research design to confirm the findings of this study. Future research should investigate the influence of competent and incompetent English teachers on L2 reading motivation in other contexts and with larger sample si es.

Additionally, future research should investigate the influence of other factors, such as the students' prior language learning experiences, on L2 reading motivation. Here are some specific questions that could be investigated in future research how does the level of competence of the English teacher influence students' L2 reading motivation? How do the students' prior language learning experiences influence their L2 reading motivation?

Data availability: Associated data is available upon request from the corresponding author.

Ethical Statement: This study received the written consent of ethical approval from the San Jose del Monte City Police Station, the Chief of Police, and the school advisory board. All participants were formally informed, and their consent was taken, which is confidential.

Consent to Participate: The author declared that they have no known competing financial interests or personal relationships which affect the work reported in this article. This study deals with human participants, and human data or human rights issues are discussed and evaluated.

Consent for Publication: We do not have any person's data in any form.

Competing Interests: The author declares that this work has no competing interests.

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throughout my journey to success.

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