Reading Motivation: A Case Study of Post-Secondary EAP Students in Bangladesh

By

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Abstract

The significance of motivation in learning an additional language has long been recognized in the field of SLA. However, a few studies have investigated the role of motivation in the learning process of an individual, especially for the attainment of particular language skills such as the acquisition of reading aptitude in L2. On the other hand, considerable research investigates the contribution of motivation to the achievement of reading proficiency but only in the context of acquiring the first language. Therefore, this case study explores the ways learners perceive their motivation in the EAL/EFL context of Bangladesh as they strive to develop their English reading skills for academic purposes. To be precise, this study addresses the motivational orientations, reading behaviours, and reading achievements of post-secondary EAP students while their reading motivation is being constructed and reconstructed by their learning experience. For the purpose of the study, data has been collected over four weeks in the form of a series of open-ended individual interviews following the completion of motivation logs by the students while they continue their EAP course. The findings suggest that motivation is not a static phenomenon: Reading motivation of the L2 learners varies throughout their learning process by the continuous influence of their learning experience inherent in their micro-macro settings as different motivation orientations unfold themselves at different intervals and their reading behaviours continue to change and consequently determine their reading progress in English with time. It also reveals that different forms of extrinsic and intrinsic motivation co-exist and that the academic curriculum, EAP course instructors, and familial and societal values play a prominent role in initiating and reinforcing the learners' motivation. As motivated learners, the students apply various cognitive and metacognitive strategies and engage in increasing reading activities though inadequate guidelines and poor resources adversely interfere

with their reading endeavours. It is also found that their diligence mediated by motivation contributes to improving their reading proficiency in English, and their reading accomplishments as well as their reading efforts reciprocate their reading motivation.

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Chapter 1: Introduction

"Miss, I am from a Bengali medium school and my English is poor! Can you help me improve my English?" Hassan, one of my students from an EAP (English for academic purposes) course asked very timidly.

"Why not?" I said.

After being assured by me, Hassan kept visiting me during my office hours. He had been discussing with me his difficulties with learning English, following my instructions, and practicing reading and writing in English for the entire semester alongside his regular class with me. To my utter surprise, I noticed a great change in his English in just three months. In comparison to many students from the same class who shared the same level of English proficiency with him, Hassan had made more rapid and further progress--his vocabulary had improved; he had learned to summarize his readings efficiently; the frequency of his grammatical errors had been minimized; and his writings had become a lot more unified and coherent than those of others. Hassan was delighted with his accomplishments, and I appeared to be his fairy godmother. However, I realized that it was the magic of self-motivation that inspired him to seek assistance from me and to devote his time and efforts to engage in rigorous practice. So, I wondered how motivation cast its magic spells on him to bring such kind transformation in his academic performance.

The Significance of the Study in the EFL/EAL Context of Bangladesh

From my teaching experience, I have realized the significance of motivation in learning an additional language. I remember how excited I was every time on my first day of class to discover a class full of students with high energy, burning with curiosity, and engaging in class

activities with enthusiasm. However, it was not always that lively; I had also left my class many times with utter disappointment when my lesson plan failed to work on a bunch of unmotivated students. I was disheartened further to watch many of my students, even the highly motivated ones, gradually lose their motivation towards the end of the course. Like my colleagues who were teaching post-secondary EAP courses in Bangladesh, I had been frustrated with my students for their lack of motivation as required to improve their English to meet the academic standards. So, as an instructor, I do know the value of English classes for my students since it was the first time for most of them to attend a program where the sole medium of instruction was English. Having finished twelve years of schooling in the Bengali medium, it is not a surprise that they often find themselves overwhelmed in the newly found English world as soon as they get admitted to a private university in Bangladesh. They encounter a difficult time following the class lecture, finishing the assigned readings, and managing the given tasks due to the language barrier, even though they have studied English in their schools as a regular subject. Indeed, they have been learning English for years; however, here is the challenge— this time they are not only using the language extensively but also applying their learning for real. For the first time, they come to discover a wide gap between what they have learned and what they are expected to practice. There is no doubt that they are baffled, distressed and disappointed, feeling unconfident, shy, and reluctant to use English as they compare their linguistic competence with the language skills of their peers who had been studying in English medium schools since their childhood. Even though it happens to be the case with the students, it is a pity that they barely seem to recognize the actual value of enhancing their skills in English; their usual goal to attend the EAP programs is to earn a good grade and improve their GPA. Since the students are assumed to be driven by instrumental motivation, the EAP courses are mandated for credit

similar to the major courses that they take as a requirement of their degree completion. It is believed that such an initiative will boost the enthusiasm and efforts of the students, help them develop a positive attitude towards learning English, and thereby help them reach their learning goals. However, to my disappointment, it has not brought much difference to increase their motivation; many students who happen to perform their best in their major credit courses still fail to fulfill their potential when it comes to improving their English. The teachers from other departments are getting dissatisfied with the English skills of their students and questioning the credibility of the EAP programs. Hence, it is evident that promoting instrumental drive is certainly not the only solution to motivate the EAP students as a key to developing their English, though it does not invalidate the value of instrumental motivation, especially to achieve a short-term goal such as passing the EAP course or securing a better grade (Gardner & Lambert, 1972). However, when it becomes a question of attaining a long-term goal, "the benefits of an instrumental motivation are likely to wear off" (Ellis, 2015, p. 48). As soon as the students complete the EAP courses, they forget about what they have learned, and they care little about nurturing the skills further; as a result, the English skills that they have developed gradually deteriorate. Therefore, what motivates learners to achieve a fruitful and long-term outcome, indeed, goes beyond their motivational orientations, especially when their motivation is conditioned to change over time.

Nevertheless, as EAL instructors, we admit that the failure of the EAP courses has little to do with the language learning aptitude of the students; rather, it has much more to do with their lack of motivation. Unlike other courses, we believe that developing a language skill requires much more than mastering the accumulated knowledge; it takes time, rigorous practice, and a positive attitude towards learning and towards the language to be learned to make

noticeable progress, and therefore persistence is very crucial to achieve proficiency in that language. Although we believe that motivation is the key to success and we have been taking certain measures for the students to grow their interest in developing their English skills, we have not been able to keep many learners motivated throughout the course. At the same time, we have observed the charisma of motivation to enhance the language skills in the case of students like Hassan. So, "Why do some of our students become motivated while others do not?", I asked myself. I believe that we have been interpreting a learner's motivation through the lens of an instructor, an observer, and an outsider; there lies a gap in our understanding of the way we perceive motivation works for our students and the way they experience motivation. Furthermore, we believe that we have taken initiatives to promote their motivation and we expect that it will invariably work for them. However, we are forgetting the very fact that a learner's motivation constantly gets shaped and reshaped in various ways, and we need to consider the learning environment that we are providing as it is one of the significant factors that plays a role to construct the motivational orientation of the learners and change their motivated behaviours. Therefore, it is imperative to unfold the untold stories of the ebbs and flows of the motivation of students as they experience while taking a journey of unlearning and relearning English during their undergraduate study. Learning about what motivates learners, what does not inspire them, and how it impacts their learning from their own perspective will certainly provide a genuine and tangible view of how motivation plays a role to boost one's skills in another language such as English.

The Purpose of my Study

The literature on L2 motivation confirms a strong correlation between motivation and a successful language outcome, supporting many theories that have evolved over the years. It was

R. C. Gardner and his associates who had laid the foundation for studies on motivation for learning a second/foreign/additional language from social-psychological perspectives since 1959. They identified integrative motivation as a strong predictor of L2 achievement. However, later Gardner and Lambert (1972) also recognized the benefits of instrumental motivation, especially in the context of learning a foreign language. One of the most influential contributions of Gardner (1985) is his development of the theory "Socio-educational Model" which introduced the concept of integrative motive and emphasized the significance of learners' attitudes towards their learning situation. However, Gardner's works were criticized for disregarding the dynamic nature of motivation and for ignoring learners' agency to construct their own local social contexts. As a result, a cohort of researchers sought refuge in the conventional theories of motivation in cognitive psychology and investigated the prospect of intrinsic motivation and the role of success or failure in learning a second language, giving rise to "Self-determination Theory" (Deci & Ryan, 1985) and "Attribution Theory" (Weiner, 1992) of motivation. Although both these theories recognized that the motivation of a learner is not static, they failed to represent how motivation changes either over time or within a single lesson (Ellis, 2015). In order to capture the variation in one's motivation, Dörnyei and Otto (1998) developed the "Process Model of L2 Motivation". Building on previous models of L2 motivation, this theory explained how learners become motivated and control their motivation in three phases- the pre-actional phase, the actional stage, and the post-actional phase. However, Dornier (2005) criticized his theory for not being able to explain how the actions in different phases involve parallel processes. Therefore, in 2009, he proposed a new theory of L2 motivation known as "L2 Motivational Self System" (L2MSS), drawing on the socio-educational model, self-determination theory, and attribution theory of motivation. While the motivational orientations of

learners are recognized as ideal L2 self and ought-to self, the L2MSS model acknowledges the impact of learning experience on one's motivation. However, similar to the previous theories, this model also provides inconclusive findings. According to Ellis (2015), "Perhaps the drive to develop a theory of L2 motivation that is applicable to every context is mistaken as separate theories may be needed to take account for contextual differences" (p. 54). Although the motivational orientations and the factors that influence a learner's motivation vary in different learning contexts, it is undeniable that motivation is crucial for L2 achievement. While the studies on L2 motivation are typically guided by the dichotomy of goal orientations based on one of the models mentioned earlier, only a few studies have investigated its relationship with building a specific language skill.

When it comes to the interplay of motivation and the acquisition of particular language skills, reading skills have received less attention from L2 scholars and researchers in comparison to other skills such as listening, speaking, and writing. On the other hand, a good deal of research work explores the contribution of motivation for the achievement of reading skills only in the context of the acquisition of the first language. The empirical studies with L1 readers indicate that motivation influences the reading behaviours of a learner in various ways, leading to an increase in reading amount, better comprehension of texts, and effective use of strategies (Gottfried, 1990; Guthrie et al., 2007; Lau & Chan, 2003; Wang & Guthrie, 2004). Therefore, as suggested by Komiyama (2013), there is a need for exhaustive studies on the reading motivation of L2 learners; "this need seems particularly prominent in EAP contexts, where students are often under tremendous pressure to become highly proficient L2 readers" (p. 149). However, in this 21st century "google" world where people can easily access the information needed in their preferred language with just one click, the students happen to be least inclined to develop their

reading habits and reading skills, especially in L2. Therefore, I have become interested in exploring the L2 reading motivation of students in the post-secondary EAP context of Bangladesh.

There has been only limited research done on motivation for learning English as a foreign or an additional language in the context of Bangladesh. Even the works that have been found in this arena concentrate on investigating the motivational orientations of learners. The earliest research work on L2 motivation in Bangladesh can be traced back to the empirical study of Haque (1994) who concluded that high school students are mostly instrumentally motivated to learn English as they find their skills in the language would be useful for pursuing higher education and better employment in future. Similar findings have been observed in the case of undergraduate students learning English for academic purposes as evident from the studies of Rahman (2005) and Rukanuddin (2014). Taking Gardner and Lambert's (1972) integrative and instrumental dichotomy into consideration, they investigated the motivational orientations of EAP students in Bangladesh. However, the concept of motivation encompasses more than its inherent orientations. Besides, their studies viewed motivation as a static phenomenon whereas, in reality, it is conditioned to a myriad of micro and macro level factors and consequently to an ebb and flow. Besides, neither the learning behaviour nor the learning outcomes were considered in their studies on motivation though their interaction with a learner's motivation is undeniable. Methodologically, Rahman (2005) and Rukanuddin (2014) adopted either quantitative or mixed methods research design that relied largely on survey results with a very insignificant segment on qualitative interviews. There have been no empirical studies that explore the relationship between motivation and reading skills of post-secondary EAP learners in Bangladesh though it is crucial for this cohort to develop their reading aptitude to cope with the academic standards of

their discipline. Therefore, my current project aims to bridge the research gap in the past studies of L2 reading motivation and conduct a qualitative case study to examine how motivation, as part of the learning process of many individuals, works to promote their academic reading proficiency in English. To be precise, following the body of work on L2 motivation, I would like to explore the following research question in the context of post-secondary education in Bangladesh:

Q: How do EAP learners perceive their own motivation to improve their reading skills in English?

i. What kinds of motivation orientations do the students experience throughout the EAP course with regard to reading?
ii. How do the EAP students view the contribution of their learning experiences to foster their reading motivation?
iii. How do the EAP students find their reading motivation to impact their reading behaviours and reading achievements?

Chapter 2: Literature Review

The Perception of "Motivation" in the Context of Learning a Second Language

Motivation from Different Perspectives

Motivation, as a complex psychological construct, has often been viewed as a conscious or unconscious internal drive of individuals that leads them to act in certain ways to attain their desired goals. It is typically the actions or behaviours of people towards their goals that determine their motivation. Pintrich and Schunk (1996) and Williams and Burden (1997) define the behaviours of the learners that pertain to motivation as a kind of physical or mental activity where they take initiative and maintain efforts persistently for a particular duration of time. The kinds of behaviours that manifest one's motivation can be categorized as (a) direction, carrying out certain activity or activities while avoiding others, (b) persistence, concentrating on the same object for an extended period, (c) continuing motivation, returning to any pending task without any compulsion from outside, (d) activity level, exerting efforts, and (e) performance, making a progress or failing to make any improvement without having the influence of competence, skills or physiological factors (Maehr & Archer, 1987). When it comes to education, it is usually the behavioural orientation with which the practitioners very often identify the motivation of the learners. Teachers usually describe their students as motivated learners if the students become "productively engaged in learning tasks, and sustain that engagement, without the need for continual encouragement or direction" (Crookes & Schmidt, 1991, p. 480). In other words, certain behaviours of learners such as active engagement with the learning activities, (i.e., 'direction' and 'activity level') as well as the voluntary retention of concentration on the task, (i.e., 'persistence' and 'continuing motivation') seem to be prominent manifestations of motivation in the eye of an instructor. However, Crookes and Schmidt (1991) argue that "this

teacher-validated" concept of motivation has been overlooked by researchers exploring the role of motivation in the study of second language learning.

The study of motivation in the field of SLA traces back to the most influential work of the social psychologists, Gardner and Lambert and their associates that started in Canada in the 1950s with the recognition that the motivation of learners is socially determined as it largely depends on their attitudes towards the community of speakers of the target language. They identified motivation primarily with the orientation of learners towards their goal of learning an L2. Gardner and Lambert (1972) claimed,

> Some process like identification, extended to a whole ethnolinguistic community and coupled with an inquisitiveness and sincere interest in the other group, must underlie the long-term motivation needed to master a second language. Other motivations such as a need for achievement or a fear of failure seem appropriate for short-term goals such as passing a language course but seem insufficient to account for the persistence needed in the laborious and time-consuming task of developing real competence in a new language. (p. 12)

Motivation, therefore, was interpreted by the goal orientations and persistence of learners as founded on their attitudes though engagement with the learning tasks or intensity of motivation received no significant attention in comparison to the extensive studies conducted on the social attitudes of the learners. The study on motivation was focused on a "distal factor" rather than on "motivation per se" (Crookes & Schmidt, 1991, p. 478). However, in his later work, Gardner (1985) argued that learners' motivation manifests more than their orientations and the influence of their attitudes towards the community of L2. According to him, motivation is a composite

construct involving four aspects: (a) “a goal”, (b) “effortful behaviour”, (c) “a desire to attain the goal”, and (d) “favourable attitudes towards the activity in question” (Gardner, 1985, p. 50). He still maintained his view regarding the significance of a goal but only as one of the components of motivation while giving credit to the other properties as the actual measures of motivational intensity. According to him, “Although the goal is a stimulus which gives rise to motivation, individual differences in motivation itself are reflected in the latter three aspects listed above, effort expended to achieve the goal, desire to achieve the goal and attitudes towards the activity involved in achieving the goal” (Gardner, 1985, pp. 50-51). The value of the components that characterize motivation is acknowledged in the second language field, but many researchers fail to provide a complete representation of motivation. Harmer (2007) identifies the curiosity of learners as an additional significant feature to determine their motivation. Ellis (2015) also recognizes the orientational and behavioural implications of motivation, but he finds the aspects of motivation as defined by Gardner (1985) to disregard the impact that learners’ progress in learning can have on their motivation. Gardner’s theory of motivation is criticized for its failure to view the dynamic nature of motivation, as conditioned by its continuous response to changing learning situations. To Ellis (2015), motivation is a “complex construct” that encompasses (a) motivational orientation-“the reason a learner has for needing or wanting to learn an L2”, (b) behavioural motivation- “the effort a learner makes to learn the L2, the learner’s persistence with the learning task, and the impact immediate context has on these”, and (c) attributional motivation- “the effect that the learner’s evaluation of his/her progress has on subsequent learning behaviour” (p. 46). In order to determine the motivation of the learners and its consequences on their achievement, it is instrumental to gain a better understanding of these key aspects constituting motivation.

Motivational Orientation. Why does anyone want to learn another language? As this question is explored by researchers over the decades, it is found that learners do represent different kinds of orientations towards learning an L2 or a foreign language. Gardner and Lambert (1959) were the ones who introduced the terminology "orientation" to categorize the reasons for learning an L2. They identified two types of goal-directed L2 orientations: (a) integrative and (b) instrumental. Students are viewed to be integratively motivated when they wish to learn about the community of the other language and want to interact with the people of that society to the extent that they intend to become accepted as one of their members. On the other hand, the orientation is instrumental when the goal is to learn the language for pragmatic reasons such as obtaining a job or gaining better education. Although both these orientations have received a great deal of attention in the field of SLA till today, these are not the only reasons why one wants to learn another language as admitted by Gardner (1985).

An individual may like to learn an additional language for intrinsic or extrinsic reasons. Deci and Ryan (2012) identified intrinsic and extrinsic orientations with the autonomous and controlled motivation of a learner. They argued,

> All human beings have the fundamental psychological needs to be competent, autonomous and related to others. Satisfaction of these basic needs facilitates people's autonomous motivation (i.e., acting with a sense of full endorsement and volition), whereas thwarting the needs promotes controlled motivation (i.e., feeling pressured to behave particular ways) or being amotivated (lacking intentionality). (Deci & Ryan, 2012, p. 85)

They claimed that the intrinsic orientation of motivation is the prototype of autonomous behaviour, in other words, the most self-determined form of motivation whereas extrinsic

motivation is the classic case of controlled motivation. If motivation is governed by the inherent trait of individuals to experience their own satisfaction such as happiness and curiosity, it is regarded as the intrinsic form of motivation. Ellis (2015) distinguishes various intrinsic orientations as one derives motivation from (a) knowledge (such as exploring novel ideas), (b) accomplishment (for instance, pleasure for putting efforts into achieving the goal), and (c) stimulation (for example, fun and excitement inherent in the task). On the contrary, behaviours concerned with the purpose of receiving a reward or avoiding any kind of disciplinary action or achieving "some instrumental end" (Noels et al., 2000, p. 61) are classified as extrinsic motivation. However, it is argued that motivational attributes are subject to change; for instance, extrinsic motivation can be internalized to a certain degree and provide the basis for autonomous behaviour. In this regard, Deci and Ryan (2012) distinguish three phases of extrinsic motivation: *introjected regulation, identified regulation* and *integrative regulation*. In the case of introjection, learners only partially internalize the extrinsic values and devote themselves to activities not exclusively on the basis of their own volition, thereby their motivation fails to attain the stability required for a long-term commitment and becomes the least autonomous or controlled form of motivation. On the other hand, extrinsically motivated individuals become more autonomous when they experience the form of motivation known as identified regulation as they learn to understand and accept the tangible value of activities for their own interest. If the behaviour of the learners become completely integrated into their personal values and beliefs, their extrinsic motivation is projected to be integratively determined, and thus they will represent the most highly autonomous motivation. These various forms of autonomous motivation are found to be more effective for any individual than those of controlled motivation to achieve successful learning, efficient performance, and healthy behaviour. However, it should be noted

that the integrative and instrumental orientations as proposed by Gardner and Lambert (1959) can also be considered extrinsic on the ground that many students learn the language to meet certain goals rather than satisfying their intrinsic interest in the language itself.

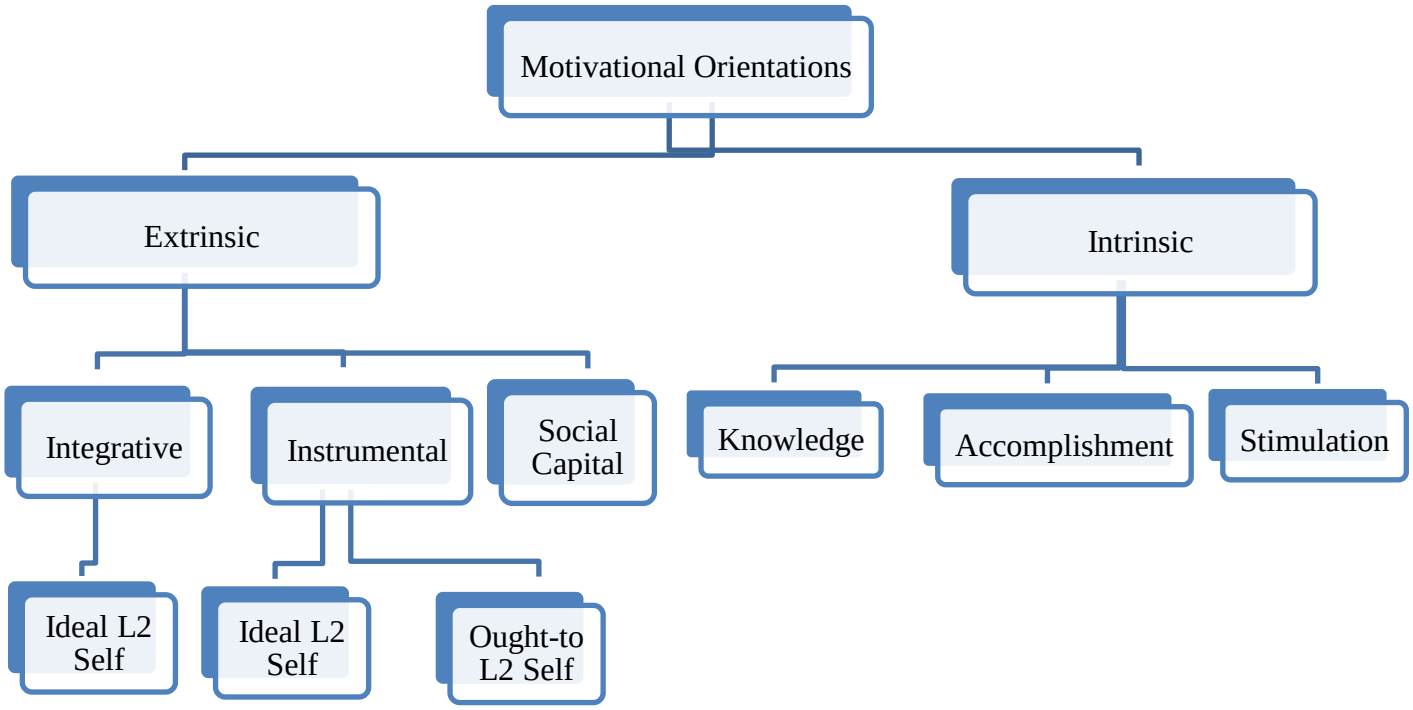
The L2 motivational orientations that were identified in past studies are re-evaluated and interpreted in a different light in the twenty-first century. Gardner's notion of integrativeness is viewed as the orientation of individuals where they identify themselves with a future version of their own selves, an ideal L2 self, instead of just relating themselves with the members of another ethnolinguistic community. To be more precise, "if one's ideal self is associated with the mastery of an L2, that is, if the person we would like to become is proficient in the L2, we can be described as having an integrative disposition" (Csizér & Dörnyei, 2005, p. 29). Motivation, therefore, is perceived by Dörnyei (2005) as the consequence of the efforts extended to mitigate the disparity between the actual and the ideal self of an individual. However, if the idealized image of a person is to meet pragmatic ends such as becoming professionally successful, and therefore that individual wants to learn an L2, it can be interpreted that the learner is instrumentally motivated. Dörnyei (2005) identifies another form of instrumental motivation, ought-to-self, where individuals learn an L2 as they believe that they feel obligated to meet certain expectations and prevent possible unfavourable outcomes, for instance, poor performance in an examination.

Kouritzin et al. (2009) distinguish social capital orientation from other forms of motivation. While exploring the beliefs, attitudes, and motivation of those who are learning a foreign language, they discover that students from Japan value the knowledge of another language in and of itself. In other words, even if there is the least possibility of using a foreign language, they are willing to learn it as it carries social value. "Ability to speak a foreign

language in this frame of reference is seen not in terms of a social practice or a communication, but rather as a commodity that reflects the prestige and/or power of its owner" (Kouritzin et al., 2009, p. 303). However, since an external factor as determined by society drives the motivation of a learner in this case, the orientation can be conceived as extrinsic in nature. In a nutshell, the motivational orientations for learning another language can be summarized as follows.

Figure 1

Motivational Orientations for L2



Behavioural Motivation. Regardless of the type of L2 orientation individuals display, they cannot be truly motivated unless their orientation is not associated with the accompanying efforts and persistence needed to achieve the ultimate goal. Even though students share the same objective of learning an L2, they can certainly differ in their level of effort to achieve that goal. It is the degree of effort that a learner spends or is willing to spend that can make a significant difference to determine the motivation (i.e., "the motivational intensity") of that individual

(Gardner, 1985, p. 53). The Attitude Motivation Test Battery (AMTB), an instrument developed by Gardner (1985), measured the motivational intensity of learners based on certain goal-directed behaviours such as the amount of effort the learners expend on homework, their readiness to do special assignments, the engagement with activities to improve their knowledge, and their willingness to use available resources. In the context of a classroom, motivated behaviour is noticeable in the amount of attention the learners pay in class, the level of their participation in class activities, and the extent of their voluntary engagement with the lessons. However, the degree of effort invested in learning activities is not the only factor involved; sustaining that effort is crucial in determining motivational intensity.

As motivated learners, individuals take the actions necessary to maintain their persistence towards the goal that they want to achieve. Dörnyei and Otto (1998) identified certain behaviours of motivated learners that reflect their sustained activities as relevant to learning an L2 as they talked about 'executive motivation' in their proposed "Process Model of L2 Motivation". For instance, motivated learners carry out not only language learning tasks but also an ongoing appraisal of the extent to which progress has been made. Furthermore, they utilize self-regulatory strategies to control their action by exploiting various language-learning tactics so that they can achieve their intended goals. For instance, learners apply "satiation control" (Dörnyei, 2001) as a strategy to regulate their boredom in the learning process by trying to make their learning tasks interesting. They also exercise a strategy, "time-management control" (Lens & Vansteenkiste, 2008), by devising ways to avoid procrastination, and they exploit "opportunity control" (Kormos & Csizér, 2014) to seek out opportunities for learning and using the language. Besides, as self-regulatory learning strategies, students use many cognitive strategies such as text processing, rehearsal, elaboration, organization and critical thinking, metacognitive strategies

like planning, monitoring and regulation of cognition, and social behavioural strategies, for instance, peer learning and feedback handling. Motivation regulation, a deliberate effort to control own motivation and motivational process, is also an integral component of self-regulatory learning that encourages the implementation of strategies like self-talk, performance self-talk, interest enhancement, emotional control, and environment structuring (Teng & Zhang, 2018). These learning strategies, when applied properly, are 'mindful effort investments' (Corno, 1993, p. 17) and useful indicators of motivation as they embody learners' voluntary activation of cognitions, behaviours, and affects for strengthening the effectiveness of learning (Dörnyei & Otto, 1998).

However, the amount of effort that individuals invest in learning an L2 and their persistence towards the goal that they intend to achieve is largely influenced by their immediate context of learning. The study of Lamb (2012) confirms the importance of the L2 learning experience related to the immediate learning environment. It reveals that L2 learning experience played a more significant role for adolescent Indonesian learners than their ideal L2-self to enhance their motivation to learn English as an additional language. The ought-to self, another form of motivation orientation, was also found to be an unsatisfactory measure of motivation in this case. Besides, in comparison to the impact of the learning experience, the ideal L2- self contributed to promoting L2 motivation only in the metropolitan, not in the provincial and rural contexts of Indonesia. Therefore, it is evident that the learning experience can enhance L2 motivation more than what the learners' goal orientations can do. To sustain motivation, as suggested by Keller (1983), learners are required to perceive that their learning situation satisfies important personal needs, for instance, the course content, class lessons or class activities, and teaching techniques need to match what they believe they need to learn. However, it is not to be

taken for granted that the L2 courses designed through needs analysis meet the expectations of the learners. Along with fulfilling the instrumental needs, the courses are required to indulge the personal needs of learners— "the needs for power, affiliation and achievement", as suggested by Crookes and Schmidt (1991, p. 488). It is argued that individuals who are intrinsically motivated to learn usually have a greater need for achievement and they deem their levels of skills to match those of the challenges imposed by the course or class activities. Therefore, if the course materials and tasks are designed in such a way that they are too challenging to handle for the skill level of the learners, it will result in language anxiety. On the other hand, when the level of one's ability is higher than the challenges introduced, the learners will feel bored and demotivated. Besides, teaching techniques and class materials that develop the curiosity of the students certainly play a significant role to grow their interest in L2 and keep them motivated to engage in various language learning activities. For instance, if the class activities and the format of the textbook follow a very regular pattern throughout a course and the content of the materials does not match the interest of the learners for their age and culture, learning the language will become a mundane chore and it will gradually become difficult to sustain their motivation. Besides, the learning behaviour of students is influenced by the feedback that they receive. Informational feedback, directing the attention of the students towards their actions that contribute to success enhances their persistence with the learning activities and consequently sustains their motivation. However, it varies according to how one accepts praise and criticism, which is dependent on a learner's cultural background. Another powerful motivational factor in L2 learning is group dynamics as evident from the study of Dörnyei (2002) that investigated the operation of motivational force in pair work in the context of learning English as an L2 in a secondary school in Hungary. As the learners were performing a communicative task, it was

found that the motivation of one student influenced the motivation of others and it affected the way the task was carried out. The finding can be attributed to the fact that "individuals in groups behave differently from the way they do outside the group" as if groups acquire a "life of their own" (Dörnyei & Murphey, 2003, p. 3). Therefore, it is crucial that L2 pedagogy takes into consideration the various ways the learning situation of students impacts their motivation and adapts to these circumstances. At the same time, adding instructions on self-regulatory strategies to the L2 course curriculum is imperative to promote learner autonomy so that individuals can exploit their own learning process and regulate their motivation by the application of effective strategies. The relationship between motivation and learner autonomy has already been recognized by Ushioda (1996) and Dickinson (1995). It is argued that enhanced motivation largely depends on learners taking charge of their own learning, and a motivated learner, by default, is an autonomous learner; learners' autonomy is measured by their own efforts and strategies that determine the success and failure in learning L2 rather than any other factors that are not in their control. Thus, the ways students expend their efforts and apply learning strategies contribute to forming their motivation.

Attributional Motivation. Motivation can be derived from the way learners attribute their past experiences to their future endeavours for learning an L2. As the leading advocate of the attribution theory of motivation, Weiner (1992), argued, "the subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action" (Dörnyei, 2005, p. 79). Dörnyei (2005) elaborates Weiner's (1992) proposition indicating that learners are unlikely to make further efforts to do an activity if they failed to accomplish the task in past and they attribute the failure to their low aptitude. On the other hand, they will be more inclined to give it another try when they believe their "insufficient

effort or unsuitable learning strategies" (Dörnyei, 2005, p. 79) to be the cause of their being unsuccessful in the first place. In other words, one's own ability and efforts are viewed as *causal attributions*- causes to which learners attribute their previous successes and failures. However, Williams et al. (2001) reported a wide range of causal attributions related to the ways classroom environment, circumstances, exposure to the language, interest, strategy use, and support from others impact one's achievements. According to Ellis (2015), when learners' own ability is assumed to be responsible for an outcome, the attributions are considered internal. However, the attributions can also be external if the learning problems are identified with external factors such as task difficulty or luck (Brown, 2007). Another kind of attribution concerns the way individuals perceive their learning efforts to affect the L2 outcome: if the learners view their lack of success to be unstable that can be overcome with further efforts, they will feel motivated to improve; if they attribute their failure to stable shortcomings, it is more likely that they will become demotivated. Learners also evaluate whether the factors that interfere with their L2 achievement are controllable or uncontrollable. They will be motivated to try harder when they find themselves rather than other people such as a poor language instructor to be accountable for their poor performance (Ellis, 2015) as they view the circumstance under their control. In the same way, if they perceive that they cannot manage the situation that influences their learning outcome negatively, they will give up making further efforts. In short, depending on the evaluation of one's past success and failure with the attainment of L2 learning goals and the causal attributions, a motivated learner will determine the kinds of changes needed and devise action-specific strategies for a fruitful outcome in future.

The Role of Motivation in Learning a Second/Foreign Language

The significance of motivation on the rate and success of learning a second as well as a foreign language has long been established by past research. If students are motivated, they will develop a positive attitude towards learning, thus engage in the learning process voluntarily, and consequently achieve mastery of a second language. Furthermore, Dörnyei and Csizér (1998) emphasize that it is not possible even for gifted individuals to achieve a long-term goal without adequate motivation. A well-designed curriculum and quality education will not suffice for successful L2 attainment if the learners lack motivation. On the other hand, a high degree of motivation can ensure success even though there are significant deficiencies in an individual's language aptitude and learning conditions.

A good deal of research supports that both integrative and instrumental orientations of motivation facilitate the achievement of a second language. The classic study of Gardner and Lambert (1959) established the interaction between the acquisition of L2 and integrative motivation as "characterized by a willingness to be like valued members of the language community" (p. 271). Their study revealed that students with integrative orientation achieved more success in acquiring French as an L2 than those with instrumental orientation, indicating a remarkable positive relationship between the orientation index and the attainment of oral French. Besides, the learners who were integratively motivated held more favourable attitudes towards French Canadians and they were strongly inclined to acquire French as a second language. In other words, individuals with integrative orientation were found to be more highly motivated than the ones who were instrumentally oriented. Integrative motivation is also found to influence one's learning behaviour in the classroom. From the study of Gliksman (1976), it was observed that the adolescent L2 learners of French who were integratively motivated volunteered more frequently in the class, answered more correctly to the questions asked, and received more

positive feedback from the teacher than those who were not motivated in the same way. However, instrumental motivation can also play a far more significant role, especially in the context of foreign language learning where the culture of the target language does not interest the learners much. As an example, Gardner (1985) reported a study conducted by Lukmani (1972). One of the measures that the study investigated was to understand the relationship between motivation and English proficiency of sixty Marathi-speaking female adolescents in Bombay. The findings indicated that the students were more instrumentally motivated to learn English and that the learners who were instrumentally oriented were more proficient in English than those who were integratively inspired. However, it was observed that "attitudes towards the own community and the ideal self are interwoven with orientations towards English study and English proficiency among this sample of students" (Gardner, 1985, p. 55). In a different context of L2 learning, it is found that integrative motivation can negatively interfere with language achievement. For instance, Oller et al. (1977) reported that many Mexican American students, learning English as an L2 in the US were anti-integratively motivated, and their negative attitudes towards the native Americans were associated with their high proficiency in English. In the same way, instrumental motivation also has its limitation to achieve the long-term goal of learning an L2. Ellis (2015) argues that the benefits of instrumental motivation diminish as soon as the learners cease their efforts to learn as their instrumental objective becomes fulfilled. Therefore, other forms of motivation come to play an effective role to master another language depending on the context of learning.

From past studies, it is found that learners of a second or foreign language can be extrinsically and intrinsically motivated to learn the language. For instance, it is evident from the empirical study of Dincer and Yesilyurt (2017) that Turkish EFL students are highly motivated

to develop their speaking skills for both intrinsic and extrinsic reasons. A similar finding is observed in the EFL context of Vietnam as English major students were found to be extrinsically and intrinsically motivated to improve their writing skills in English (Tran, 2007). However, it is amusing to notice that non-English major students were assumed to be reluctant to learn English, and therefore they were believed to be amotivated or extrinsically motivated. Contrary to this popular conviction, it was revealed from the studies of Tran (2007) and Ngo et al. (2017) that non-English major students were also intrinsically motivated to learn English as a foreign language. Furthermore, intrinsic motivation happens to be more prevalent than extrinsic motivation on various occasions. For example, Dincer and Yesilyurt (2017) find that the degree of intrinsic motivation is the highest among the students in an EFL speaking class, followed by the level of identified and introjected forms of extrinsic motivation, in other words, the internalized forms of extrinsic motivation. The external regulation which is identified as the only "true" model of extrinsic motivation (Deci & Ryan, 2012) receives the lowest score among the four variables of motivation used in the study. Therefore, it is intrinsic motivation that outweighs external motivation to a large degree. However, a high level of extrinsic motivation is found to be predominant among post-secondary EFL students in Indonesia (Bradford, 2007). In the same way, intrinsic motivation yields to other constructs of motivation in the study of Özgur and Griffiths (2013). They explored the relationship between the acquisition of an L2 and the variables of motivational orientations. They conducted research in a private Prep School in Istanbul, Turkey and found that the most prominent reason for the learners to be motivated to learn English was to get a good job, not to gain personal satisfaction. However, it was interesting to observe that the instrumental motivation of the learners was not significantly related to their success in English tests. It was rather the intrinsic motivation that correlated more strongly with

their achievement in English. Furthermore, extrinsic factors such as parents and school were found to be negatively associated with L2 achievement.

Both extrinsic and intrinsic forms of motivation can facilitate achieving proficiency in an additional language, depending on the learning context of an individual. It is found that intrinsic motivation reinforces one's learning behaviour; intrinsically inspired students attend classes more regularly, engage in lessons more actively, and eventually perform better than the unmotivated or extrinsically motivated ones (Niemiec & Ryan, 2009; Reeve, 2016). Even if we consider specific language skills, we observe intrinsic orientation playing a crucial role rather than the extrinsic attributes of the learners to enhance their proficiency in L2. For instance, Jin et al. (2003) examine the motivational orientations and the speaking ability of a group of Chinese students who passed the CET test 4 (College English Test Band 4). When the intrinsically motivated learners are compared with the extrinsically motivated ones, it is found that those who scored low wanted to learn to speak English to avoid punishment and pass the exams while those who scored high participated in the class because of their interest in oral English. Similar findings are observed by Dincer and Yesilyurt (2017) as they investigated how the motivation of EFL students is related to learner autonomy, teacher- autonomy- support, and classroom engagement to foster their speaking skills in English. The results of their study support that intrinsic and different forms of extrinsic motivation have positive correlations with self-regulation autonomy, teacher-support-autonomy as well as classroom engagement. While amotivation displays a negative correlation with these variables, intrinsic motivation is found to be most strongly related to these variants, followed by the identified regulation of learners. The external regulation of extrinsic motivation has the least positive impact on self-regulation autonomy, teacher-support-autonomy, and classroom engagement. A difference is also

noticeable in case of L2 writing skills when Tran (2007) compares the impact of extrinsic motivation on L2 achievement with that of intrinsic motivation. She argues that both kinds of motivational orientations are useful for the improvement of one's writing, however, it is intrinsically motivated learners who demonstrate more creativity in their writings than those who are extrinsically motivated. Therefore, one cannot deny the significance of intrinsic motivation as a prominent inducer to attain skills in a second or foreign language even though many incentives are abundantly available in this era of globalization, where one can easily get access to any information without learning another language.

However, the recent research work on L2 motivation displays the significance of the ought-to-self, the latest form of extrinsic motivation, to learn another language. When the role of the ought-to-self is compared with the integrative orientation in a broader perspective that is known as the ideal L2 self, it is found that the latter form of motivation outweighs the benefits of the extrinsic ought-to-self. The quantitative study of MacWhinnie and Mitchell (2017) reports that the undergraduate Japanese EFL students who are motivated by their ought-to-self experience language anxiety while those who are motivated by the ideal L2-self do not. When the students are motivated by external factors and become anxious in class, the outcome is nothing but low proficiency in English. On the other hand, the ideal L2 self accompanied by positive L2 learning experience happens to be the greatest predictor of English proficiency for these students. Kim (2020) who explored the L2 motivational selves of post-secondary Korean EFL students also confirms a positive correlation between the ideal L2 self and self-perceived proficiency of the learners in various areas of English- listening, speaking, reading, writing, grammar, and vocabulary-building. Moreover, Dörnyei and Chan (2013) examined the association between L2 selves and L2 achievement by taking into consideration the English and

Mandarin course grades of Cantonese-speaking secondary students of Hong Kong. It was revealed that the ideal L2 self was significantly related to achievements in both English and Mandarin whereas the ought-to-self failed to demonstrate any kind of relationship. The further benefits of the ideal L2 self are reported by Ghasemi (2018) as he investigates the function of the ideal L2 self to promote English proficiency of Iranian learners and their willingness to communicate (WLC) in English in real life. The findings indicate that the ideal L2 self has a positive and direct effect on building the self-confidence of the learners. Ghasemi (2018) argues that "the desire to bridge the gap between their current and ideal selves would help learners reduce anxious arousals and feel more competent to accomplish L2 tasks, and as a result, L2 self-confidence enhances" (p. 200). As the learners become more confident, they feel motivated to communicate with the speakers of L2. Therefore, the study reveals a positive relationship between the ideal L2 self and WLC, mediated by L2 self-confidence. Moreover, it suggests that the ideal L2 self is related to learners' proficiency in English, as the development of their ideal L2 self is positively reinforced by visual learning style. As explained by Ghasemi (2018), the visual learning style allows the learners to view learning as a goal-oriented activity and they become aware of the differences between their actual and ideal L2 selves. As a result, they are encouraged to fill the gap between the two selves and make further efforts to achieve higher levels of proficiency. The study of Jang and Lee (2019), furthermore, informs how the ideal self and ought-to-self of motivation impact the learning behaviours and the language achievement of Korean EFL students as they apply various writing strategies to improve the quality of their writing in English. The findings suggest that the ideal L2 self assists the learners to use planning strategies effectively whereas the ought-to-self helps them with the application of revising strategy but only to a limited extent. So, the L2-selves can motivate the learning behaviours of

the students in a different way depending on the stages of their writing process. However, it is only the ideal L2 self that is found to have a positive effect on the writing performance of the learners. In contrast to these findings, the study of Moskovsky et al. (2016) indicates that the ideal L2 self has a negative impact on the achievement of the writing skills of the Saudi EFL learners whereas the ought-to-self happens to bear an insignificant positive correlation with the writing scores of the students. It is also surprising to observe that the learning experience adversely influences the performance of these students. In short, all these findings suggest that different motivation constructs affect the learning behaviour and language outcome of L2 learners in different ways.

Motivation to Foster the Reading Skills of a Second/Foreign Language

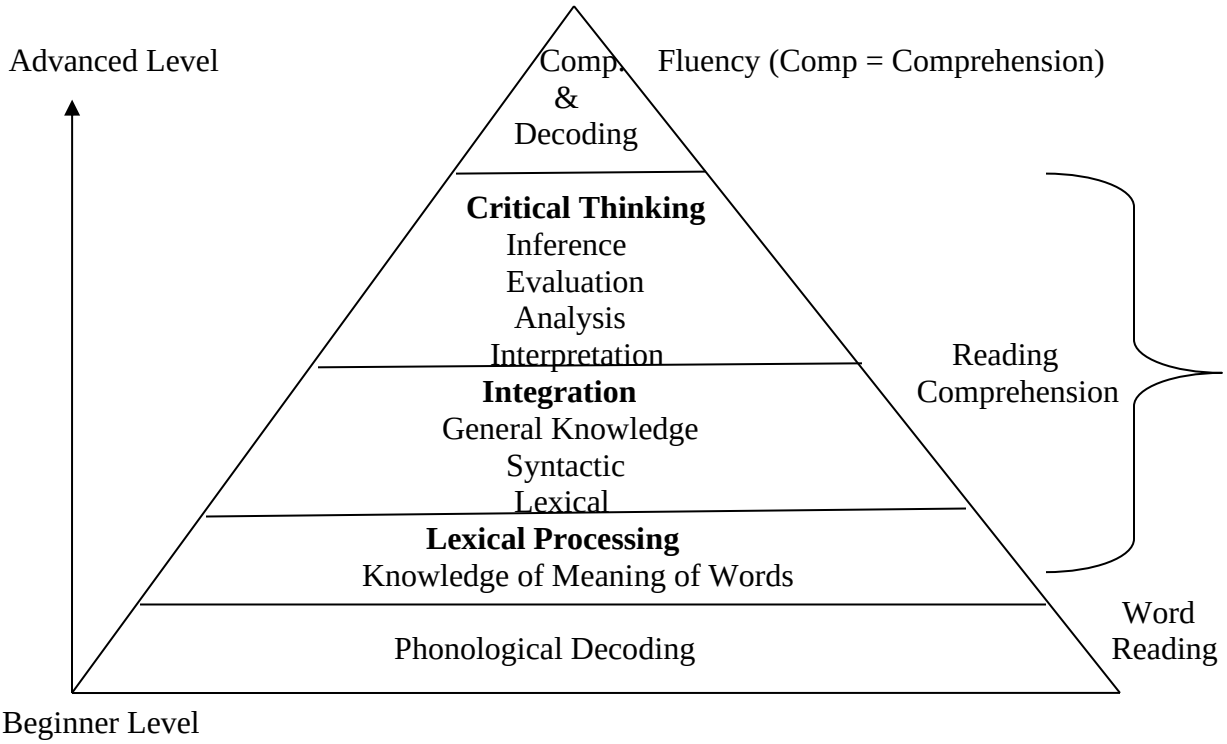
The Attributes of Reading skills

Reading skills comprise a set of components such as word reading, in particular, phonological decoding of words, reading comprehension, and reading fluency. However, typically the practitioners and researchers measure the achievement of reading skills by the criteria of reading comprehension. Lexical processing, integration of information, and critical thinking skills are important aspects to determine the competence of learners in reading comprehension. Among various kinds of lexical processing skills, it is the semantic knowledge – knowledge of word meanings- that has been emphasized and largely discussed as a vital antecedent for reading comprehension. In a study with fifth-grade L1 and L2 readers of Dutch, Cremer and Schoonen (2013) observe that L2 readers who have low access to semantic knowledge are less capable to comprehend their readings. Another important indicator of reading comprehension skills is the ability of learners to integrate lexical and syntactic information into the text as well as to incorporate their general knowledge with the information of the text. For

example, syntactic integration is found to play a central role to attain reading comprehension skills both for the monolingual and bilingual fourth-grade children learning Dutch in the Netherlands (Raudszus et al., 2018). For both groups, syntactic integration worked as a strong mediator between lexical quality (decoding and vocabulary) and reading comprehension. Critical thinking skills also facilitate reading comprehension ability immensely. The learners who can think critically are able to interpret, analyze, and evaluate the content and infer the meaning, considering their understanding of the context or the evidence provided, or the concept presented (Facione, 2011). Kamgar and Jadidi (2016) stress the value of critical thinking to enhance the reading competence of the learners. Their study reveals that Iranian EFL learners, especially those who are intermediate and advanced learners, benefit from the application of their critical thinking skills to improve their aptitude in reading comprehension. In contrast, learners with poor critical thinking ability fail to demonstrate satisfactory skills in reading comprehension. However, while the learners develop their comprehension skills, it also matters at what pace they are learning to process the information of the text to comprehend. This rate of processing—reading speed is the measure of fluency in reading. To be more precise, reading fluency is determined by the degree of the ‘automatization’ of decoding words or units bigger than words and comprehending the information at the same time but with accuracy (Hudson et al., 2008). To sum up, according to me, the major components of reading skills can be presented as demonstrated in figure 2.

Figure 2

Typology of Reading Skills



The Relationship between L1 Reading Skills and Motivation

A good number of studies have explored the relationship between reading motivation and different aspects of reading skills though the strongest evidence is prevalent in the context of first language acquisition. Both children and adolescents can improve their reading skills if they are motivated to engage in reading activities frequently. In a longitudinal study of second-grade children, Quirk et al. (2009) found that motivation had a small but significant positive effect on reading fluency, implying that motivation contributes to the growth in reading skills. Furthermore, McGeown et al. (2015) examine the extent to which motivation predicts word reading, comprehension, and text reading speed of secondary school students in England. Their

findings reveal that reading motivation strongly corresponds to all these variables of reading skills.

It is also found that the distinctive constructs of motivation affect the individual aspect of reading skills in various degrees. There is a substantial difference in the level of intrinsic motivation between good and poor readers in comparison to that of extrinsic motivation (Lau & Chan, 2003; McGeown et al., 2012). Logan et al. (2011) also observe a difference between low-ability and high-ability reading groups in terms of the role of intrinsic motivation in attaining reading skills to decode and comprehend the information. When the previous reading performance of the children (aged 9-11) is compared with their later development, it was found that intrinsic motivation contributed significantly to the resulting variance in low-ability readers' growth in reading skills though it did not bring any difference in the performance of high-ability groups. As the studies imply, the role of intrinsic motivation in promoting the reading skills of learners is crucial and undeniable. Taboada et al. (2009) provide a satisfactory explanation to answer why intrinsic motivation is vital as "they argue that intrinsic motivation (i.e., being internally rather than externally motivated) acts in consort with a student's cognitive abilities, working as an energizer which engages their cognitive resources, leading to better reading performance" (McGeown et al., 2015, p. 550). Furthermore, intrinsic motivation plays a significant role to develop the reading comprehension skills of learners. The longitudinal study of Miyamoto et al. (2019) reveals that the children in Germany who were intrinsically motivated in grade five spent more time reading and applied reading strategies more effectively in grade six. As a result, when these children were promoted to grade seven, it was observed that their reading comprehension skills had improved more than others. In other words, intrinsic motivation has a positive effect on the development of reading comprehension skills through the

mediation of the amount of reading that one does and the metacognitive knowledge of the reading strategies that one applies. In contrast to the intrinsic drive for learning, extrinsic motivation is viewed as a poor indicator of reading achievement. For instance, from past empirical studies, it is evident that extrinsic motivation negatively corresponds to a learner's metacognitive awareness of the appropriate use of reading strategies (Schaffner & Schiefle, 2007) as well as to text comprehension (Wang & Guthrie, 2004). Wang and Guthrie (2004) argue that the rewards that motivate the learners to engage in reading tasks eventually gain priority over their job of learning and thereby distract them from their actual reading activities. However, both intrinsic and extrinsic motivation can be assets to promote reading skills. Froiland and Oros (2014) investigate the impact of intrinsic and extrinsic motivation on the development of reading skills, using a nationally representative sample of students in the US. The results demonstrate that the students were extrinsically and intrinsically motivated to learn in their fifth grade which contributed to their knowledge of vocabulary and reading comprehension skills in their eighth grade as predicted. Furthermore, the empirical findings of Clinton (2015) suggest that both intrinsic and extrinsic motivation aid in developing text-connecting inference skills of reading and hence encourage a deeper and meaningful engagement with a text. In her opinion, intrinsically motivated individuals who "consider reading as part of their identity may naturally engage more with a text, which could lead to more connections between ideas within a text" (Clinton, 2015, pp. 486-487). On the other hand, those who are extrinsically motivated make efforts to understand a text thoroughly so that they can apply that knowledge to perform well academically which eventually promotes building more connections within the text and develops inference skills. The benefit of extrinsic/instrumental motivation to promote reading skills is also recognized in bilingual contexts. Smith et al. (2018) found that many Spanish-English bilingual

undergraduate students in the United States of America valued reading in English as it would help them with the achievement of higher grades, and these students performed better in reading comprehension than those who were intrinsically motivated.

The attributional motivation also plays a role for learners to engage in reading habits and develop their reading skills. Frijters et al. (2018) stress the significance of "motivational aspects of learning such as attributions" as the ones that "cut across" the environmental (e.g., educational, familial, socioeconomic) and dispositional (e.g., individual differences, genetics, functional brain organization) dynamics, "providing an intraindividual context for differences in reading skill acquisition" (p. 128). They argue that the experience of success or failure in learning may impact the way learners attribute their accomplishments and shape their motivation to engage with a text. It is found that children, experiencing consistent failure with reading activities are more likely to lose their motivation to read (Chan, 1994; Morgan et al., 2008; Wigfield, 1988), and they may attribute their failure to internal causes that are stable or to external factors that are uncontrollable. On the other hand, learners with greater reading skills may attribute their success to internal factors such as ability and efforts that they can control and change. The quantitative study of Frijters et al. (2018) confirms that learners' aptitude positively relates to their reading achievements, regardless of their level of proficiency in reading, when they credit their own ability for the success they gain. Therefore, they argue that the more the learners are exposed to success as their skills improve, they develop a better sense of their competency. However, when they attribute success to their efforts and external causes, it is found to be related to reading outcomes negatively. The study also reveals an interesting relationship between attributional motivation and reading skills, depending on the learners' level

of proficiency. It demonstrates that the ability attribution for success correlates more strongly to reading skills for those learners whose level of reading proficiency is higher than others.

The Relationship between Reading Skills and Motivation in the Context of Learning a Second/Foreign Language

It is incredible that motivation can be an exceptionally significant factor to achieve reading skills in comparison to other language skills in an L2 setting. As an example, Winke (2013) conducted a study on the relationship between language aptitude and learning mediated by motivation. At the end of the language course, she measured the listening, reading, and speaking proficiency of the native speakers of English who were learning Chinese as a second language at an advanced level. From the study, it was revealed that motivation had a significant positive effect on reading rather than on listening and speaking skills. However, the research exclusively on the relationship between motivational variables and reading achievements has been limited in L2 settings (Grabe, 2004) and it has not changed much to this day. As Dhanapala and Hirakawa (2016) observed, “Compared to the availability of full-fledged research on L1 reading motivation, there has been a paucity of research on reading motivation in second language (L2) or English as a foreign language (EFL) context” (p. 203). Nevertheless, the research on L2 reading motivation has been inspired by the constructs of L1 reading motivation to various degrees, and intrinsic and extrinsic orientations have often been recognized as the dominant predictor of L2 reading motivation (Komiyama, 2013). For instance, post-secondary EFL students in Japan display four constructs of reading motivation: intrinsic value, extrinsic utility value, attainment value, and expectancy of success (Mori, 2002); the EAP students in the USA are identified with intrinsic and extrinsic reading motivation (Komiyama, 2013). Komiyama (2013) suggests that factors such as curiosity, involvement, and preference for

challenge usually characterize intrinsic reading motivation whereas competition, compliance, recognition for reading, grades, and social purposes represent the extrinsic orientation. In other words, he explains that intrinsically motivated readers are the ones who are willing to learn about the topics of their interest and who enjoy reading interesting materials and tackling complex ideas presented in the text. On the other hand, extrinsically motivated learners like to read to satisfy requirements, exceed peers, score high on tests, earn recognition from others, and share the content of their readings with others. However, neither Komiyama (2013) nor Mori (2002) explains what kind of impact motivational orientations have on the reading proficiency of a learner.

Many of the present-day studies do imply that intrinsic motivation plays a key role in promoting L2 reading skills in various ways. For instance, McLean and Poulshock (2018) experimented on first-year EFL learners at a private university in Japan to investigate the interaction between the amount of reading and reading self-efficacy. They measured RSE (reading self-efficacy) and word counts of the books the participants read in three different groups: (1) a word-target group who read at least 2,500 words a week outside class, (2) a sustained silent reading group who read silently for 15 minutes in each class and finished reading one book each week, and (3) a comparison group who only read one book per week. It was found that learners in the word-target group experienced extrinsic motivation to read at first, but gradually they internalized the extrinsic motivation to such an extent that it resulted in intrinsic motivation. As a result, they became engaged in reading more books and became more self-efficacious in reading than the other groups. Hence, it can be deduced that intrinsic motivation, as a mediator, promotes a high amount of reading and develops self-efficacy in reading— a route to the attainment of reading skills. That intrinsic motivation has a positive effect on the

attainment of L2 text comprehension skills is evident from the study of Dhanapala and Hirakawa (2016). In contrast to intrinsic motivation, the study indicates that the extrinsic value of reading negatively relates to the comprehension outcome of undergraduate EFL students in Sri Lanka. However, the relationship between extrinsic/intrinsic motivation and L2 reading achievement may not always be consistent as it happens to be the case with L1, and it may vary depending on the socio-cultural contexts of learning.

The motivation constructs other than extrinsic/intrinsic dynamics may also influence the achievement of L2 reading skills. Moskovsky et al. (2016) explore the connection between motivation and the L2 proficiency of Saudi EFL learners, following Dörnyei's (2005, 2009) L2MSS model of motivation. The findings of the study reveal that both the ideal L2 self and the ought-to-L2 self negatively impact the reading outcome of the learners. On the contrary, the longitudinal study of Wong (2018) demonstrates a remarkable association between the ideal L2 self of the children who were learning Chinese as a second language in Hong Kong and their proficiency in reading comprehension, and the motivation-achievement relationship is found to be reciprocal— the children's achievement in grade five was found to influence their motivation and reading performance in grade six. Both ideal and ought-to selves motivated this cohort of learners later and eventually enhanced their reading comprehension skills. However, motivation itself cannot guarantee success in learning: "It should be noted that, as pointed out by Csizér and Dörnyei (2005) and Dörnyei and Ushioda (2011), even with high motivation and the will to make more effort, achievement in an L2 still depends on various conditions, such as learning opportunity and instruction quality" (Wong, 2018, p. 209). Unfortunately, there is insufficient empirical evidence available to explain the effects of the learning experience, the third construct of the L2MSS model on the achievement of L2.

Indeed, it is evident from the literature review that scholars and researchers have recognized the significance of motivation for the acquisition of a second or a foreign language though it is only a few studies that investigated the exact correlation between motivation and the attainment of particular language skills. On the other hand, a great deal of research work is devoted to exploring the contribution of motivation for the achievement of reading skills but only in the context of the acquisition of the first language. Besides, the few studies done on L2 reading motivation concentrated largely on examining the relationship between motivational orientations and the reading outcome, adopting the self-determination theory or the L2MSS model of motivation while the findings happen to vary depending on the context of one's learning.

Chapter 3: Methodology

The Rationale for my Study

I employed a qualitative research method from constructivist perspective. Constructivism has emerged as the most common framework of qualitative research with the epistemological motto of constructing knowledge instead of finding it as reality is shaped by an individual's experiences. Drawing on this worldview, qualitative researchers find their interest in the ways individuals interpret their experiences, construct their worlds and attribute meanings to those experiences (Merriam & Tisdell, 2016). However, the subjective meaning of one's experience varies from the way others perceive the same situation, and the beauty of this framework is the complexity of views that comes to light. This philosophical stance of constructivism aligned perfectly with the purpose of my research which investigated the perception of reading motivation of post-secondary EAP students in the EAL/EFL context of Bangladesh. To be more precise, the objective of my study was to understand from the perspectives of the students how they experienced their motivation for L2 reading- its initiation, growth, or fall, being conditioned by their learning experience and by its simultaneous impact on their reading behaviour and reading performance during the time they attended a mandatory EAP course. For instance, when many students joined the language program, they were not motivated to improve their English. However, their interactions with peers or with the course teacher, or class tasks during the course inspired them, and they gradually developed an interest in reading activities. Thus, they became motivated learners; the same students who did not dare to read English stories or try reading strategies started working on those activities that eventually promoted their progress with building specific reading skills, depending on the direction they exerted their efforts. Indeed, the learning experience was not the same for all students; they attributed different factors to

influencing their flux of reading motivation and reading engagement and interpreted their success or failure with the reading achievements in various ways. As a researcher, I explored their views and provided an in-depth picture of the meanings that different learners with different motivational orientations constructed about their learning environment and learning experience as they were striving to enhance their academic reading proficiency in another language. Another advantage of conducting qualitative research was that it helped me understand the process of motivation being constructed and reconstructed at different stages of learning, capture the complexity or the multifaceted nature involved in its evolution, and interpret the learning behaviours and self-perceived reading accomplishments of the students by learning about their underlying thoughts through open-ended interviews. For example, the participants were able to not only share their source of motivation but also explain how different motivation orientations emerged over time, one dominating over the other depending on the simultaneous interplay of multiple factors inherent in the learning condition or any other circumstances. In another instance, it provided them with a good opportunity to clarify why they could not display motivated behaviour by seeking out assistance from their course teacher because of their shyness or why they failed to achieve satisfactory grades in online reading comprehension tests due to technical glitches even though they were feeling motivated. Hence, it was an ideal choice to consider the participants' perspectives through qualitative interviews to shed light on their experiences. Ellis (2015) also justifies the qualitative research method for the study of L2 motivation as he argues:

> Ultimately, motivation is a highly situated phenomenon; the factors that shape it will vary according to the macro-micro settings learners find themselves in and will change dynamically in both the short and long term. For this reason, qualitative case studies of

> individual learners may prove a more effective way of investigating motivation than quantitative, survey-based methods. (p. 55)

The Design of my Study

I conducted a qualitative case study to find the answer to my fundamental research question, "How do EAP learners perceive their own motivation to improve their reading skills in English?". According to Yin (2012), "Case studies are pertinent when your research addresses either a *descriptive question* – 'What is happening or has happened?' –or an *explanatory question*— 'How or why did something happen?'" (p. 5). Furthermore, a case study is the design of inquiry that provides an in-depth analysis of a case or one or more individuals "with the purpose to identify variables, …,or, in order to assess the performance of work or progress in development (practical purpose)" (Mesec 1998, p. 383). On the other hand, case studies are used as a research tool in a myriad of situations to gain an in-depth understanding of individuals, groups, organizational, social, political, or any other phenomenon or real-life experience. In this regard, my goal was to provide an insight into the learning experiences of a group of EAP learners as they attended reading classes—how their level of motivation including their reading behaviour and acquisition of L2 reading skills were affected by various internal and external factors involved in the context. For instance, learners who were initially motivated experienced a decrease in their degree of motivation when the academic curriculum failed to interest them. As a result, their engagement with reading activities declined and their reading performance deteriorated during the course. My objective was to provide a deeper understanding of how this kind of change took place for an individual learner. Therefore, a case study of individual EAP learners was a suitable research design for me to capture the entire process of constructing and reconstructing reading motivation and its consequences. In other words, I employed a collective

case study to compare different cases to understand the evolution of L2 reading motivation from various perspectives.

Although case studies have received criticism as a research strategy, these designs have been widely applied in numerous research works in psychology, sociology, political science, social work (Gilgun, 1994), and business (Ghauri & Grønhaug, 2005). In education research, case studies received significant value in the 1970s in the UK and the USA "as a reaction against the dominant positivist model which focused on measurement and statistical analysis as the means of attaining valid and valuable insights into schools and classrooms" (Hamilton & Corbett-Whittier, 2013, pp. 4-5). Lawrence Stenhouse who was a strong advocate of case studies in the UK in 1978 and 1979 propelled the use of this research design. Today case study continues to be used as a valid choice of research design in education to reflect the complexity involved in learning, teaching as well as in the educational contexts and communities.

Data Collection

Research Context and Participants

For the purpose of my study, I investigated the experience of L2 reading motivation of the EAP learners studying at private universities in Bangladesh. Although empirical research on the motivation of postsecondary learners in the EAL/EFL context of Bangladesh is not a novelty, it is only limited to quantitative studies. For instance, Maniruzzaman and Haque (2000) and Rahman (2005) surveyed to investigate the motivational orientations of EFL students attending a private university in Bangladesh, following Gardner's (1985) AMTB. In a similar fashion, Rukanuddin (2014) used a questionnaire to explore the integrative, instrumental, and global orientations of the tertiary level students learning English in Bangladesh. However, it should be noted that English, as a language, does not have a definite status in Bangladesh. According to

Rukanuddin (2014), “English is not a purely foreign language, and it is not a second language either in Bangladesh” (p. 81); English is pedagogically treated as a foreign language though it is widely used like a second language as a medium of communication in educational institutions, businesses, and industries.

Unlike the practice in public universities, the private universities in Bangladesh solely depend on English for study materials, textbooks, and teaching instructions. Besides, reputed private universities in the country follow the North American curriculum and recruit teachers with foreign credentials who rely on English for education resources and encourage their students to do the same. These institutions typically attract flocks of students from various English medium schools located in the urban areas of Dhaka city, and the majority of them attend the university with the goal of either going abroad for higher studies or securing a job in a multi-national company after completion of their graduation. However, with the growing demand for admission to a desired undergraduate program, a large number of students who have completed their schooling in the Bengali medium of instruction find their place in private universities. As a result, these universities present a stark linguistic division as well as a linguistic tension between those who have been introduced to English to a lesser degree at Bengali medium schools and those who have been exposed to English to a greater extent in the English medium schools. The transition from their previous education system and environment to the new situation is certainly overwhelming for them. Many students, especially those who attended Bengali medium schools are all of a sudden engulfed with a large volume of academic work- readings, writings, listening, and presentations- all in English. Although they had learned English as one of the mandatory subjects for the past twelve years and had been admitted through the university entrance exam, it does not always suffice the level of proficiency needed

in English to meet the standards and expectations of higher education. In order to help these students with a smooth transition to their undergraduate programs and prepare them for academic studies, these universities offer mandatory EAP courses to the students regardless of their discipline and academic background.

After researching the EAP courses offered by the private universities in Bangladesh, I selected my participants from two different institutions where undergraduate students were required to complete three English courses weighting nine credits as the pre-requisites of different core courses to develop their language skills- listening, speaking, reading, and writing skills in English. According to the information released on the official websites of the universities, I learned that the curriculum of the EAP courses of one of these universities was designed in such a way that it integrated all the language skills, accommodating regular and specific lessons on English reading proficiency. On the other hand, the EAP curriculum of the other university targeted individual language skills for each course and mandated a three-credit EAP course distinctively for developing the English reading aptitude of students from every discipline. Although each of these courses was tailored to enhance the English proficiency of the students to a certain level, ranging from pre-intermediate to advanced levels of English, the EAP classes included mixed ability students. The duration of each course was twelve weeks for both universities though the hours of instructions varied from one institute to the other; the students from the first university were required to spend four and half hours a week for their English classes whereas the students from the latter one were expected to do so for three hours every week. However, the students were attending their classes remotely due to Covid-19 restrictions.

For my qualitative case study, I made a purposeful selection of four participants: Mimi was one of them who was attending the EAP reading course offered by one of the two

universities mentioned earlier whereas the rest three of them, Zysha, Roni, and Faria were doing an upper intermediate integrated EAP course at the other institution. I chose the participants as they met my inclusion criteria described in the recruitment letter (See appendix B):

(1) Zysha was the one who wanted to develop her English reading skills at the beginning of the course, and she perceived that she was becoming more motivated during the course;

(2) Roni was the one who wanted to develop his English reading proficiency at the beginning of the course, but he believed that his reading motivation was deteriorating during the course;

(3) Mimi was the one who did not consider improving her English reading aptitude at the beginning of the course, but she was feeling growth in her reading motivation during the course;

(4) Faria was the one who maintained that she was experiencing both a rise and fall in her level of reading motivation since she started the EAP course.

By doing a purposeful selection of participants in this way, I obtained insights into the learning experiences of the participants with various levels of reading motivation to shed more light on the dynamic nature of motivation. Since my goal was to not generalize the findings, it did not necessitate a large sample size. Besides, according to Creswell (2002), presenting an in-depth understanding requires that only a few cases be studied because "the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual" (p. 209). Therefore, he recommended examining three to five cases in a case study, and I recruited four individuals (≤5) who met my inclusion criteria.

Procedures

Upon receiving approval from the Research Ethics Board (REB) of the University of Manitoba to conduct my research, I sent out my recruitment letter to the English instructors of the universities that I selected for my study, requesting their assistance with the distribution of the letter to their EAP students. I started recruiting my research participants after they had finished at least the first four weeks of their course to ensure that they had gained adequate exposure to their immediate learning environment by that time. I accepted the first four students who volunteered to be involved in my research as they met the inclusion criteria, clarified their queries, and signed the consent forms when both parties agreed to proceed with the research. Then I interviewed the participants, audio-recorded our conversations, and took notes of observations on the participant's voice and expressions during the interviews. The interviews were conducted online in Zoom in four sessions over four weeks of their EAP course, following the completion of three weekly motivation logs in which the students were prompted to record their experiences of reading motivation, reading endeavours, and reading accomplishments for each week. The participants were given a choice to use either their native language, Bengali, or a different language, English for their interviews and the logs as they preferred, and all the data except the four interviews with Roni were gathered in English. However, it is to be noted that one of the participants, Faria, did not continue the study after she had two interviews with me, and she returned only one of the three motivation logs. Nevertheless, after I collected my data, I transcribed all recordings, translated the Bengali interviews into English, and coded (pseudonyms) the raw transcripts of the interviews. In order to protect the confidentiality and privacy of the participants, all the recordings and the field notes that contained identifiable data were stored as encrypted files on my password-protected laptop whereas the unidentifiable data were saved in my password-protected Teams account.

I developed a semi-structured interview guide and a template of motivation log as my research tools, following my research questions and the body of work on L2 motivation and literacy skills while relying on my intuition and L2 teaching practice. The interview questions were divided into four categories: (1) motivational orientations for L2 reading, (2) the influence of the learning environment on the motivation of the learners, (3) the impact of motivational flux on self-regulation (motivational maintenance and L2 reading strategies) and L2 reading practice, and (4) the association of reading motivation and the attainment of reading aptitude. For each cluster, I prepared focus questions accompanied by several probing questions. Although the design of my interview questions was not guided by any distinct theoretical framework on L2 motivation, a few open-ended questions in the interview guide were inspired by the questionnaires developed on individual models of motivation. For instance, the items on L2MSS questionnaires (Taguchi et al., 2009) were synthesized into one of my interview questions as demonstrated below.

Figure 3

L2MSS Questionnaire for Ought-to-Self

Ought-to L2 Self

Items
I study English because close friends of mine think it is important.
I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
Learning English is necessary because people surrounding me expect me to do so.
My parents believe that I must study English to be an educated person.

I consider learning English important because the people I respect think that I should do it.
Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.
Studying English is important to me because other people will respect me more if I have a knowledge of English.
If I fail to learn English, I'll be letting other people down.

Note. From Taguchi et al., 2009, p. 92

> *Open-ended Question*: How do people around you influence your motivation for developing your reading skills in English? [Prompts: teacher/peers/family]

However, it does not imply that my interview guide was just trying to seek elaboration on the questionnaires since the choice of my open-ended questions was not limited to any established questionnaires. For example, the literature on L2 motivation also reported many factors inherent in the learning condition that play a significant role in influencing the reading motivation of the learners, based on which I developed further interview questions as follows.

- How does the EAP curriculum play a role to sustain or develop your reading motivation?
- What would you attribute to your success or failure with the reading tasks? [Prompts: ability/ efforts/ external causes] How did they contribute to your performance?

Then there were other instances where my knowledge about reading behaviour gained from my experience of being an EAL practitioner helped me construct questions such as the one mentioned below.

- What kinds of strategies did you apply when you were experiencing high or low motivation for reading? [Prompts: L2 reading strategies]

Data Analysis Procedures

While doing my qualitative data analysis, my primary objective was to seek common patterns across the data set in two stages- within-case and across-cases. In order to do so, I chose thematic content analysis as the method, and the first step for me was to format and organize my data manually, using basic word-processing software. Following the manual of Saldaña (2016), I started "pre-coding" (p. 20) each transcript by highlighting important and interesting quotes of my participants as soon as I completed my interviews with them. Then I applied "splitter" coding (Bernard, 2011, p. 379) to smaller data units of each transcript specifically for within-case analysis. I read and re-read the transcripts thoroughly, consulted the motivation logs, memo-ed emerging ideas and my reflective thinking, returned to my interview guide, identified different units or topics addressed in the data set with "typical", "atypical", and "close, but no" exemplars, (Saldaña, 2016, p. 28) and prepared a chart for each topic. That is, I inductively extracted relevant data from various sources for each topic for individual cases, organized that data according to the initial codes or categories, and saved the information as Excel files.

Next, I expanded the initial codes by reading and re-reading all the data for each category, going through the recurring ideas as identified and highlighted, and keeping notes of the different or surprising ideas as well as the summary of the common patterns observed across the data set for each case. While seeking common patterns, I relied mostly on my intuition and logical reasoning to identify the similarities and differences across the data, but I also considered the following features outlined by Hatch (2002) to recognize a pattern.

- similarity (things happen the same way)
- difference (they happen in predictably different ways)

- frequency (they happen often or seldom)
- sequence (they happen in a certain order)
- correspondence (they happen in relation to other activities or events)
- causation (one appears to cause another) (p. 155)

Then, I assigned labels to each code, described the codes briefly, and applied the codes to the units of text across the different data sets in a few more cycles. As the final step, I went through the codes and reapplied them to identify the relationships among them and collapsed the categories under the emerging main overarching themes. After classifying the codes into the themes, I returned to my data, read the information corresponding to the themes again, searched for contradictory perspectives on each theme, organized the examples from the data, and prepared a summary for each theme, and thus I finalized my codebook for individual cases.

Once I finished the within-case analysis, I replicated the same procedure of thematic analysis by comparing the data set across four different cases, seeking similarities as well as contradictions among the cases to capture the patterns observed beyond stable regularities. According to Alvesson and Kärreman (2011): “Incoherencies, paradoxes, ambiguities, processes, and the like are certainly key aspects of social reality and worth exploring – both as topics in their own right and as a way of getting beyond premature pattern-fixing and the reproduction of taken-for-granted assumptions about specific patterns” (p. 42).

Validity and Reliability

In constructivist qualitative studies, validity and reliability are often assessed by the credibility, consistency/dependability, and transferability of the research as suggested by Lincoln and Guba (1985). The best-known strategy to increase the credibility and consistency of a study

is *triangulation* (Merriam & Tisdell, 2016). I collected my data in different forms at different intervals as a means of triangulation: each participant was interviewed once a week, following the completion of their weekly motivation logs to capture the change in their reading motivation. To be more precise, there were four interviews and three motivation logs gathered from each participant in four weeks, and the interview data was iteratively compared and cross-checked with the information provided in the motivation logs. Another strategy that I applied to ensure the credibility of my research findings was member-checks. The participants were provided with an opportunity to comment on the preliminary analysis of the study to verify my interpretations. The advantage of member checking is that it is "the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on, as well as being an important way of identifying your own biases and misunderstanding of what you observed" (Maxwell, 2013, pp. 126–127). In order to account for the transferability of my research, I supported the findings of my study with adequate evidence that was presented in the form of quotes from the interview transcriptions.

Furthermore, I clarified my position while conducting this research. As a practitioner myself, I had the opportunity to develop a strong understanding of my research context. I had taught EAP courses for about twelve years at prominent private universities in Bangladesh and participated in developing the EAP curriculum for undergraduate EFL/EAL students. Therefore, I was well-acquainted with the design of the EAP programs, their prospects, and underlying challenges concerning these universities both from the perspectives of the educators and students. From my teaching experience and interactions with my colleagues and students over the years, I had learned about the frustrations of both cohorts for the poor performance and lack of motivation on the students' part. The instructors provided certain incentives to boost the

motivation of their students, but it did not bring much difference. It was also observed that the degree of motivation that the students initially displayed gradually declined while many of them only made little progress over time. Therefore, I assumed instrumental motivation played a role in promoting the reading motivation of the EAP students, as their primary goal was to obtain a good grade in the course. I also assumed that the periodical evaluation of their performance throughout the course severely impacted their level of motivation. However, I was aware of the fact that the instructors were not trained to incorporate self-regulatory strategies or motivational support into their EAP lessons and that they did not take initiative to promote the use of these strategies for their students. As a result, I believed that the students had not learned to utilize these strategies effectively which contributed to their failure with staying motivated and making meaningful progress with their English reading activities. So, the impact of the learning experience on the motivation of the EAP students was also very crucial in the context of my research. However, it can be added that tremendous work pressure, institutional policy, and the culture of the community were mostly blamed for not taking such kinds of initiatives by the practitioners.

Chapter 4: Findings

Based on the results of "within-case" and "across-case" data analysis, I have presented the outcomes of my study into two major sections: a) Findings from individual cases and b) Findings from the crosswise cases. Each case study reveals the experience of L2 reading motivation of each participant in three stages: the early phase, the intermediary phase, and the final phase, reflecting the ebb and flow of one's motivation as observed in four weeks of the EAP program. However, I would like to clarify that I have adopted the term "phases" in this study only to capture the reflective report of the participants and the analysis of my data to its best possible way. While the individual case study provides a thorough account of each student and the ways one perceives motivation for improving academic reading proficiency in English, the across-case studies compare and contrast the experience of the participants over different stages of their reading motivation. Therefore, the findings from the across-case data analysis are presented according to the emerging themes that represent the ways the participants share their perception of reading motivation in terms of their experience of motivation orientation, motivated behaviour, and reading achievements, being impacted by their learning condition.

Findings from Individual Case Study

Case 1: Zysha

Zysha was recruited as one of my research participants, following the procedures as explained in the chapter on methodology. She expressed her interest to participate in my study after she received the recruitment letter that was circulated among the EAP students at the university where she was studying. Then we introduced each other, discussed the research procedures, and scheduled our interviews over the phone. I confirmed that she met the inclusion criteria as a participant of my study and she signed the consent form. She was interviewed

remotely each time in Zoom and she sent her motivation logs to me by e-mail. It was a pleasant experience interviewing her as she was cooperative, and it was easy to understand her as she was fluent in English. She seemed to be one of the sincere and hard-working students with a clear goal in life, striving to improve herself in every aspect to excel in academics.

Background of the Participant. Zysha is a freshman undergraduate student from a private university in Bangladesh, studying computer science and engineering (CSE). She is twenty years old and attending her first EAP course which is designed for the upper intermediate level of proficiency in English, integrating all language skills- listening, speaking, reading, and writing. She completed her secondary and higher secondary schooling from one of the reputed Bengali medium schools in Dhaka city before she gained admission to the university. Since the university had a reputation for its CSE graduates having better prospects in the job market, she chose to study here. She has not physically attended any of her classes yet as the courses are offered online owing to the outbreak of coronavirus. However, she is enjoying most of her classes including her current English lessons; she is indeed satisfied with the support that she is receiving from her teachers and with the resources that the university is providing.

Zysha grew up in Dhaka, the capital city of Bangladesh. Since her childhood, she has been highly ambitious and determined to build a meaningful and successful career of her own in the future, being inspired by her mother who is an English teacher at a school. She has been always fascinated by the way her mother does her job as a teacher as well as a homemaker and still manages to enjoy her leisure time, reading books in her own library. While watching her mother consistently struggling to secure her position as a working woman in a conventional patriarchal family setting and being a living proof of a successful woman fulfilling both familial and professional responsibilities efficiently, she grew up learning that a woman has as much

right as a man to pursue her dreams as she is no less competent than a man to accomplish anything. Therefore, she has always been diligent as a student and excelled in academics, being one of the top ten students in all of her classes at school. She even started reading about feminism and women's rights and keeping a journal from the time she was fifteen years old. She reports that she has been interested in learning anything new such as learning a new language and solving puzzle games even though she may find them challenging, so she seemed to be quite inquisitive and persistent in nature from her childhood. When she was in school, she enjoyed studying English and mathematics but disliked subjects such as biology that required memorizing. Outside of the formal academic curriculum, she has been learning French for a while. Her favorite pastimes are watching TV-series and movies. Even though many people around her such as her mother and friends enjoy quality time by reading books, it is barely the same for her. In her words, "I am not a fan of reading books" as she continues, "I am not afraid" but "I cannot connect with that" (Zysha, Dec 11, 2021, p. 25, lines# 534-536). However, if she encounters any difficulties when she reads a book, she does not give up easily; instead, she starts doing research and keeps gathering information from various sources until it clarifies the questions in her mind.

"English is something I never got bored of", states Zysha (Nov 12, 2021, p. 4, line# 72). Since she was fond of English as a subject and she had a pleasant experience learning the language from her childhood, she was always motivated to improve her skills in English. While growing up watching movies in English, she harboured a dream of speaking English like a native speaker. Besides, she has observed that individuals who are proficient in English are highly esteemed in society; it is prestigious to be able to speak fluently in English and to have sound knowledge of the language. Therefore, she took a few short courses in English in her childhood.

When she graduated from secondary school, she did an IELTS (International English Language Test System) preparatory course and sat for the test. Although she enjoyed her English lessons, she struggled with comprehension when she encountered a difficult topic or literary work. For instance, the style of writing and the choice of words used in the works of many famous writers such as Shakespeare or in poetry or in classic English novels were new and quite challenging for her to follow as an ESL learner whereas she was at ease with the relatively simple language of most of the modern writings. Although she was never passionate about reading books, she read short stories such as *Cinderella* and novels like *Harry Potter* that she found easy to understand and hence great fun. Her reading and speaking skills in English were not major strengths, whereas she was confident in her English writing. She used to feel shy and uncomfortable speaking English in public as she was worried about being humiliated in front of others for making mistakes while trying to translate her thoughts into English in her mind. Although she has become successful in overcoming the challenges after trying hard and taking several courses, she believes that she still has room for further development, and she is still striving to achieve native-like proficiency in English.

Phases of Reading Motivation. In the EAP class, Zysha is highly motivated and she is feeling motivated more day by day to improve her academic reading skills in English. Even though her level of motivation falters on certain occasions, she does not feel demotivated; instead, she finds many other aspects in the context instrumental to sustain as well as to raise her motivation to a higher degree. In the course of eight weeks in her EAP program, her experience of reading motivation has evolved in the following three stages.

***The Early Phase*.** From the time Zysha started her EAP program, she was strongly motivated to improve her academic reading skills in English; it was her short-term goal to

achieve an outstanding grade while her long-term goal was to study abroad. She reveals her motivation orientation saying,

> I definitely want good grades. That's why I am trying to do better. I am trying to like be the best student who can actually perform good in terms of reading… At the same time, I also want to pursue my other dream. That is to go abroad, I guess, to get settled after a certain period. (Zysha, Nov 12, 2021, pp. 10-11, lines# 222-227)

She further states, “As I have a dream to go to any other foreign country to pursue my further higher education…I have to be good at English” (Zysha, Nov 12, 2021, p. 9, lines# 197-200). She stressed the significance of achieving reading proficiency for academic success, especially in a post-secondary foreign learning context where one requires to exceed the basic level of reading aptitude- phonological decoding and lexical processing of a text and demonstrate a high level of reading comprehension competency. Therefore, she believes that she should work hard and utilize the resources and support that she is receiving while doing her English course to learn and practice the skills and to become habituated to reading in English; as she becomes a more competent and autonomous reader of English, she will be able to achieve a good grade in the course and she will eventually no longer need to struggle with reading comprehension in future while studying abroad. In her words, “I will be about to, like improve myself that much that I won't even feel that I have to give extra effort like I will be like, it will come naturally from inside, I guess” (Zysha, Nov 12, 2021, pp. 32-33, lines# 724-725). Driven by the image of the ideal -l2 self, a prospective proficient reader of academic English, Zysha was indeed determined to exert her efforts to develop herself from being a struggling L2 reader and inclined to mitigate the disparity between her present-L2 self and future-L2 self.

Zysha was striving to engage mostly in academic reading activities, following the course curriculum and exercising several self-regulatory strategies such as cognitive and metacognitive strategies. She actively participated in various class activities including the reading tasks on vocabulary building and reading comprehension and applied cognitive strategies such as skimming, scanning, paraphrasing, and note taking as she learned from her previous IELTS preparation experience and her current lessons. She even improvised the techniques as she deemed these fit for her to accomplish the tasks. For instance, if the reading comprehension exercise included multiple choice questions, she skimmed the passage first and scanned for the answers whereas she did not exercise the same tactics for solving short questions. As she struggled with the short question-answer task for reading comprehension, she decided to read the text thoroughly to process the information properly instead of applying the skimming and scanning strategy as taught in the course. She became aware of her strengths and limitations related to the reading tasks and tried to devise a metacognitive strategy that was useful for her. Apart from her regular class activities, she scheduled two hours a day for her English lessons to do her weekly assignments and readings though she only managed to spend one to one and a half hours each day. However, she always ensured that she could continue her regular schedule regardless of any kind of distractions. She was thoroughly reading a chapter of the assigned novel, *Animal Farm*, each week to complete her reading log in a group in which she was expected to select a section from that chapter, explain it, share her own opinions, and provide a global as well as a local example to support the idea presented by her. Reading this classic was not an easy task for her as she was experiencing difficulties with comprehension at times though she found the theme of social injustice and inequality quite realistic and motivating. The impact

of an interesting topic to promote her reading motivation despite the challenges involved is evident in her words:

> So, giving an interesting topic to us to the newcomers, actually makes us more motivated and inspired. We actually feel like even if we are not good at English, or we are not that much interested but we are given an interesting topic, no matter what we will try to understand what is given there. (Zysha, Nov 12, 2021, p. 25, lines# 559-563)

Needless to say, Zysha was engaging in mindful efforts to improve her L2 reading skills, demonstrating highly motivated learning behaviours. However, her reading habit was confined to only academic materials and textbooks except for the occasional reading of English comic books in her spare time.

***The Intermediary Phase*.** As the EAP course progressed with different forms of ongoing assessments, the achievement of instrumental goals steered the wheel of Zysha's reading motivation; she continued her English reading endeavours to perform her best in class tests, assignments, and exams while impressing her English instructor. She was still reserving two hours from her daily activities for English lessons; however, she was being able to dedicate the entire period to practicing various exercises that she failed to do earlier. She even dared to challenge herself with more advanced-level reading tasks by seeking out useful resources from her personal repository. For instance, to prepare for her upcoming class test, she did not rely on the online practice materials recommended in the class. She was rather solving reading comprehension exercises from her IELTS practice books every day for one hour since she found the English texts both lexically and syntactically more enriched than the reading materials used in her EAP course. Zysha states, "I prefer like books rather than going through online resources"

(November 22, 2021, p. 5, line# 94). She also confirms that the reading exercises from the IELTS test practices were "a little bit hard or tricky", saying,

> The tasks that are given in the classes are much more easier than those in IELTS. So, like, I personally feel that it is a little bit challenging when, as I am like, practicing it from the IELTS book… like you will get a little bit confused, or you will have to pay a lot of attention to understand what the writer actually wants to tell. (Zysha, Nov 22, 2021, p. 7, lines# 140-145)

She adds, "So, I personally felt that if I go for a little bit trickier one, I will be able to do good" (Zysha, Nov 22, 2021, p. 5, lines# 108-109). There is no doubt that her experience with IELTS test preparation happened to be quite instrumental in this case. However, while solving the reading tasks, she was applying cognitive and metacognitive strategies such as skimming, scanning, note taking, planning, and organizing the exercises as she was doing previously. In addition to these reading practices, Zysha remained devoted to her regular reading assignment—reading a new chapter of the novel, *Animal Farm* and filling in a reading log each week, and it was a great pleasure for her. According to her, reading the novel became as captivating as watching an Indian daily soap; she could not resist learning about what happened next. Therefore, unlike the other reading materials, she was spending time reading the book thoroughly instead of simply skimming through the lines. Moreover, she was enjoying the reading task; it was providing an opportunity for her to voice her own thoughts in response to the story told by the author while developing awareness about the global phenomenon. However, what contributed to her growing interest in reading the novel was the initiative that she took by seeking assistance from her English instructor: after discussing with her fellow students, she requested her teacher to add an electronic copy of the English novel in their native language

along with the other course materials to their online learning portal. In her opinion, “translation from English to Bengali actually makes the whole process a little bit easier for the Bengalis actually” (Zysha, Nov 12, 2021, p. 12, lines# 250-251). So, the teacher provided his students with a Bengali copy of the novel that they could use whenever needed; the positive approach of the instructor as well as the reading kits offered by him was instrumental for them to take an interest in the book and to develop a favourable attitude towards L2. Zysha explains,

> When I used to find any difficulties of any certain part or anything there, I used to log into my online account and I used to check that, okay, there is like, there is a version translated, and I am getting the actual meaning of the sentence. So, that actually motivated me more. (Zysha, Nov 12, 2021, pp. 11-12, lines# 243-247)

Furthermore, “When the teachers are more helpful, we feel motivated. Personally, I believe it, and that works as a motivation for me” (Zysha, Nov 12, 2021, p.13, lines# 270-271), she adds. The role of her English instructor as a motivator became more evident as she started contemplating his observations on her endeavours. Zysha states, “I always keep wondering, okay, I have done this much work. Okay, if I do better next week, I wonder what the faculty would say” (Nov 12, 2021, p. 31, lines# 697-699). She admired the way her course teacher ensured undivided attention to individual students while being creative about his response to their work. According to her,

> Our faculty is such an interesting person. He always has something else to say every week. If I have done good, or if we are doing good throughout the week, or throughout the session, he never like gives the same kind of feedback to each and every person. Each and every time he has different kinds of opinions for different people …Like, per class,

> he has something else to say. So, we always keep wondering that like if we do good, what he is going to say next. (Zysha, Nov 12, 2021, pp. 31-32, lines# 700-708)

Indeed, the learning experience was playing a pivotal role to influence her reading motivation.

Reading achievement emerged as an influential facet of Zysha's reading motivation at this stage of her academic L2 journey. Each time she was rewarded for her reading performance whether it was scoring ten out of ten on a test or conquering the fear of reading in English, she received a boost to improve her skills further. She was making a gradual improvement— the reading tasks were becoming easier, her vocabulary began growing, and reading comprehension started getting less taxing. It was her hard work and persistence, mediated by her growing motivation that promoted the development of her reading skills. While sharing the weekly record of her reading motivation, Zysha illustrates,

> So, comparing the last week if I have to compare and say, due to like the pressure of my quiz, I have forced myself to stick to my plan to do more reading and to do more practice. I have improved a lot from the last week… I feel like if I keep doing that, I am going to do better week by week. Right now, I am facing fewer difficulties. (Zysha, Nov 22, 2021, pp. 23-24, lines# 514-517)

For example, she was not relying on the dictionary as much as she used to do before to find out the meaning of unfamiliar words. Besides, she was using the new words learned from her EAP readings in her papers or presentations for other courses. She was being able to infer the messages more easily and read more fluently; she was even engaging in critical thinking during her reading activities. It was quite interesting to observe how she was responding to the stories she was reading: when she found out in the novel that a horse was refusing to work an extra shift,

she was justifying his rebellion as a voice against social injustice; in the same way, she was questioning the loyalty of a mare when she escaped from the hardship of living in the farm. However, she believes that the reading tasks, tailored for this EAP course happened to be quite beneficial for her to make these accomplishments. In her words, “Tasks are helping me. They are actually breaking the barriers and I am getting used to it. Yeah. I am getting used to with language and with the readings” (Zysha, Nov 12, 2021, p. 25, lines# 548-550). She continues, “As I'm getting used to with the things, and thanks to the task, and the pattern of our course, it is actually motivating me to do more stuff. It feels like to, like, bring it up. I can do it like no matter how hard it is” (Zysha, Nov 12, 2021, p. 27, lines# 608-611). Since she was regularly practicing the reading exercises to perform well in the course, not only she was learning to do the tasks more efficiently but also, she was becoming confident of her skills which was eventually elevating her reading motivation. She acknowledges that her motivation was “actually increasing day by day” (Zysha, Nov 12, 2021, p. 32, line# 713) as if it was “in an increasing motion” (Zysha, Dec 06, 2021, p. 16, line# 356). She also explains how much more motivated she felt by comparing her present reading practice with her past experience. She felt compelled to practice the reading tasks when she was preparing for the IELTS, whereas she was voluntarily doing so for the EAP course. She became so excited to receive her reading assignment that procrastination was never a choice for her. She states,

> As I am doing the course, I feel like yeah, the tasks are getting easier. And I myself feel like, yeah, I should do it…So, when I get the assignment, immediately I feel so much motivated. After ending the class if I have one hour of spare time, I try to do it within the spare time. I don't wait for next week’s class…I have got the assignment. Okay. I am

> going to do it now. This kind of motivation works for me. (Zysha, Nov 12, 2021, p. 21, lines# 461-470)

The impact of her rising motivation was also evident from her change in reading habits: she started enjoying reading fiction that she did not do much before; she also began taking interest in English readings outside her academic curricula. As she was reading each chapter of *Animal Farm* each week with the support and resources that she needed from the course, she was developing a reading habit and liking for English classics. Even though she watched the movie based on the novel, she did not lose the appetite for reading the book because it was offering her "a lot to feel and to connect" (Zysha, Dec 06, 2021, p. 22, line# 474). She elaborates on the interplay of her reading achievement and reading motivation later saying,

> I had a dream like, one day I will start reading but I never felt encouraged or motivated that I should go and grab a book and start reading maybe a little bit, or a portion of the book, but now like, you know, a magazine, or yesterday, I was going through a book of my mom. I read a small paragraph from the book. I don't know why, but I felt interested. As I am reading, and I am doing the reading tasks, I am getting habituated, and it has become clear to me. So, now when I see something written in English, maybe a paragraph or an article, I try. I actually feel interested or curious to know, okay, like, what is what it is about. (Zysha, Nov 12, 2021, p. 34, lines# 760-767)

Zysha was no longer engaging in English reading activities only to follow her dream and ambition; she was beginning to pursue joy and curiosity in readings.

The Final Phase. When the EAP course was progressing towards the end, explicit reading instructions were getting replaced by implicit ones and in-class reading-focused

activities were becoming less prevalent. However, it did not leave any drastic effect on the level of Zysha's reading motivation that had been developed over the past weeks as she was striving as much as she did earlier to reach her goals. Therefore, she was still inclined to go the extra mile whether it was to score the highest or get any bonus marks or improve her skill sets or reap the benefits of learning a global language like English. However, the satisfaction of making a real improvement was inspiring her more than the desire of earning a good grade at this stage of her learning the language. Besides, the progress that she was making gave rise to new motives for her to strengthen her academic reading skills in English. As she developed reading habits and learned to read more fluently without experiencing difficulties, she became fond of the language; she became willing to master reading competency along with the other skills in English to know the language itself. She states,

> It is the feeling that I am actually making improvements. Yeah, I can even get good grades without practicing it like I am practicing just to learn it. I don't need a lot of knowledge just to pass a course or to get a good grade, because, yeah, we are familiar with English courses. And since childhood, I have scored actually a satisfactory mark in English. So, yeah, we all have actually passed our English courses. We have been taught this course for 12 years of our education life. So, yeah, it is not that a big deal, but, yeah, I am doing this course and I am wanting more and trying more so that I can actually learn the language. (Zysha, Dec 06, 2021, p. 17, lines# 370-377)

As learning the language was added to Zysha's bucket list and the course curriculum incorporated other skills and tasks targeting those skills, she realized the correlation of one skill with the other and even recognized the significance of reading competency further. Since writing proficiency largely depends on reading efficiency, becoming a refined writer of academic

English became instrumental for Zysha to enhance her reading motivation. She observes, “While I am doing something that is actually improving one of my skills, that is actually provoking other skills to get better like reading skills is actually going to help me improve my writing skills” (Zysha, Dec 11, 2021, p. 30, lines# 651-653). Then she adds, “They are related: reading and writing. Yeah, I am actually seeing the visual reflection on myself. I am actually reading so that I could write something better” (Zysha, Dec 11, 2021, p. 15, lines# 317-319). It was evident that the reading achievements and positive learning experience gave birth to new purpose for Zysha to pursue L2 readings while keeping her previous motivation orientations intact.

Keeping pace with her escalated reading motivation, Zysha was still demonstrating highly motivated learning behaviour, developing into an autonomous reader of L2 as she intended to become at the beginning of the EAP course. Now she had become habituated to maintaining her two-hour English practice session every day, doing her English tasks, regular reading logs, and further research. According to her,

> In the beginning, I used to have, like, I actually forced myself that I have to give two hours. Now, getting more familiar with this language, and I am enjoying it. And overall, I am developing my skills. So, I don't have to like force myself. I just tell myself that my brain actually reminds me then, “Yeah, I have to give two hours. Okay, let's sit now” ...I don't have to remind myself; my brain automatically reminds me. (Zysha, Dec 06, 2021, p. 26, lines# 569-574)

However, her reading motivation was negatively impacted albeit only for a short while; the routine reading log had lost its charm at this point since repeating the exact task for the past seven weeks was no longer fun, and consequently, she started reading the novel only because she

was feeling obligated to do so. Zysha shares her frustrations about the reading log: “Right now, I am definitely not enjoying this anymore. I am just doing this just because I have to finish it when I have lost all my patience and everything to do this again and again and again. Yeah. Yeah, I have found many more interesting tasks” (Zysha, Dec 11, 2021, p. 20, lines# 420-423). In other words, while reading the novel and doing this particular reading task was demotivating, she was able to sustain her reading motivation. Then she found other tasks and related readings more enjoyable that eventually elevated her level of reading motivation once again. While solving her day-to-day English tasks, she was getting to learn new things and pursue a topic of her personal interest; hence she was inspired to engage in voluntary readings. Although she was not doing reading exercises in class, she was utilizing her personal two-hour session, reading class materials provided by the instructor, and gathering additional information from various sources. She was visiting the links recommended by her teacher as well as the additional sites suggested by her google search; she was reading articles from the local English newspapers like *The Daily Star*, from different magazines as well as from many domestic and international journals. Based on the nature of the task and the topic, she was organizing the key ideas in her mind before she started her reading, and she was carefully choosing the resources. For example, while preparing for a debate, an in-class activity, she was planning to collect information such as the latest statistics, regional and global instances, advantages and disadvantages that support as well as contradict her proposition. At this stage, the language of the text was not her concern at all rather exploiting the resources for diverse, reliable, and authentic content became the primary priority. She claims,

> Mainly I went through the renowned publications, and I went through some of the unknown publications also, because I wanted to know the actuality, like the reality

> actually, because the renowned magazines won't make, you know, express everything, whatever is going on. Like, so in that case, just for safety purposes, I had to go through the unknown or non-renowned sources too. They are more like straightforward. (Zysha, Dec 06, 2021, p. 10, lines# 206-211)

While going through the articles, she was applying cognitive strategies such as note-taking, highlighting, paraphrasing, and summarizing as needed for her task. When she encountered difficulties with comprehension, she just did further research for clarification. However, instead of relying on skimming or scanning, she chose to read thoroughly so that she would be able to identify all the emerging novel ideas. Furthermore, she did not require to take notes of lexical meaning anymore; she became so habituated to English readings that she frequently encountered similar words, and the meaning of once unfamiliar words was automatically stored in her memory. Comprehending an English text had become much easier, and it was no longer a laborious task to read in English as acknowledged by Zysha:

> I have become this much habituated with this reading skill that nowadays I don't even observe it. I don't even see that I am actually doing, or this thing actually exists in my life. It has become a part of my life and I don't feel uncomfortable while doing it. And the conscious part of my brain has stopped working like it has stopped like, you know, poking me that “you are doing a reading task, or you are reading something”. (Zysha, Dec 11, 2021, p. 29, lines# 633-638)

Even though explicit reading instructions or explicit reading tasks became minimal at this stage, the previous reading comprehension practice sessions and the wide exposure to L2 texts were obviously useful for her to develop L2 reading habits and to take charge of her own reading

activities. By this time, Zysha had become so confident of her skills that she no longer hesitated to read in English. She claims, “Now I really don't hesitate while reading, and I can really understand whatever is written there no matter how hard the writer has, like how hard language the writer has chosen to write his journal or whatever” (Zysha, Dec 06, 2021, p. 13, lines# 277-279). She was surprised by her own reading developments; not only her reading comprehension and reading fluency had improved but also it enhanced her writing proficiency in English. She admitted that she would have been able to comprehend only 60% -70% of the articles that she was reading and being able to understand completely if she happened to go through the same papers four or five weeks ago. Besides, she would have required a longer time to complete the readings if she had done it at the beginning of the course; she believes that it took her only half of the time that she would have needed earlier to do the same job. She exclaims, “If I talk about the reading skills, yeah, it has improved a lot. I never expected like I will do this much good” (Zysha, Dec 11, 2021, p. 22, lines# 471-472).

Case 2: Roni

Roni was studying at the same university that Zysha was attending, and he was appointed as my research participant in the same way Zysha was recruited. He volunteered to participate in my study after receiving the recruitment letter and he satisfied the criteria to become one of the participants in my study. Since in-person meetings were restricted to protect the masses from the spread of Coronavirus, we relied solely on virtual communication, and all the interviews were conducted at home in a quiet environment via Zoom. Roni was excited about being interviewed, and he was very cooperative; he seemed to be a regular student who was willing to academically perform well. However, he was being cautious and hesitant about making any negative

comments regarding his course instructor and academic program, especially during the recording.

Background of the Participant. Roni, a twenty-year-old student, is pursuing his undergraduate degree in computer science and engineering at one of the private universities in Bangladesh. He has already finished his first semester and completed a non-credit foundation course in English for an intermediate level of proficiency. At present, he is doing an upper intermediate English course which is an EAP credit course that incorporates all four language skills. Since he grew up in Dhaka, he attended two schools and a college in the metropolis for his secondary and post-secondary studies before joining the university, and it is the first time for him to study in an institution with the sole medium of instruction in English. However, studying at a private university was not his initial choice; it was his wish to do his undergraduate studies in one of the public universities of the country. Since the public universities postponed their admission test for an uncertain period due to the pandemic, his friends and family suggested that he pursue admission to a private university that was still operational and offering online courses. He was convinced to follow their advice instead of wasting his time, awaiting the situation to improve. Besides, he gained the opportunity to follow his interest in computer science. Having attended the school of science and engineering for a while, he has become satisfied with the academic standard of the university and pleased with the friendly attitude of his teachers, so he does not regret his choice at all. His only disappointment is the lack of in-person-learning experiences; he finds it difficult to understand his lessons and feels isolated in a virtual classroom setting.

Although Roni had been fascinated by science and technology since his childhood, he never disliked English as one of his academic subjects. He had always enjoyed learning English,

but he believes that he was not a competent user of the language as it happens to be the case for most of the students from any Bengali medium schools except a few that provides additional support as well as an environment to develop English language skills of the students. Roni had studied English as a regular subject along with other courses for twelve years. His English teachers in school used to deliver lessons in Bengali though his English instructors at college did not do the same; in either case, he never communicated with his teachers or peers in English just like the rest of the students nor he took interest in reading or writing anything in English, though some of his fellow students did it as an extracurricular activity and they excelled in L2 in spite of being a native speaker of Bengali and attending the same Bengali medium school that Roni did. He believes that his English would have improved more if the school curriculum had been learner-focused and had adopted the task-based communicative approach to teaching an L2. However, he was thankful to his father and home tutor for playing a significant role in his life to develop his skills in English. Watching him struggling with reading English books, his father took special care of his English studies in his childhood and helped him practice reading regularly. As a result, he learned to read fluently, and he started enjoying his English classes more; he would always wait for his next English class with great excitement so that he could read a passage aloud to others in the class and impress his English teacher. Indeed, he was receiving compliments from the teacher, and he was always encouraged to read aloud a piece of English text in the class which was a great pleasure for him to do. As he grew up and went to high school, his home tutor helped him further to develop his reading and writing aptitude in L2 by providing him with plenty of exercises and learning tactics. Besides, he used to read articles and short stories from the English newspaper, *The Daily Star* to develop his reading proficiency in English; he was curious about the meaning of many unknown words, novel ideas, and

different outlooks as presented in a text. However, he was never interested in reading fiction as a pastime since he found it challenging to grasp the deeper meaning embedded in a poem or a novel or a short story and he required assistance from senior college students for clarification. Thus, Roni has improved his English skills to a certain extent and maintained decent academic performance throughout his school years. However, speaking fluently in English is still a daunting task for him as he feels unconfident of his language aptitude and fears humiliation for making mistakes in front of others. He even took the initiative to practice speaking in English with his friends though they failed to remain committed in the long run. Therefore, as a current EAP student, he is still eager to develop his oral English more than other language skills, and he is intrigued more by speaking tasks such as presentations, debate, and verbal interaction than the reading or writing tasks.

Phases of Reading Motivation. When Roni started his current EAP course, he was quite motivated to improve his academic reading skills. Unfortunately, his level of reading motivation gradually declined with the progress of the course though he expected it to be otherwise. The deterioration of his reading motivation in an eight- week-span of his EAP course is explained in the three stages as follows.

***The Early Phase*.** From the very first day of his classes at the university, Roni realized how crucial it is for him to develop his reading aptitude in academic English. Even though he had studied English for twelve years in secondary and higher secondary schools and believed that he had been quite good at reading English, he was experiencing difficulties with comprehending his textbooks as he found the level of English much more advanced than what he had encountered in his schools. He admits saying, “Then when I came to attend my first class as a newcomer, then the class started and then it seemed to me that I was getting stuck while

studying in English" (Roni, Nov 13, 2021, p. 31, lines# 690-691). According to him, "The things we read in our school and college were a lot of simple things, but in the university, we have to get acquainted with many new words that are totally unknown to us. I didn't know about these words before" (Roni, Nov 13, 2021, p. 10, lines# 215-219). So, he felt that he needed to expand his vocabulary, and he became motivated to develop his reading skills as one of his gateways to achieve that goal. He thinks that it would also be useful for him to improve his speaking skills; as he learns a new word, he learns its appropriate pronunciation too. Besides, he was worried that it would severely hamper his studies if he failed to attain reading proficiency as all the reading materials in his current and his future academic program, in case he chooses to go abroad, would be in English. Furthermore, his previous non-credit EAP course happened to be quite beneficial, providing a strong ground to pursue reading proficiency further when he started his current English course. He gives his previous EAP course the credit for his reading motivation saying, "…I had previous experience. When I started this course from there, I felt inspiration in myself. That's why I can go ahead with this course in the same way" (Roni, Nov 13, 2021, p. 10, lines# 208-210). It is obvious that Roni felt that he should improve his reading skills for its pragmatic values in his academic as well as in his personal life; in other words, he was motivated by his ought-to-self.

Roni was sincerely fulfilling the academic obligations as required by the EAP course, so he relied mostly on class lessons, class tasks, and homework to develop his reading aptitude in English. To him, CSE courses were more relevant to his degree and those were more challenging than English, therefore, he was investing his effort and time mostly in his major courses. However, he also noticed that the curriculum of his current EAP course included more reading materials and reading tasks than what his last English course did; he was convinced that it would

provide him with adequate exercises to enhance his skills, and he would not require additional support and practice. He claims, “There is a lot of reading materials here too. As a result, there is a lot of scopes to improve my reading skills” (Roni, Nov 13, 2021, p. 9, lines# 202-203). Each week, he was spending three days for his English lessons that included reading tasks and supplementary readings. A substantial amount of his reading assignment contained weekly basis reading of the book, *Animal Farm* and writing a journal about it in a group. Although each chapter was quite long to read and it was challenging to solve the task following the reading, Roni valued its benefit for building his reading, writing, and communication skills; he enjoyed sharing his own views with others, learning about new ideas from them and receiving their feedback after reading each chapter of the novel. He explains the advantages of group tasks,

> When we do these tasks in groups, we consult our friends. We definitely consult so that we get new ideas. Suppose, when I find similarities between my idea and someone else’s or find differences, it can be useful here. Then we can find the answer to why there is a similarity or why someone’s idea is different from mine…Then we verify the truth. We research it together. So, it helps us to clarify our thoughts. (Roni, Nov 13, 2021, p. 21, lines# 472-478)

Besides, the novel was completely a new item for him to try, and it was not a fairytale as he assumed it to be; rather, it portrayed our society from the real world. Therefore, Roni found it interesting to read, and he was not procrastinating; moreover, he devised a plan about how to complete each section of the book without feeling any burden, managed his time efficiently for the exercise by dividing the readings into small segments throughout the week and finished each week’s task in time. He reports the process,

> Also, there are big readings such as a novel. If it is something large, long materials like a novel, I have to read in small pieces step by step. Sometimes it is not possible to read the entire chapter at once. Then I read half of it first and finish the rest half later…Everybody does it at the last minute. I do not do anything at the last minute. Sometimes I work on it from time to time because if I try to do it in one go the first time, I do not feel interested in that task. What I mean by saying 'I am not interested' is that there is time on hand, so laziness works. And if I try to complete at the last minute, then there is pressure on that work. Nothing gets properly done under pressure. So, I try to manage time now and then. (Roni, Nov 13, 2021, p. 22, lines# 496-505)

Furthermore, while going through the text, he was applying certain reading strategies that he found useful in the past, and he did not hesitate to seek assistance when he faced difficulties. He was marking unfamiliar words that he learned from his childhood mentor and taking margin notes that he learned from his last EAP course, thus he was recording the summary of the content, lexical meaning, and pronunciation during his readings. Moreover, he was exploring many electronic resources and his peers' writings for additional information and applying logical reasoning for further clarification and interpretation of what he had read. If he was still not satisfied with what he learned, he would turn to his instructor. However, the reading task was also doable for any struggling L2 reader because of the way the course curriculum was designed; instead of forcing the students to complete the whole book at a time, it allowed them to periodically read a segment of the long narratives and thereby promoted reading motivation. Roni explains the benefits of reading into smaller units:

> If we had to finish this novel at once, we wouldn't be able to finish, or we might have felt bored reading it. So, what is happening now is that each chapter of our novel is assigned

> for each week…In this way, we won't feel bored. So, if we read each chapter every week, the whole big novel will end ultimately. Then we will also not feel any burden. It will not feel so "heavy" to us. Then it will seem light to us, and then it will be easier for us to understand. Then we will do it per week, and we will gradually learn things. When we learn something with time, the effect of that thing lasts for a long time. (Roni, Nov 13, 2021, p. 25, lines# 554-563)

Even though he was engaging in reading activities regularly like a motivated L2 reader, he had barely any interest in any text that was not academic. Since he enjoyed staying updated about world affairs; he was reading newspapers everyday- mostly in Bengali and occasionally in English.

The progress that Roni was making with his English reading was quite slow and he could not distinguish the reading skills that were developing. However, he was learning to be more comfortable with English texts as he was utilizing his current reading activities regularly to meet the course requirements. As a result, he found the language of the newspapers and course materials fairly easy, and he was being able to comprehend most of what he was reading with additional support. Furthermore, being motivated, he was learning to be an engaged reader that eventually promoted critical thinking skills in the process of reading a text; he was constructing meaning, interpreting, and questioning what is said as well as activating a social interaction about what he had read. For instance, he mentions,

> We were provided with a passage. The passage is about what I discussed last week as I mentioned. World peace. If I talk about world peace, in that case, when we read about world peace, many times many questions arise in our minds as to why it is happening or

> why it is not happening. So, we discuss these things with each other …or ask the teacher. I think that our reading skills as well as our knowledge is also developing in this way. (Roni, Nov 13, 2021, p. 27, lines# 604-610)

However, it was the greatest hurdle for him to comprehend the inferences and he was struggling with learning how to summarize his readings.

***The Intermediary Phase*.** Roni started feeling demotivated halfway through the course as the workload was building up with all the class tests, exams, and projects and he needed to balance his coursework for English as well as for other subjects of his academic program. He wanted to perform well and obtain good grades, especially in the major courses and it was far more difficult for him to study science than English. He admits,

> CSE and math exams were difficult. This time our math course was difficult. I mean it was difficult for me as I did not practice integration much for my HSC. So, I had to give more time. So, I focused more on these and I can say that I pushed English aside. (Roni, Nov 20, 2021, p. 18, lines# 320-323)

As a result, English was completely overshadowed by the demands of other courses, and Roni was barely concentrating on English reading activities unless these were required for his class lessons. For instance, he was required to complete the reading log each week after reading a chapter of the novel. There were times when he could not finish the reading and had his homework done by taking help from his friends and online sources, even though he could connect the topic to real life and therefore found it interesting. Roni clarifies why he was unable to do so on one occasion saying, “I had three exams this week, one quiz and two mid-terms. That’s why it was not possible this week” (Roni, Nov 20, 2021, p. 15, lines# 276-277).

Furthermore, the reading task, especially preparing the summary was quite “painful” for him until he learned about how easily it was available and accessible online. He reveals his frustrations with the reading task, “I could not enjoy anything at this moment as there was the pressure of exams. So, it felt like an additional burden. Yes, if it was some other time, I could have enjoyed it. I could not enjoy in this state” (Roni, Nov 20, 2021, p. 16, lines# 287-289). He was even trying to spend two days a week on his English lessons, but he failed to manage it in the end.

Nevertheless, he was still willing to improve his reading aptitude in English; he viewed it as one of the fundamental skills needed in everyday life starting from doing academic studies to reviewing any official or legal documents to remaining updated about current affairs and to even socializing online, especially during the pandemic when one has no other choice but to depend on electronic media. Besides, he was interested in expanding his vocabulary in English, and he was aware of the adverse consequences of the lack of reading practice. He states,

> Reading skills like all skills depend on practice. If one stops the practice, it will be the same as it used to be earlier. It will be negative; there will be less development. Then it does not improve. What can I say? It declines. So, I think, it should be included in academic practice. (Roni, Dec 04, 2021, p. 17, lines# 371-375)

So, he was expecting to practice reading exercises at least in his English class but he was getting disappointed by the way the course curriculum, unlike the one from his last EAP course, was shifting its focus from explicit reading activities to implicit ones while emphasizing writing and speaking proficiency more than the reading skills. He confirms,

> I can say that there is a little less reading than before. We had more reading materials in the last English course. We had more focus on reading skills then. It is still there but we are asked to read by ourselves. So, in that case, sometimes I do not happen to read. I think it is probably reducing my motivation or demotivating me. (Roni, Nov 13, 2021, p. 13, lines# 286-290)

He adds, "If an entire class would have been taken on just reading, it would have been better because then everyone would have been reading a part" (Roni, Nov 13, 2021, p. 26, lines# 593-594). He thinks that it would be beneficial if the instructor could occasionally engage the students in active reading during the class even if it happened to be their regular reading of *Animal Farm* as it would introduce new and different strategies of learning that different students employed and provide an opportunity for the teacher to offer constructive feedback at the same time. He continues,

> The point of reading is that it can only be assessed when everyone reads in front of others in the class. Only then Sir can give feedback. There is no class like that where everyone is reading. Just a handful of 4/5 people read. This is the problem…And those who can read well are the only ones who read. But, how can we understand who has weaknesses in reading? (Roni, Nov 13, 2021, pp. 27-28, lines# 619-624)

Even if it was not practiced in class, Roni could have taken the advantage of the group work for reading activities as it was already recommended for the reading log task. However, he expressed his concern about the effectiveness of collective reading in a virtual setting: neither the students nor the teachers were prepared for online lessons where the students failed to pay as much attention as they would do if it were face-to-face classes, and therefore it was challenging for the

teacher to properly monitor and evaluate the involvement of the students with their readings. Despite the prevailing limitations, he tried to exert his efforts for reading exercises when the stress and anxiety of exams were alleviated. His reading motivation raised a little only for a while; he was reading English newspapers more frequently, enjoying gathering information from articles and applying the reading strategies such as note-taking, underlining or highlighting or repeating or consulting additional resources as he was doing earlier especially while reading *Animal Farm* and other subjects. He was also encouraged to do more readings to improve his writing skills. Unfortunately, he could not sustain his motivation for long; he was curious but failed to see the "twist" of the narratives and grasp the messages that the writer wanted to convey, as a result, he lost his interest in the book, *Animal Farm*. He explains, "It may be the case that the same thing was repeating in each chapter like I always saw the negative thing. Everywhere it was about the conflict and the exploitation of the rich by the poor. So, that's why sometimes it was annoying. The same thing over and over" (Roni, Dec 17, 2021, p. 13, lines# 247-250). Moreover, the reading log exercise was postponed, and eventually, Roni stopped the only reading assignment that he was even doing reluctantly for a while. He even did not find any interest in going through the supplementary readings provided after skimming through a few lines. Moreover, he was not required to read these because "there was nothing mentioned about these in the class" (Roni, Dec 06, 2021, p. 13, line# 281). Hence, he was spending minimal efforts on reading exercises only when he was obligated to do so either for the purpose of an assessment or for in-class activities. Therefore, although it did not hamper his reading skills, his reading proficiency did not improve further. He states, "As reading is focused a little less in our English course…I can say that reading is not improving much in comparison to how it was happening earlier. There is less improvement in case of reading" (Roni, Nov 13, 2021, p. 31,

lines# 694-697). Besides, he was not familiar with the academic convention of writing scholarly articles, so he was struggling with reading anything from this genre.

The Final Phase. Since the class lessons were promoting reading activities both implicitly and explicitly either by incorporating readings into various interesting class tasks such as poster presentations or by reinstating the reading assignment on *Animal Farm* after a short break, Roni started feeling motivated once again. Furthermore, he was still concerned that his reading aptitude in English would deteriorate if he failed to continue reading exercises. Therefore, he was trying to engage in more reading practice with diligence this time; instead of completely relying on YouTube videos or a ready-made summary or concise texts, he had been voluntarily going through many articles regardless of their length; he was even doing his weekly readings to complete the journal on each chapter of the novel. He was also applying certain reading strategies such as skimming, scanning, notetaking, highlighting, and rereading as well as seeking assistance from friends and available resources for clarification whenever he stumbled while reading. Needless to say, he was not excited about the reading tasks, but he was spending adequate time and effort so that he could get his job done decently and meet the expectations of his teacher and peers. He revealed his frustrations with reading tasks when he failed to locate the answer after scanning the text for a while. He states, “When I could more or less get the kind of information I was looking for, I enjoyed reading about them. When I could not find it, it was boring. It felt like a pain” (Roni, Dec 17, 2021, p. 9, lines# 172-174). Besides, he realized that actively reading a text was more beneficial than watching YouTube videos to solve his class tasks, and the satisfaction of reading accomplishments that he gained in this whole process eventually prompted reading motivation. Although he was no longer feeling demotivated, his reading motivation was not as high as it was when he started this EAP course. He admits, “I am

feeling motivated this week. It is better than before. I did at least some readings, that's why, but I can say that I am not as much motivated as I was at the beginning of the course. It has declined" (Roni, Dec 17, 2021, p. 19, lines# 360-362). He did not take any initiative to raise his reading motivation further, rather, he was expecting the course to incorporate explicit and extensive reading tasks into the class lessons so that he did not require additional practice at home. He still maintains his limitations in this regard, "Actually, because of the pressure of other courses, I cannot do any reading activity by myself. I just do what is done in the university" (Roni, Dec 17, 2021, p. 20, lines# 379-380).

As far as reading achievement is concerned, Roni did not make any remarkable progress towards the end of the EAP course. According to him, "There is no radical improvement that is noticeable. It is the same but there is at least a little improvement that had taken place. A little. I think I may have improved a little bit…I have not noticed anything outstanding" (Roni, Dec 17, 2021, p. 20, lines# 392-395). He could comprehend the overall meaning of a text, but he still required occasional support from others. It was easy for him to identify the keywords and the theme of what he was reading though he was only able to infer almost half of the deeper meaning that was conveyed. His reading fluency remained the same as it was earlier while his vocabulary had improved, and he had also developed an understanding of summarizing a text albeit a little and still unsatisfactory. Furthermore, his reading habit in L2 did not develop much: he only took an interest in reading about history and mystery when he was not satisfied with the information provided on YouTube, and he still did not fancy reading fiction in English or take a reading hobby. Roni reports,

> Still, sometimes I watch documentaries on YouTube. And when I am not satisfied with their information, I search on Google or Wikipedia or look at some articles online. That's

> all the readings I do. Sometimes I read newspapers. Many love to read literature, English books, stories, poems, etc. I don't have any kind of hobby like that. So, that's why I do not get to read much, but I pick something informative like global affairs or historical stuff. (Roni, Dec 17, 2021, p. 20, lines# 381-386)

Case 3: Mimi

Mimi, the third participant of my study was recruited from a different university where the recruitment letter was distributed among the EAP students. She became interested in participating in my study and contacted me to inform that she would like to volunteer. I reviewed the inclusion criteria and consent letter with her before I finalized her recruitment. Our communication was also limited to virtual media, and she was interviewed in a quiet room at her residence via Zoom. She was accommodating, and it was easy to communicate with her and follow the schedule as planned. She was also very enthusiastic and optimistic as a person and as a student who was giving adequate efforts to obtain good grades in her courses.

Background of the Participant. Although Mimi was born in a typical Bangladeshi family in Dhaka and grew up as a native speaker of Bengali, she has a unique background. She had attended a conventional Bengali medium elementary school in the capital for six years where her grades in English were unsatisfactory, hence, she never enjoyed her English lessons. Then she moved to Qatar with her parents and joined an international school where the medium of instruction was English. She discovered that the majority of her high school teachers were native speakers of British English, and their accents were unfamiliar to her. She was quite overwhelmed with the sudden transition from L1 to L2, and it was quite challenging for her to follow the classes and interact with her peers at the beginning due to the language barrier. However, with

further practice and exposure to the L2 in an English-speaking environment, she conquered the hurdle in a year, and communication in English became easy and reassuring. Additionally, her teachers and peers supported her in many ways to develop her proficiency in English, for instance, they advised her to read English books to improve her vocabulary and comprehension skills that she could also transfer to any spoken discourse. She followed their suggestions though she gave up the reading practice once she was pleased with the outcomes. Nevertheless, she fell in love with her English classes as her learning experience was completely different from what she had in Bangladesh. She was no longer required to memorize English grammar; the books were short, and there were various class activities and games to learn the lessons. Her admiration for the new teaching method becomes evident when she admits, “We did so many different activities that I never did when I was in Bangladesh. So, after that thing, I actually started liking English. I was like, okay, it is, it is pretty fun, like the way they used to teach us, it was fun” (Mimi, Nov 22, p. 3, lines# 53-54). However, she enjoyed studying English literature more than learning about the mechanics of the language; it was more engaging for her to read a short story or a novel and analyze the text or interpret the inferences. All in all, it was a pleasant experience for her to attend that school.

After completing her GCSE O-level (General Certificate of Secondary Education Ordinary) and GCE A-level (General Certificate of Education Advanced) according to the British curricula, Mimi applied to a few places in Bangladesh to pursue her post-secondary studies. When she was accepted by one of the private universities, she returned to Bangladesh from Qatar. At present, she is eighteen years old, and she is a first-year undergraduate student, specializing in Human Resource Management in the School of Business and doing an EAP course on academic reading skills as one of the requisites of the program. She is enjoying her

English classes though she is not satisfied with her reading aptitude as she occasionally struggles with certain reading tasks such as the ones on vocabulary and main ideas. However, she is not much interested in readings both in L1 and L2; even though she enjoyed reading short stories and rhymes in Bengali as a young child and loved English fiction as a high school teen, she has never developed a passion for readings to try it as an extracurricular activity. Furthermore, due to the pandemic, she has not yet had a taste of university life; it only connotates "assessment", "assignment" and "homework" to her as she has been attending all her classes virtually since she took admission and as she could not visit the campus in-person.

Phases of Reading Motivation. Mimi did not think much about improving her academic reading skills in English when she started her EAP course as she was enrolled in this course only to fulfill the requirements of her program. However, she became motivated after attending her classes though she experienced a decline in her level of reading motivation on certain occasions. The flux of her reading motivation during the twelve-week EAP program is captured in the following three stages.

***The Early Phase*.** As Mimi was attending her EAP classes, she gradually learned about the benefits of reading proficiency both for personal and academic satisfaction and became motivated to master the skills. It struck her for the first time when her course instructor brought to her attention the significance of L2 reading competence as one of the fundamental skillsets that students from any discipline need for their studies. She explains how her teacher cleared her misconception and motivated her:

> As actually he mentioned in the class that, you know, like, reading skill is needed for any sector wherever you go. Like if you are in BBA and then reading business cases, then you

> have to understand that and points from those case studies. Yes, so like reading is needed for anything, and I think that really kind of motivated me. I never thought of that. Okay, I thought maybe it is only for English and if I am not taking English, I don't really need to know that much about reading. So, then I realized, no, actually, reading is like a skill that I need for anything. So, yeah, this thing actually motivated me. (Mimi, Nov 22, p. 25, lines# 550-558)

Besides, it can be useful to have English reading aptitude even when one reads a text that is not academic, for example, she would be "really unfortunate" (Mimi, Nov 22, p. 24, line# 534) if she grabs an English magazine and fails to comprehend what it says. She was also convinced when she learned from her teacher how one language skill fosters the other one; she realized that developing her reading skills would improve her writing skills and help her build the confidence that she was lacking to fulfill one of her long-cherished dreams- becoming a writer in future. She states, "I have this weird dream of like writing a book, but I never get so confident to even start with. I only think about it, but before that I know I have to have good writing skills, and to improve my writing skills, I must have the reading skill first" (Mimi, Nov 22, p. 8, lines# 168-171). It would be an asset for her to achieve reading proficiency in English though it would not have any negative impact on her if she does not make any further improvements. It would be rewarding in many ways: she would be able to obtain good grades in the course and the IELTS test if she was required to take the exam in the future when she would be pursuing higher education abroad. Furthermore, she started reflecting on her English: While she was receiving accolades for her oral English from her peers, she was inspired to develop all her language skills, but she was scared that she was lacking reading competence in English, hence, she realized that enhancing her reading skills is essential if she wants to strengthen her knowledge of English.

Furthermore, the joy of her speaking accomplishments in L2 was so gratifying that it triggered her reading motivation for earning further achievements for her "own improvement" (Mimi, Nov 22, p. 8, line# 176). She states,

> Like my friends as I said before that they said, Okay, you can be a good public speaker. So, sometimes I get motivated by those too…speaking is not the only skill I should have like for English. I think we should do like good in all three as I said before listening and reading, so that also motivates me to do better in reading. (Mimi, Nov 22, pp. 25-26, lines# 561-565)

Guided mostly by instrumental goals to become a proficient L2 reader in the future, (i.e., by ideal L2 self) Mimi was devoting herself to reading exercises as much as she could do. As the course adopted task-based language pedagogy, she was provided with various kinds of reading exercises to solve in class as well as to take home, and Mimi was diligently working on all her reading tasks. In her words, "I am super active in this course" (Mimi, Nov 22, p. 10, line# 208) as she was always the first one to volunteer in the class to show her answer or respond to a question or concept checking; she was busy taking class notes, doing her tasks, checking her answers and participating in any kind of class activity; she never hesitated to discuss her tasks with her teacher and ask for his remarks on her work. She was also doing her homework though she was not pleased with the amount of homework that she was receiving. Mimi expresses her dissatisfaction, "So, most of the time, we were given some comprehension in the classroom to practice at home, but not much actually, like only two to three like that, but I feel like if we were given more resources, then I could have done more practices…" (Mimi, Nov 22, p. 14, lines# 302-305). She was willing to practice more exercises, hence she searched on the internet, asked

friends, and checked the reading tasks from other EAP classes but only to be disappointed more. She states,

> I feel like it is not easy to find the exact questions that we do in the classroom. So, if we were given like, some exact questions or like, not exact questions, like similar type of questions, which are going to come in the exams to do more practice, that would be great. (Mimi, Nov 22, p. 14, lines# 306-310)

Nevertheless, she was always following the instructions and applying several cognitive and metacognitive strategies such as skimming, scanning, identifying keywords, repetition, and monitoring while solving her reading tasks. When the tactics failed to bring any promising results, she also found and tried her own techniques. For example, she observed that she had been struggling with selecting the main idea of individual paragraphs in a given text as she was going through the first few lines of a paragraph to figure it out; then she tried to solve the task by recognizing the keywords until she realized that it was not an effective strategy either; finally, she tried going through the entire piece as she had learned that the main idea conveys the gist of the whole text, thus she was investing her efforts persistently to learn through trial and error. Assessing her reading endeavours, she claims, “I think I am, I am putting like 95% of my effort, but still, I think there is like a huge improvement I need” (Mimi, Nov 22, p. 10, lines# 203-204). She illustrates her struggles with readings,

> I don't have this confidence of like reading once and then understanding the whole context. Like, I have to read it twice. Like the first time I read, I don't really understand anything, and then a second time. I think it is just like my fixed mindset now that okay,

> first-time reading will not help me to understand anything. So, the second time reading gives me like a bit more idea. (Mimi, Nov 22, p. 17, lines# 370-375)

However, she found the EAP course quite helpful as she was learning readings tactics albeit not many as well as she was getting reading practice. As a result, she learned to solve many reading exercises quite easily as it happened, for example, with the true/false/not given task; her reading comprehension skill was gradually developing, her vocabulary was slowly increasing, and she was performing well in class. She states, "I have actually learned a lot of things in this course…the amount of practice our teacher is doing in the classes, I think, I am doing pretty good. Like, also learning some tricks and tips. Yeah, it helped me kind of improve that skill" (Mimi, Nov 22, p. 7, lines# 137-141). Besides, she was enjoying her readings as the texts covered intriguing topics about human biology or human psychology or real-life stories that she had never learned about. Mimi recalls, "This is the thing—where the passage is something like, interesting to me, for example, it is about how our brain works, or why do we feel lazy or what impacts our study like those things, I find it really fun" (Mimi, Nov 22, p. 27, lines# 603-606). As she was enjoying her classes, engaging in reading activities and making progress even though it was not remarkable, it was eventually enhancing her reading motivation. On the other hand, motivation was playing a role to promote her reading achievements as she claims, "I will be stuck more, I think, if I was demotivated" (Mimi, Nov 22, p. 33, lines# 736-737). According to her, at the beginning of the course, her reading proficiency was two and a half if considered on a scale of five which later reached to three.

***The Intermediary Phase*.** As the exams and class tests approached, achieving good grades became the primary goal for Mimi which eventually helped her sustain her reading motivation. She says,

> I think I am getting pretty motivated on like improving my reading skills as we have to do the practice and we have assessments like quizzes every two weeks, I think, yes, every two weeks. So, our teacher distributed our marks into many exams. So, it is like, if I don't do good in one, I have another chance. So, we have to always like keep practicing before the exam, because we have this pressure on, okay, we will have an exam next week, so we have to do good in this time. (Mimi, Nov 22, p. 7, lines# 146-152)

Therefore, she remained as active and engaging as she had been: she was still enthusiastically participating in reading activities in class, carefully improvising the tactics, gladly offering help to her peers with the tasks, and promptly doing all her homework; she neither procrastinated nor skipped any tasks that were provided in the course pack though her L2 readings were typically limited to academic studies. Although she started relying on thorough reading instead of following the few reading or learning strategies that she was applying earlier, she was willing to learn about more reading techniques and practice additional exercises; however, she did not receive the support that she required. She again reveals her frustrations that she could not expend her best efforts as she had wanted:

> The day before the exam, I had nothing to do, because I have already done with the resources that our teacher gave us. So, sometimes it happens with me that I have nothing to do, like, I search on the internet, but it is like random questions. It is not structure-wise. So, sometimes I do it. Sometimes I don't. I can't really find the answer if I am doing it correctly or wrong. So, for that reason, it is pretty annoying to do it, like without getting actual resources. (Mimi, Nov 22, p. 16, lines# 339-345)

However, Mimi was losing her motivation when she was being disappointed by her test results; in spite of trying harder each time, she was still struggling with reading comprehension to grasp the deeper meaning of a text as well as to determine the meaning of unfamiliar words, and her grades were not improving further. She was receiving almost the same score on the class tests throughout the course, for example, it was mostly 16.5 or 16 out of 20. She states, "I put more efforts than the previous time, but then still, my mark is the same. Yeah, I actually feel demotivated" (Mimi, Nov 22, p. 22, lines# 473-475). As a result, she was losing the confidence that she would not be able to do better, and she ceased her reading endeavours for a while, believing that she had reached her highest potential considering the inadequate L2 reading experience that she had since her childhood. She reflects on her limitation:

> I feel like reading is something that I never liked before. As I said, like a child, I didn't really like reading books. So, it is like keeping that in mind and doing this reading course, sometimes I feel like okay, maybe I cannot do that because I have not actually read much of the books, you know, as other people in my class who have the experience of reading books before and who love to read. (Mimi, Nov 22, p. 24, lines# 538-543).

Besides, she observed that the reading tasks in the exam papers were more difficult than the ones from her class exercises and the reading passages sometimes introduced unusual topics that she could not connect herself to, hence the design of the test paper was also responsible for her unsatisfactory performance in the exams. For example, while solving the exercise on vocabulary, she found many unfamiliar words that were provided without any context, therefore, it was quite difficult for her to understand the meaning and solve the task in the exam.

Fortunately, the level of Mimi's reading motivation started rising again as she found her English classes enjoyable for the lessons on new topics as well as for the compliments from her course teacher on her class performance. She was also inspired when her course instructor reminded her of many other available opportunities to prove herself, thus rekindling her dimming hope to strive for attaining reading aptitude. Mimi states,

> Every time I am enjoying the class, it just motivates me to do better. Like I always try, like, most of the time, I try to give up after the exam after getting the grade, but then every time I go back to the class, I feel like okay, no, still there is a chance, there is hope because our teacher is always motivating us, like "Okay, there is still a chance, and we will take, you know, like, we will consider your class participation and also other stuff. And if you can explain why you wrote that in your answer, then I will give you like, you know, I will give you a mark for that." So, these things always keep me motivated even though I am not doing that good. (Nov 22, p. 28, lines# 620-628)

She was convinced that her reading skills and eventually her grades would improve if she would continue more reading practice. Furthermore, she realized how engaging in L2 reading activities would be effective to boost her confidence and help her become self-reliant even in the future. In her words, "I keep on trying, okay, because I know like one day if you have the skills, you will have it like, you know, it is something there for you for your self-confidence" (Mimi, Nov 22, p. 23, lines# 496-498). Thus, she was largely driven by instrumental goals once again for their extrinsic values.

The Final Phase. Mimi was getting more motivated towards the end of the course though no drastic rise was observed in her level of reading motivation. She was enjoying her

English classes; it was fun to do the tasks, satisfying to engage in casual readings, and reassuring to find some resources to practice, especially to prepare for the exam. As an example, she found the reading exercise- paraphrasing a short story so encouraging that she was never bored of reading different versions of the same story, even though she watched its video and she was already familiar with its plot. She was also trying to expand her L2 reading activities from academic texts to anything for daily use such as reading about the new variant of coronavirus or various activities of environment or anthropology club so that she could learn about the updates and practice English readings at the same time. She explains, "If there is practice on reading skills, it is good for like, my readings to improve my reading skills. So, I am just trying to read something which kind of interests me" (Mimi, Dec 15, p. 13, lines# 283-285). Therefore, she was trying to read more in English that she typically would not do. However, the final exam was approaching and there was only one more quiz left, and she was unsatisfied with her previous test scores. As a result, she was feeling compelled to do well in the coming exams so that she could prevent herself from obtaining a disappointing grade in the course. She confirms, "I would say that because the exam is coming soon, and I just need to improve my reading skills before that, so I think just because of that I am kind of motivated this week more that I have to read more stuff" (Mimi, Dec 15, p. 14, lines# 310-312). She was even actively participating in class activities to secure the points assigned for class work so that she would be able to redeem the unsatisfactory marks that she received earlier. She states,

> My goal was basically that there is a class participant mark, 10 marks on that. Like, if I like in quiz, I am not doing that much good, so if I do participate in the class work, I feel like I will be getting my grade in a certain position that I want. (Mimi, Dec 01, p. 16, lines# 355-358)

However, to a great surprise, as she was spending more time reading materials in English especially reading nonacademic texts, it was eventually promoting her reading motivation. Mimi admits, “I was just kind of enjoying reading, actually, after I started reading things” (Dec 15, p. 13, lines# 286-287). She was even planning to solve a few IELTS reading comprehension exercises immediately before the final exam, following the advice of her course teacher who recommended several websites where a student can have free access to a limited number of practice materials. Although Mimi was expending a little more effort than what she was doing previously, she was occasionally applying reading strategies such as paraphrasing or note taking and rarely implementing her reading skills to other courses. She still favoured reading thoroughly as she found it more helpful than any other tactic to easily comprehend a text and solve her tasks. Nevertheless, she was pleased with her class performance as she had been though she believed that she had made “great” but “not too great” progress in this course because of the reading practice reinforced by motivation; she rated her reading achievement four in a scale of five. She found her reading materials quite easy to comprehend most of the time but struggled with reading academic articles for her major courses. In her view, it would be pragmatic and beneficial if she had received a proper orientation of the scholarly articles in her current EAP course.

Case 4: Faria

Similar to other research participants of mine, Faria volunteered to become a part of my study after she learned about my research project from the distributed recruitment letter at her university. Therefore, she was recruited according to the same procedures that I followed to appoint my previous participants, and all the interviews with her were conducted remotely in Zoom. She was very curious about my research, however, it seemed to me that she was

preoccupied with many extracurricular activities and English was hardly her priority in comparison to her major academic courses. She discontinued her participation in my study after she was interviewed for two sessions.

Background of the Participant. Faria, aged 20, is an undergraduate student, attending her very first semester studying electrical and electronics engineering at one of the private universities of Bangladesh. She had finished her GCSE O-level and GCE A- level from an English medium school in Dhaka that she had attended since she was four years old. Although she did not take English at her A-level as one of the subjects to study and she did not have a pleasant experience of learning English in her school, she has been always passionate about studying English. “Since I was a child, English was kind of like closer to me than a second language”, says Faria (Nov 13, 2021, p. 1, lines# 6-7). However, she experienced difficulties with academic readings and writings in English while she could speak the language as fluently as any native speaker would do. Her family, friends, and teachers were impressed by her oral English though some of them mocked her for her reading deficiency while others discouraged her from dwelling on English and advised her to concentrate on science that she was talented in. She even took SAT (Scholastic Aptitude Test) test to pursue higher studies in the United States; unfortunately, her score in English was not as good as it was in mathematics because of her inadequate performance in reading comprehension tasks. She had been also receiving low marks in English reading comprehension exercises in her school, so she believes that one of her “major drawbacks” was her lack of sufficient L2 reading skills. Although she was feeling demotivated and losing her confidence, especially after the SAT, and ceased to make any deliberate efforts to improve her skills, she did not lose her interest either in readings or in the language itself. In her words,

> I cannot leave English like it will always have a special place in my heart. And trying to find out new vocabulary. It has always been my wish. Since English is my second language, people said not to pay attention to it, but literally English is an international language, and I am passionate about English. So, actually, no matter how bad my reading skills are, I will have to be motivated to actually keep my English skills up. (Faria, Nov 13, 2021, p. 17, lines# 362-367)

Undoubtedly, Faria is fond of English, and she has been always practicing her English in many ways: She worked at an international call centre; she has been teaching English to children from East Asia for two years and she has been enjoying her job. Besides, she is so interested in reading fiction that she would rather read books than watch movies based on the stories. She grew up reading English classics like Shakespeare's plays, *Animal Farm, Lord of the Flies,* and so on; it was exciting for her to read the Trilogies such as *The Hunger Games* and *Divergent*. She believes that she can have far more quality and productive time if she spends her spare time reading books instead of surfing social media. Moreover, she is enjoying her current EAP classes at the university. It is quite a different experience for her in comparison to what she learned in school: classes are now task-based and interactive; instead of listening to a lecture monotonously for an entire hour, it is more fun for her to be involved as a student to engage in dialogue either with peers or with teachers and participate in various kinds of activities. Furthermore, she is impressed with the enormous support received from her course instructors, friends, as well as from the university which she had never experienced in her early school years.

Phases of Reading Motivation. Faria was not quite keen on improving her English reading skills when she started her EAP classes, however, she had been experiencing a rise and a fall in her level of L2 reading motivation in the first five weeks of her program. As she was

working on the reading tasks, she was reminded of her past reading activities and achievements: her passion for learning new vocabularies revived; at the same time, being inspired by her course teacher, she felt an urge to improve her reading aptitude so that she could take IELTS and SATs and perform better in reading comprehension exercises than how she did last time. Besides, when her family admired her for her native-like proficiency in oral English, it was encouraging her to master the other language skills including reading aptitude that required further development. Her weekly reading assignment on the novel, *Animal Farm* was quite instrumental to facilitate her reading motivation: Even though it was not a new book to her, she enjoyed reading it again and found certain reading tasks on the novel quite interesting. Indeed, she started feeling motivated though the degree of her reading motivation was not remarkable. Regarding her motivation level, she says, "After commencing the English course, I realized that I must work on my English reading and vocabulary. So, it did not decrease, not at all, but it did not even increase like it did not proliferate" (Faria, Nov 13, 2021, p. 6, lines# 128-130). Furthermore, as an aspiring writer, she realized the significance of L2 reading proficiency to improve her writing skills. She explains,

> I wanted to be a writer. I wanted to write books. I could not complete a novel that I wrote, but if I don't understand reading if I can't understand other people's writings, how will I write my own story?...If you don't understand other people's like important authors' writings, how can you understand your own? How can you write good-quality novels? So, it also inspired me. (Faria, Nov 13, 2021, p. 8, lines# 157-164)

Faria was also aware of the disadvantages of failing to develop reading skills in English if she could go abroad for further studies though she was not concerned about it. She was considering of doing a three or four-month intensive English reading course after completing her

undergraduate degree. Her reading motivation is twofold: intrinsic- reading for pleasure and extrinsic- reading for its benefits. In her words, “I have two types of motivation. One is reading things which I like, and another is to improve my English” (Faria, Dec 01, 2021, p. 13, lines# 277-278). Therefore, whenever her course curriculum failed to provide any of these motives via explicit reading instructions and overt reading exercises, her reading motivation declined. She was disappointed when she found that there was a “negligible amount of reading” (Faria, Dec 01, 2021, p. 23, line# 496) in her EAP course, the reading materials covered depressing matters such as Covid-19, and that she was learning neither any novel ideas nor any new words from her readings. In her view, she would have felt more motivated if her course teacher had increased the amount reading exercises and incorporated more interesting reading materials into the course.

Faria was demonstrating motivated learning behaviour to a certain extent: She was fairly engaging while solving reading tasks even though these included an inadequate amount of reading activities. As an EAP student and an English teacher of young learners, she was only reading what was required for academic and professional purposes. However, sometimes the articles that she was reading to teach her students were more enjoyable to her than the EAP readings as the content of her teaching materials was interesting and she was learning many new words. She states,

> I often teach my students to read articles in English. So, there I mean, I myself read a lot of articles, and those articles are really interesting. Those articles talk about modern lifestyle, medical science, and all sorts of stuff and those articles are not that long, like it is concise in three to four paragraphs and with a lot of information and new vocabulary. (Faria, Dec 01, 2021, p. 15, lines# 328-333)

Although she learned about several reading techniques such as skimming, scanning, note taking, highlighting, etc., she was utilizing a few cognitive and metacognitive strategies that she found useful while reading. For instance, at first, she was skimming through the entire text for an overview; then she was reading it thoroughly for the second time and taking some notes on the key ideas, lexicon, grammar, and syntax to grasp a better understanding of the content as well as to apply the learnings to enrich her writings. If she happened to stumble upon anything difficult, she consulted either online sources or friends. To be precise, according to Faria, her reading endeavours ranked at level three or four on a scale of ten were not very impressive. However, she failed to sustain the reading efforts that were developed as her drive for reading was negatively impacted by her learning experience and her reading motivation decreased. She reported that she should dedicate one hour every day to her English readings, but she failed to do so, and sometimes she was only spending twenty minutes a week because of her commitment to other courses. She admits, “For reading, I am not being able to spend adequate time like I have other assignments, physics, mathematics” (Faria, Nov 13, 2021, p. 11, lines# 234-235). Moreover, the only reading task she was doing to improve her reading skills was preparing her weekly reading log as she was obligated to meet the course requirements. She was not even actively working on her reading task; she was skimming through only the first few lines of each paragraph of the novel that she found once fascinating to read. However, she was diligently going through the reading materials to prepare herself to teach English to her students not only because these were short and still interesting but also because she was obliged to do so as a teacher. She says,

> The articles which I teach my students are really short. They only consist of two to three paragraphs, sometimes more, four to five paragraphs, so I read them properly. And I have

> to read them properly. Otherwise, how will I explain to my students what those articles are or what they mean? (Faria, Dec 01, p. 16, lines# 351-355)

Nevertheless, Faria made little progress though it was quite difficult to assess her reading achievements in such a short time. She only observed a difference in her fluency in reading English which was improving while she occasionally encountered difficulties with comprehending the deeper meaning of a text. She believes that her reading proficiency in L2 would have been enhanced if she had invested further efforts and was provided with reading feedback and proper guidelines.

Findings from Across Case Study

It is evident from the individual case studies that the participants experienced L2 reading motivation at various degrees as the motivation flux of each student did not remain steady throughout their study. At the same time, they differ from one another in the way they perceived motivation. For instance, Mimi was not as highly motivated as Zysha was, but both were able to sustain their motivation in the long run. On the contrary, Roni and Faria failed to sustain their motivation and their level of motivation was quite low in comparison to the other two participants even when Roni and Faria experienced a boost in their learning drive. However, the findings of within-case studies reveal that this cohort of EAP learners share their experience of L2 reading motivation in the way they perceive their motivation orientation, motivated behaviour, and reading achievements conditioned by their learning experiences which is explained by across-case analysis as it follows.

Motivation Orientations

The goal orientations (Gardner & Lambert, 1972; Gardner, 1985) of the participants and their desire to attain those goals (Gardner 1985), be it immediate or distant, were found to be significant constructs of their reading motivation. Zysha, one of the participants, comments, “If you do not even have a goal, no matter how much water you pour into a plant, it will not bloom a flower” (Dec 11, 2021, p. 31, lines# 671-672), emphasizing the value of setting a goal and focusing on it throughout the academic life of a learner. The study reveals that the students were motivated to improve their reading proficiency in English for various reasons as they realized that it would help them achieve their academic as well as personal goals. Regardless of the educational background, none of the participants was confident about their academic reading competence in L2, and it was the dream of the students to pursue further studies in abroad. Therefore, they viewed that acquiring the skills would foster smooth and fluent comprehension of an English text that they would be studying for their current as well as future degrees and save them from the toil of reading in L2 by enabling them to overcome the language barrier. Mimi acknowledges the significance of English reading skills for academic studies regardless of one’s discipline by saying, “If you go to the business side or even if you go to any other side, for example, engineering or any other side, you still have to read like reading skills are something that you cannot really ignore” (Nov 22, 2021, p. 24, lines# 529-531). Then Roni explains why reading aptitude in L2 is essential for post-secondary students in Bangladesh:

> I will be interested in reading if I develop my reading skills. Suppose, I am getting stuck while reading. Now every book in the university is written in English. When I used to read Bengali books earlier, it was not that difficult. Now there are different science books in English. We have books for computer science, then physics, math; then there are some other subjects…If the reading skills do not develop properly, it will be very difficult to

> "cooperate" with these things. Then we will not be able to understand the science-related subjects that we have because everything is in English at our university level; there are books by English writers. Then even when we go abroad, I mean, even if we go abroad to achieve higher degrees, we have to face these things. That is why I focus a lot on reading skills. (Nov 13, 2021, p. 11-12, lines# 244-257)

Furthermore, it was noticeable how crucial it was for two of the participants, Zysha and Mimi, to excel in academic performance and consequently obtain a good grade in the EAP course so that they could improve their cumulative score in their respective discipline, which largely promoted their reading motivation. Hence, building academic reading skills was viewed as an opportunity for them to meet the instrumental goals (Gardner & Lambert, 1972) that they were pursuing. In other words, these students associated academic reading skills with "perceived opportunities" the same way many L2 Canadian students did it while learning a foreign language (Kouritzin et al., 2009, p. 302). However, the participants recognized more extrinsic values of enhancing their reading aptitude, but it was to pursue their personal interests. For instance, Roni found that it would be useful for him for any day-to-day official transactions or for any casual readings as it also happened to be the case for Mimi. Besides, one of the reasons Mimi and Faria were motivated to develop their reading skills was that they regarded it as a tool to improve their writing skills that they would be able to utilize when they become an English writer in the future. Although Zysha and Roni did not wish to become novelists like the other two participants, their reading motivation elevated at the later stage of their studies when they realized how reading was complementing their writings. Zysha claims, "I am actually observing the necessity of reading skills…If I have to be good at writing, I have to be good at reading" (Dec 11, 2021, p. 15, lines# 311-312). On the other hand, Roni was not confident of his oral English and had a fascination

with English sounds; it triggered his reading motivation when he was learning to improve his pronunciation in the process of phonological decoding of many unknown words for his reading practice. Unlike Roni, Faria and Mimi who had studied in an English medium school acquired fluency in oral English and both were highly appreciated for their proficiency; it was intriguing to observe how their strength in one of the language skills encouraged them to develop the other skills that they were lacking and thereby facilitated reading motivation for their own improvement. Considering the past failures in reading comprehension exercises, it was even more critical for Faria to alleviate the disparity and become acknowledged for her L2 reading aptitude as much as she was recognized for her L2 speaking competence. Faria states, “Some people were telling me that my English pronunciation is like so good. It is almost close to a native American speaker…and that is why I want to actually improve actually work on my reading fluency. So, it is motivating in that way. Like it is just passive motivation” (Nov 13, 2021, p. 31, lines# 683-686). Indeed, the participants were instrumentally motivated to master the skills for many extrinsic reasons, but their goal was to mitigate any deficiency that they had. Therefore, even though their degree of motivation was relatively high or low, their reading motivation was prompted by their ideal L2 self (Dörnyei, 2005) to a certain extent.

However, new motivation orientations emerged as the participants progressed towards the end of their EAP course. While experiencing a rise in the level of L2 reading motivation, participants like Zysha and Mimi realized that achieving reading competence was rewarding to develop their self-confidence. Hence, gaining the confidence that one is equipped with certain skillsets became instrumental to promote their reading motivation further. The students were obviously motivated by another instrumental goal for its extrinsic attribute, but intrinsic motivation also came to play a role to improve their reading proficiency in English. While Zysha

was staying motivated to perform well in the EAP course and impress her English teacher, she did develop a fondness for the language and became more motivated to enhance her L2 reading aptitude to follow her interest in English. She was also becoming curious about reading the books that she did not find enjoyable in past. She states, “Outside the class, I have never read any kind of English magazine or anything. Now I kind of feel like, Okay, it is interesting. Let us read something, a small portion. Let us know how it feels” (Zysha, Nov 12, 2021, p. 21, lines# 470-472). In the same way, Faria was motivated as it was fun to read certain stories and discover new vocabularies through her readings. Although it was a “passion” or “interest” or “hobby” for her to learn new words, she recognized the benefit of readings to expand her knowledge of vocabulary in another language. In her words, “Reading a day keeps your spelling mistakes or English vocabulary problems away” just “like an apple a day keeps the doctor away” (Faria, Nov 13, 2021, p. 11, lines# 244-246). Thus, it was observed that some students were instrumentally motivated to read so that they could develop their English vocabulary and eventually apply their semantic knowledge to their reading and writing tasks later. Moreover, all the participants experienced intrinsic reading motivation when they were able to gain new knowledge from what they read in the course. However, while these students were motivated to pursue their personal interests either to become an English writer or to study abroad or to play with new words or just to enjoy reading, it was never associated with the “cultural and relational dimensions of foreign languages” or integrativeness (Gardner & Lambert, 1959) which happened to be the case for the L2 students from France (Kouritzin et al., 2009, p. 300). Nevertheless, it is fascinating that different forms of extrinsic and intrinsic drive coexist for these participants though the degree of motivation is not the same for each one of them. On the other hand, when the level of L2 reading motivation decreased, some of the students were driven by another form of instrumental

orientation, the ought-to-self (Dörnyei, 2005). In the later stages of learning, Faria and Roni were motivated only to an extent to meet the reading requirements of the course and satisfy the expectations of their teachers or peers. Furthermore, Roni and Mimi felt the obligation to work on their L2 reading aptitude to avoid the negative consequences (Dörnyei, 2005) that they would face otherwise. One of the reasons why Roni tried to stay motivated as he believed that "if we do not practice it regularly, it will impede our reading fluency" (Roni, Dec 17, 2021, p. 11, lines# 205-206). So, in his view, "We should maintain regularity. By regularity, I mean that one should at least do something from time to time instead of not practicing it at all for a long time" (Roni, Dec 17, 2021, p. 11, lines# 206-208). While Roni realized that he would be struggling more with reading comprehension if he had ceased his reading endeavours, Mimi was worried that it would affect her grade badly if she could not improve her reading skills. Faria also shared the same concern saying, "You need to always keep it in your mind that if you cannot understand ideas by reading or if you cannot do reading properly or if you cannot ameliorate your reading skills, in the future you are going to have a major problem" (Faria, Nov 13, 2021, p. 19, lines# 403-405). Thus, the students were staying motivated not only to gain the benefits of L2 reading skills but also to prevent any unfavourable outcome. However, it was found that the perception of motivation was not restricted only to its goal orientations. The participants identified 'determination' and 'interest' as significant attributes of their reading motivation as they viewed motivation as unconscious internal, in other words, psychological manifestation of composite constructs. Faria recognized the relationship between setting a goal and taking appropriate actions to foster one's motivation while being facilitated by that individual's own interest and strong determination. According to her, "If you are really interested to do something, you need to have control and you need to decide in your mind. You need to make a strong decision, make a

routine in your life that you have to read English in order to improve English" (Faria, Nov 13, 2021, p. 18, lines# 399-402). Zysha also stresses the importance of determination: "I have to mention that one thing that you have to have is determination" (Zysha, Dec 11, 2021, p. 31, lines# 677-678). She adds, "If you just keep motivating students, no matter how much motivation you give them, if the students are not like determined enough, they would not even do anything…So, I guess, students must have the determination in themselves that actually they have to do it" (Zysha, Dec 11, 2021, p. 30, lines# 662-667). As the participants associated their motivation with psychological aspects, they deemed motivation as a personal phenomenon. Although they recognized that motivation could be generated by external stimulus, they believed that sustaining the motivation of learners largely depended on the individuals themselves. Faria states,

> I think that the best motivation is yourself. Let us be honest. Yes, while you are being motivated, that is the only time like you are aiming to do something…Like people may say, 'Yes, you can do it. You can be successful in your life, you can earn money', but, actually, while they are motivating us, that is the only time we are striving to do something. After the motivation speech, we are just done. (Faria, Nov 13, 2021, pp. 18-19, lines# 392-399)

Motivated Behaviour and Learning Experience

It is evident from the case studies that the participants exhibited motivated learning behaviour depending on their level of reading motivation, indicating learning behaviour as a strong predictor of one's motivation as observed by Gardner (1985) and Crookes and Schmidt, (1991): The more the participants were motivated, the more efforts they exerted to reach their

goal; in the same way, whenever their degree of motivation declined, they struggled to sustain their efforts and perseverance. For instance, when the level of motivation was high, the students maintained their EAP reading commitments with sincerity and dedication. However, their degree of effort varied from one another as their level of motivation did, reflecting the correlation between motivation and efforts of learners (Gardner, 1985). Zysha, who was experiencing a gradual rise in her degree of motivation, was spending the highest amount of time every day on her reading tasks whereas Faria, the least motivated one, was spending the least time doing the same. They were relying mostly on the course materials and reading tasks to master their L2 reading skills. However, Zysha deliberately dared to challenge herself with advanced-level reading tasks and sought out resources beyond her academic curriculum. Mimi also tried to do the same to a certain extent, but she could not find anything satisfying; she was struggling with the availability of L2 reading resources with appropriate guidelines and exercises. Unlike Mimi, Zysha had the advantage of learning from her past reading endeavours which directed her to additional resources when needed. For example, Zysha took preparation for the standardized IELTS test and she found the reading exercises quite useful, so she tried to practice from there whereas Mimi did the same when she came to learn about it from her course instructor. Furthermore, most of the participants sought assistance from their peers or course teachers or seniors, or websites whenever they encountered difficulties with their readings. Thus, the degree of efforts of the participants or their “motivational intensity” was observed in the ways they engaged with their reading activities and utilized available resources to develop their English reading proficiency, as it was claimed by Gardner (1985, p. 53). Although the EAP students rarely used any motivation support, they applied different self-regulatory strategies such as several cognitive and metacognitive tactics depending on their level of motivation, skills, and

knowledge about these techniques. Zysha was largely exploiting the pre-reading, during-reading, and post-reading strategies such as planning, organizing, repetition, skimming, scanning, highlighting, note-taking, paraphrasing, summarizing, critical thinking, and so on that she learned from her past and current English courses. Roni was also using some of these tactics as he learned from his home tutor at high school and the EAP courses at the university though he was not relying on these as extensively as Zysha was doing. On the other hand, Mimi only learned a limited number of strategies from her current EAP course that she tried to apply, but she did not find some of these useful for her practice, therefore, she mostly depended on thorough readings. Faria explains why students found it challenging to apply the strategies even though their use was addressed in class:

> So, our Sir taught us three ways to actually look into the book. We have to skim it or scan it, or we have to understand it like look at it from a glance and we have to circle the important words or use annotations, underline it, try to skim and scan, you know, the difficult lines or the important lines from the chapter, but a person will only be able to do it if that person has enough reading experience. Like I said that if one reads it for twenty minutes every day at least, then that person will at least have knowledge of how to find out important lines from a book like that since that person has enough experience of reading, but all the people in a class do not have adequate experience of reading. (Nov 13, 2021, p. 14, lines# 293-302)

However, apart from applying several reading strategies, Zysha and Mimi were subconsciously performing an appraisal of their strengths and limitations with the reading tasks, setting examples of “executive motivation” (Dörnyei & and Otto, 1998) and improvising the tactics to what they found beneficial for improving their reading performance. Both were able to sustain their

motivation and maintain their reading commitments even when their reading motivation dropped on certain occasions. Zysha tried to motivate herself by always reminding herself of her goals or commitments and by convincing herself to stay focused whereas the rest of the participants barely had any knowledge about motivation strategies. For instance, one of the ways Zysha tried to ensure adequate regular practice without any distractions was by talking to herself now and then. She reports:

> I try to avoid other distractions actually…I convince myself, "Yeah, I have to keep two hours. Specific two hours. I have to keep myself free for two hours. Within the two hours, I cannot do any other kind of assignment no matter whatever it is, or how important it is. Otherwise, I will do that within the weekend." (Zysha, Nov 12, 2021, pp. 18-19, lines# 399-409)

As a result, when other students experienced a decline in their level of reading motivation, they failed to continue their reading efforts with as much dedication as they used to do when they were more motivated. For example, Roni and Faria started neglecting their only reading assignment; they were barely going through their novel at home, scarcely implementing any learning strategies, and working on their class tasks and homework only with little care. Besides, they were spending an inadequate amount of time on L2 reading activities. Nevertheless, it was not only the case that motivation impacted the efforts of the participants but also the efforts they invested eventually influenced their motivation: The participants agreed that they felt more motivated when they were more involved with L2 readings.

The learning experience of the participants interfered with their motivation and consequently with their learning behaviour. It was the course curriculum that played a crucial

role to mold their motivation both positively and negatively. One of the major flaws of the EAP course that Roni and Faria observed was that it failed to incorporate adequate reading exercises into the curriculum and emphasized building writing and speaking skills more than reading skills. As a result, it was discouraging them to engage in L2 reading practice and they were feeling demotivated. Roni reveals his disappointments with the course curriculum:

> The thing about our class is that it is not the case that reading skills are not emphasized, but I will say that our classes are focusing more on writing and speaking skills. In our English course, reading skills are also focused but not as much as others…I think that reading skills need to be more focused so that all of our reading skills develop. (Dec 04, 2021, p. 17, lines# 377-384)

He stresses, "I feel that we should practice more reading. It should be focused a little more. That is all. Nothing else. We should focus on this more academically" (Roni, Nov 13, 2021, p. 29, lines# 660-662). On the other hand, Zysha and Mimi remained motivated as they found many new tasks in their English class very enjoyable and thereby encouraging to follow the implicit reading activities involved even when additional reading comprehension exercises with explicit reading instructions were missing. Besides, the reading tasks were effective for the participants to develop their skills which certainly helped them sustain their motivation. In this regard, it is to be noted that the topic of the text was quite instrumental to captivate the interest of the participants and restore or to even elevate their motivation. The reading materials promoted their reading motivation when they were able to relate real life with the events presented in the text or learn anything new from the content provided. In the same way, it demotivated one of the participants, Faria, when she could gain neither knowledge nor pleasure from her readings. Also, it adversely impacted Roni's reading motivation when he lost his interest in the book, *Animal*

Farm that he was studying for his weekly reading assignment, whereas the reading task was helpful to him to promote his reading skills and the same book happened to be interesting and thereby encouraging for him to read initially. Similar to Roni, Zysha was frustrated with the same assignment, but it was because of repeating the exact monotonous task each week though she was able to sustain her motivation that Roni could not do. However, one of the reasons why Roni and Faria failed to stay motivated was that they found their major courses more challenging and more important than their EAP course; therefore, they invested most of their effort and time in studying anything other than English. Moreover, their English teachers with an open and friendly attitude was quite influential to raise their reading motivation. Mimi who did not consider improving her English reading aptitude even though it was one of her limitations grew an interest in enhancing her skills when the EAP instructor enlightened her about its practical values for academic studies. The role of the teacher was even remarkable in case of Faria: While she was insolently discouraged by her family to pursue L2 reading efficiency despite her being passionate about the language and readings, she started feeling motivated when her teacher inspired her. Zysha who was already motivated was inspired even further when she found her course teacher providing additional support that she needed. His comments and observations on the academic performance of the students were so interesting to her that she tried to work harder to impress her teacher. Roni also noted the significance of teacher feedback as he did not happen to receive any in his class. For him, it would have been more beneficial if the teacher had included at least some reading sessions during the class. However, he acknowledged the limitations of newly introduced virtual classes both for the instructors and students; online learning was distracting, isolating, and disengaging in many ways since Covid-19 disturbed education as badly as it disrupted regular life. Nevertheless, whether it was a lack of resources or

the weight of other courses, the participants, especially when they were not passionate about readings, had high expectations from their EAP classes to foster their L2 reading proficiency. Mimi says,

> I know that it is a very important skill that I need to learn. So, every time in my English class, I am just always motivated because I know only this time, I can actually spend my time doing the reading skills improvement because I do not do much outside of the class. (Dec 01, 2021, p. 22, lines# 489-492)

Although reading motivation of the EAP students was found to be largely conditioned to a myriad of micro-level factors, it was stemming from the familial and societal values that the participants embodied since their childhood. Being grown up in an educated middle-class or higher-class family, they learned to recognize the significance of education and esteem foreign language aptitude, especially in English as it carries prestige in society. Therefore, investing in higher education abroad, especially in an English-speaking country was a common dream that the participants shared, and pursuing this dream became a source of motivation for them to learn the language and eventually master academic reading skills in English. Moreover, it was observed that Rony and Zysha were concerned more about improving their oral English than developing their literacy skills in L2 as they had studied in Bengali medium schools in Bangladesh where speaking in English was rarely in practice. On the contrary, Faria and Mimi never worried about speaking in English as they had been to schools where the sole medium of instruction was English, and they were always admired for their ability, especially for their fluency and native-like accent. As native speakers of Bengali, none of the participants was expected to speak in English in their daily life except for occasional code-mixing or for academic purposes. However, having the ability was meaningful for all of them regardless of their

academic contexts and level of proficiency because of the societal value attached to the language. In the context of Bangladesh, being able to speak eloquently in English represents belonging to an elite class and polished society, therefore the students whether they were confident or unconfident of their spoken English were striving to improve their English and it passively influenced their reading motivation. Furthermore, it was evident that their experiences rooted in the support received from their family played a role to shape their L2 motivation. For instance, Zysha grew up watching her mother being passionate about teaching English and enjoying reading plenty of books, which reinforced her reading behaviours or behavioural motivation. In the same way, it was found that engaging in EAP reading tasks reminded Rony of the ways his father and home tutor helped him with reading English texts, and it influenced his behavioural motivation positively. Unlike Zysha and Roni, the lack of proper support from the family prevented Faria from developing an L2 reading goal though this was the aptitude that she needed to improve the most of all four language skills. Thus, it is evident that building reading motivation is not a solitary event; it is socially constructed while being constantly shaped and reshaped by the changing circumstances inherent in the learning environment of the students.

Achievements and Motivation

The L2 reading progress of the EAP participants varied as their level of reading motivation and reading efforts differed from one another. Zysha's reading achievements surpassed the rest of the participants: As her reading motivation escalated, her reading skills improved beyond her imagination. Not only did she score the highest marks in reading comprehension exercises but also, she was making "real improvements"; her semantic knowledge, reading comprehension ability, and reading fluency developed greatly, and she was no longer a struggling reader of English but she had become an autonomous reader of L2.

Moreover, she became confident of her competency and grew to enjoy reading as she became satisfied with the progress she was making. On the other hand, Roni's reading aptitude neither deteriorated nor improved much as his level of reading motivation did not remain as high as it was at the beginning. His reading comprehension skills developed a little and he became more comfortable with L2 texts. However, he observed that his reading fluency stayed the same and that he was struggling with comprehending inferences, so he still required additional support. Mimi was not satisfied with her reading achievements either as she was disappointed with her exam scores though she was one of the highly motivated students. She says, "I feel like the grade is something that kind of says, 'you are at this point and if you do better, then you are at that point.' So, even if I am getting motivation, I feel like I am still on that simple standard where I was" (Mimi, Nov 22, 2021, p. 30, lines# 661-663). Her marks were not getting better in the course; she firmly believed that she still needed to enhance her reading aptitude a great deal, especially her lexical processing and critical thinking skills as it was observed in case of Roni. She did not notice any development in her reading fluency either, however, she was always very pleased with her reading performance in class; for her, the reading exercises were getting easier to solve, and the reading materials were becoming easier to read. Unlike the other participants, it was not possible to discern Faria's reading achievements since she felt that it had only been a few weeks to evaluate her progress since she started the EAP course. Besides, she did not continue the study as a research participant for the following weeks. Unlike Mimi and Roni, the only difference she observed in her reading performance was that her reading speed was gradually increasing. Nevertheless, the interplay of motivation and achievements was evident in case of the participants though they were unaware of the impact of motivation on their attainment of L2 reading proficiency as only motivation itself cannot guarantee success (Wong,

2018). Mimi observes, “I would say, definitely, motivation has a role, but I do not know if it is working for me because I am not improving my grade” (Nov 22, 2021, p. 30, lines# 659-660). Then Zysha clarifies the influence of motivation on L2 reading achievements, “I feel like, yeah, definitely motivation is important, but it is like, you know, it is like protein. It is not the only thing you need. It is part of the process while you are learning something” (Dec 11, 2021, p. 31, lines# 675-677). What the participants stressed was the contribution of their hard work and efforts to develop their reading proficiency, as suggested by Dörnyei (2005). Roni also points out, “The more we practice, the clearer things will be. That is how we can read more smoothly” (Nov 13, 2021, p. 31, lines# 692-693). What was intriguing was that the degree of effort and persistence that the participants maintained represented their motivated behaviour while it was being greatly influenced by their learning condition. In other words, motivation mediated by efforts played a role in developing the English reading skills of the participants.

At the same time, as recognized by Weiner (1992) and Frijters et al. (2018), achievements happened to be one of the most crucial factors for the students to activate or reinforce their motivation to improve their L2 reading skills. As Zysha was becoming a more competent reader of English, she was feeling more motivated, and consequently, she was displaying more motivated behaviour by engaging in more active reading. In contrast, both Roni and Mimi were demotivated and became reluctant to indulge reading endeavours when they obtained unsatisfactory results. According to Roni, “The reason for our motivation would have been that our reading skills are improving. Since our reading skills are not improving, we are feeling demotivated. Otherwise, there will be no question of feeling demotivated” (Dec 04, 2021, p. 20, lines# 440-442). Mimi also confirms the effects of unsatisfactory accomplishments on her motivation saying, “It does make me demotivated every time I get the same marks or lower”

(Nov 22, 2021, p. 21, lines# 470-471). However, while the participants attributed reading success to their diligence, all of them except Zysha claimed that inadequate reading materials and reading exercises, insufficient guidelines and instructions (Williams et al., 2001) or tough exam questions (Brown, 2007) were responsible for their failure with satisfactory reading achievements. Mimi even suspected the limitation of her ability to be the culprit for her reading failures which impacted her reading motivation negatively though it was only temporary.

Chapter 5: Discussion

Within-Case

Motivation is perceived as the psychological manifestation of interest and determination that direct learners towards a course of actions to achieve a certain goal. Thus, reading motivation as part of a student's learning process embodies these key aspects: reading interest and determination, reading goals, reading activities, and reading achievements. While Gardner (1985) recognizes the first three components of L2 motivation as the 'desire', 'goal', and 'effortful behaviour of the learners', the final one known as 'attributional motivation' is construed as a significant aspect of motivation by Crookes and Schmidt (1991), Ellis (2015) and Weiner (1992). However, the research on L2 motivation is largely guided by its goal orientations, and the majority of the empirical studies (Dhanapala & Hirakawa, 2016; Dörnyei & Chan, 2013; Gardner & Lambert, 1959; Jin et al., 2003; Lukmani, 1972; McLean & Poulshock, 2018; Moskovsky et al., 2016; Özgur & Griffiths, 2013; Tran, 2007; Wong, 2018) that explore the relationship between motivation and the acquisition of second or additional language concentrate on the association of motivation orientations and L2 achievements, ignoring the composite construct of motivation and its dynamic nature that impacts the learning process of individuals in parallel with their learning experiences. The current study indicates that favorable learning conditions can generate and develop the reading interests of the EAP students to set reading goals, construct and reconstruct their motivation orientations, provide them with ample opportunities to engage in adequate English reading activities to achieve their goals, and consequently promote reading progress and reading motivation of the learners by enabling them "learn motivation" (Kouritzin et al., 2009, p. 305). The reverse effect is also observed on the motivated learners—as their learning experience cannot nurture their interest and determination

for them to remain persistent to achieve reading success, they eventually lose motivation. Nevertheless, the individual case studies suggest that the interaction between the learning experience and each aspect of motivation is complex as there are multiple factors involved in the learning condition that concurrently bring a change to the reading motivation orientations or reading efforts or reading accomplishments of the learners at different stages of their EAP course and it is a continuing process. Furthermore, while one aspect of motivation strengthens or weakens, it eventually reinforces or undermines the other facet of motivation since these are interrelated. Thus, it is evident that the interest and determination of the learners to achieve their reading goals do not remain the same throughout the course as different motivation orientations unfold themselves, their degree of reading efforts increases or declines at different intervals, and it promotes or impedes their reading achievements at a different rate with time, yielding the learners to experience the ebb and flow of their motivation as predicted by Dörnyei (2005) and Ellis (2015).

Across-Case

While the within-case study implies that the degree of reading motivation of each student varies throughout one's journey of learning academic English, the across-case study suggests that students differ from each other with respect to the ways they perceive motivation. It is found from the study that the freshmen undergraduate students who register for EAP courses as a mandatory requirement of their academic program in Bangladesh do not necessarily come to their first day of a class with an interest and a goal in their mind that they would like to achieve reading proficiency in English for their academic success. Sometimes they are not even aware of the purpose of these EAP courses though these are tailored for a smooth academic transition of the L1 students with different backgrounds to their post-secondary studies, especially in private

universities where the sole medium of instruction is English. As a result, many students who have already studied English throughout their schooling period are not motivated specifically to develop their L2 reading skills. Besides, it is observed that those who had unsatisfactory English reading scores or poor English reading performance and who were fiercely discouraged by their family in past are not interested in developing their L2 reading aptitude as it happened to be the case for many young children to lose their motivation for L1 reading (Chan, 1994; Morgan et al., 2008; Wigfield, 1988). On the other hand, this case study informs that those who have records of successful academic achievements or those who had a pleasant experience of L2 learning and who received support from their family are motivated in their EAP class. Furthermore, the students who bring their experience of learning from Bengali medium instructions are keener on improving their speaking than their reading skills. Most of the time they are not confident of their oral English in comparison to those from English medium backgrounds who can be as fluent as a native speaker of English. However, both groups can still find academic reading in L2 challenging contrary to the usual conviction that English medium students do not encounter such kind of difficulty. Therefore, when they find a very good reason to cultivate their reading skills in English as part of their EAP program, it triggers their motivation. The findings suggest that students are largely instrumentally motivated (Gardner & Lambert, 1972) when they recognize or learn to recognize the academic and personal benefits that they can gain from their L2 reading accomplishments. It supports what Rahman (2005) and Rukanuddin (2014) found to be the motivation orientations of EAP students of Bangladesh for learning English as an additional language. So, whether it is for obtaining good grades or for studying abroad or for impressing the teacher, or for developing into an excellent English writer, the students are prompted to conquer their L2 reading difficulties to view themselves as a confident and competent reader of English

and consequently an efficient user of English in future. It is also evident from this research that another form of instrumental motivation is prevalent among the EAP students as they are motivated to avoid the adverse consequences if they fail to improve their skills. They are concerned that it will make their academic studies more difficult or that it will contribute to an unsatisfactory grade unless they continue their reading exercises in their EAP course. Therefore, they are obligated that they should meet the EAP reading requirements and satisfy the expectations of their class teachers and peers. In other words, two forms of instrumental motivation are observed where the first one is identified as the "ideal L2 self" and the latter one as the "ought-to-L2 self" by Dörnyei (2009) in his "L2 Motivational Self System" (L2MSS) model of motivation. Moreover, the learners are not only instrumentally motivated by extrinsic values; they are intrinsically motivated as reading in L2 and learning the language bring them joy (i.e., stimulation, Ellis, 2015), satisfy their curiosity (Komiyama, 2013), and help them explore many novel ideas (i.e., knowledge, Ellis, 2015). Similar findings are observed for the writing and speaking motivation of EFL learners from the studies of Tran (2007) and Dincer and Yesilyurt (2017) who claim that the students are motivated for both extrinsic and intrinsic reasons. It is also observed that students are subconsciously motivated by the societal value associated with the language, in other words, by "social capital" orientation (Kouritzin et al., 2009). Since one skill reciprocates the others, developing academic reading skills is viewed as a tool to improve their skills in the language itself by mitigating their deficiency either in writing or speaking or both, and thereby provides an opportunity for them to gain prestige and power in society. However, most of the empirical studies on L2 motivation are founded on the goal orientations of learners, following the dichotomy of integrative and instrumental orientations (Lukmani, 1972; Maniruzzaman & Haque, 2000; Rahman, 2005; Rukanuddin, 2014), or extrinsic and intrinsic

orientations (Dincer & Yesilyurt, 2017; Jin et al., 2003; Komiyama, 2013; Niemiec & Ryan, 2009; Özgur & Griffiths, 2013; Reeve, 2016;Tran, 2007), or ideal L2 self and ought-to-L2 self orientations (Dörnyei & Chan, 2013; Ghasemi, 2018; Jang & Lee, 2019; Kim, 2020; MacWhinnie & Mitchell, 2017; Moskovsky et al. 2016). Unlike these studies, one of the remarkable findings of this study suggests that various motivation orientations emerge at different stages of the learning process for the same individual, and they coexist with each other instead of one replacing the other. Here the learning experience of the students comes to play a crucial role to give rise to new orientations to reach their goal— achieving L2 reading proficiency and thus promotes their reading motivation.

The study suggests that learning condition greatly impacts the behavioural motivation (Ellis, 2015), efforts and persistence of a learner (Pintrich & Schunk, 1996; Williams & Burden, 1997) though empirical studies dedicated to L2 motivation largely neglected this aspect of motivation (Crookes & Schmidt, 1991). The EAP instructors, the academic curriculum, and the course load contribute to the growth or decline of the reading motivation of EAP students, depending on how these factors help the students meet their personal and academic needs (Keller, 1983). Being an efficient teacher is certainly useful, however, being open, supportive, and encouraging are the desirable attributes that a teacher can bring to a class either to enlighten the students about the successful application of L2 reading skills in real life or help them develop an interest in L2 reading exercises. Furthermore, interesting reading materials, useful and new reading tasks, and a manageable workload are instrumental for them to engage in reading practice without feeling burdened, promoting motivated learning behaviour. As motivated students, they employ various cognitive and metacognitive strategies for pre-reading, during-reading and post-reading activities though it depends on their knowledge, skills, and experience,

shaped by the academic and family support they received. On the other hand, when the curriculum fails to meet their expectations by providing inadequate reading exercises, insufficient reading instructions or guidelines, repetitive reading tasks without proper reading feedback, and accommodating other language skills over the reading skills, they become reluctant to invest their best efforts and they feel demotivated. Therefore, even though students have a reading goal for extrinsic and intrinsic reasons, it is not enough for them to be motivated to ardently engage in reading activities unless their learning environment nurtures their interest. It supports the findings of Lamb (2012) as the learning experience happens to be the predictor of L2 motivation of the Indonesian young learners rather than their motivation orientations. So, when the learning condition does not satisfy the needs of the EAP students, they dedicate less amount of time to their reading activities and do their reading assignments with less care, applying seldom tactics for reading. Also, the lesser they are involved in readings, the lesser they feel motivated. On the contrary, motivation orientations with the support of favourable learning condition strengthen their determination to continue their reading endeavours and thereby elevates motivation. Besides, the more motivated the students become, the more they exert efforts to attain their goals. They devote a good deal of their time to their reading tasks, voluntarily engage in further readings, carefully choose and apply the strategies for their reading exercises, and complete their readings in time with sincerity, exploiting the ‘time management control’ (Lens & Vansteenkiste, 2008) to prevent procrastination and the ‘opportunity control’ (Kormos & Csizér, 2014) to utilize available resources. As a result, it is found that the reading performance of the students gradually improves; their reading comprehension skills, lexical processing ability, and reading fluency in English develop though the rate of progress varies from one student to the other depending on their level of effort and motivation. Furthermore,

when the students are highly motivated and it activates their voluntary engagements with texts, they develop their reading habits (McLean & Poulshock, 2018) and learn to become autonomous readers (Dickinson, 1995; Ushioda, 1996). It also helps them become confident of their English, boosts their self-esteem and empowers them in the process of learning. Similar findings are also observed in case of the acquisition of both L1 and L2 as it is observed that motivation facilitates the reading behaviours of the learners to enhance their reading achievements in many ways (Gottfried, 1990; Guthrie et al., 2007; Lau & Chan, 2003; Miyamoto et al., 2019; Wang & Guthrie, 2004). However, while the EAP students credit their hard work for their reading accomplishments, they attribute mostly poor resources for their unsatisfactory reading achievements. The reading tasks that they practice in the EAP course also happen to be quite helpful for them to attain their goal though the exam condition or the design of the exam papers and insufficient guidelines (Williams et al., 2001) interfere with their reading performance. Thus, it is found that 'internal' or 'controllable' factors contribute to L2 reading success while 'external' or 'uncontrollable' attributes are responsible for unsatisfactory L2 reading accomplishments (Ellis, 2015; Frijters et al., 2018). At the same time, it suggests that the learning experience of the EAP students rooted in their academic and social environment actively or passively impacts their L2 reading improvements, and motivation cannot be the singular factor to contribute to reading success, as implied by Wong (2018). However, it is observed that the personal need for achievement (Crookes & Schmidt, 1991) is very crucial for the EAP students, hence it plays a prominent role to enhance or sustain their reading motivation (Frijters et al., 2018; Keller, 1983; Weiner, 1992): the level of motivation of the students escalates as they make progress with their reading whereas the degree of motivation declines as they fail to develop their reading proficiency in English. The interplay of achievement and

motivation also supports the findings of Wong (2018) as motivation aids the development of reading comprehension skills of Chinese L2 learners and their reading proficiency eventually promotes their L2 reading motivation in return.

Chapter 6: Implications and Conclusion

Implications

It is necessary for students to build reading skills in English to attain academic success in the post-secondary education context of Bangladesh, as observed by Komiyama (2013), especially in case of the students pursuing higher studies in private universities of the country since it is one of the areas in which students from both Bengali and English medium backgrounds encounter difficulties. If the students are not motivated to achieve reading proficiency, they will fail to engage in mindful reading efforts and consequently struggle with their readings. Besides, it is found that reading motivation changes over the time, being influenced by one's learning experience. Therefore, it is imperative that different stakeholders take initiatives to generate and promote reading motivation of the EAP students in Bangladesh.

The study suggests that reading motivation resonates with reading behaviours of the learners and reading behaviours reciprocate their reading motivation. When students enjoy their English reading activities, they invest mindful efforts to accomplish their tasks and expose themselves to further readings, as a result, they learn to develop their interest in readings that enhances their reading motivation. Therefore, students can start by reading any kind of text in English that they find interesting and creating immediate reading goals. Then they should actively engage with their pre-reading, during-reading, and post-reading activities by applying various self-regulatory strategies such as cognitive, meta-cognitive, time-management, and motivation tactics while exploiting different available resources on L2 readings. Furthermore, as a recreational activity, they can form or join a reading group with their peers or friends to read books together and share their responses to the readings.

As the development of motivation and attainment of language proficiency in L2 require time and involve a continuous process, it is ideal that L2 reading practice starts at an early age of the learners, facilitated by their family members. Parents should encourage their children to read books beyond their academic texts, expose them to various kinds of English readings and help them build a reading habit in L2 from their early childhood by actively participating in reading activities with the children such as by visiting libraries or reading stories to them in their spare time or engaging in a fruitful conversation with them about their reading activities.

The academic learning context of students immensely contributes to the development of reading motivation and reading achievements of the learners, and the personality, attitudes and teaching techniques of EAP instructors play a very crucial role in this regard. Since students are rarely encouraged to think and learn independently in schools in Bangladesh, they largely depend on their teachers for academic as well as psychological support for their accomplishments even when they come to study at a university as adult learners. Therefore, a friendly, caring, and open-minded teacher equipped with appropriate language teaching expertise can generate and nurture their reading motivation in many ways. The EAP instructors need to inform themselves about the different motivation dynamics of their students, stay alert about any change in their reading motivation at any point of the course and adapt their lessons accordingly. For instance, as an instructor of English, I noticed that most of the EAP practitioners in Bangladesh believe that students are instrumentally motivated, therefore they try to promote the motivation of their students by offering several kinds of instrumental incentives while expecting intrinsically motivated reading behaviours from the learners. However, this study reports that different forms of motivation orientations emerge at different stages of learning and they co-exist together. Furthermore, it informs how reading achievements play a prominent role in shaping and

reshaping the reading motivation of the students. Therefore, engaging in task-based pedagogy may facilitate different forms of instrumental motivation of the learners while incorporating various kinds of reading activities such as small reading sessions in class and focusing on phonological decoding, lexical processing, and critical thinking ability may bring variation in class and promote intrinsic motivation. Furthermore, the EAP teachers can integrate self-regulatory reading strategies, especially reading motivation support into their reading instructions, utilize translanguaging for reading practice and provide constructive reading feedback, highlighting the reading accomplishments of their students.

Since the learning experiences of students impact their L2 reading motivation and reading proficiency both positively and negatively, it is imperative that EAP curriculum developers pay attention to the factors that satisfy the personal and academic needs of the students. While designing the curriculum, they need to accommodate adequate reading classes for the EAP students and ensure that reading activities receive as much importance as the other language tasks do. For example, instead of integrating several language skills together in one course, the program may offer different courses, focusing on separate language skills, or equally assign individual lessons to specific skills of English. Moreover, they need to develop reading materials and extensive reading resources both for the instructors and students, considering the multidisciplinary backgrounds, diverse motivation constructs, and various reading attributes of the learners. For example, from my personal experience of teaching in Bangladesh, I have learned that most of the EAP reading courses concentrate on building the reading comprehension skills of the students and there are hardly any materials to practice speed reading, hence developing task-based materials on reading fluency may create a new addition to the L2 reading repository.

Although only motivation cannot promise the successful acquisition of a language, it is evident that motivation mediated by diligent and persistent learning behaviours facilitates language proficiency and learner autonomy. When L2 students are highly motivated, it activates their voluntary and effective engagement with L2 readings, and consequently, boosts their self-efficacy and allows them to take charge of their own readings. Therefore, educators and language policymakers need to take measures to encourage forming healthy reading habits at institutional and national levels, especially in the context of Bangladesh to alleviate the linguistic disparity and balance the language power between students from English and Bengali medium of instruction. They may implement a policy that will require learners, regardless of their academic backgrounds to read a certain amount of L1 and L2 books as leisure activities throughout their school years. For example, both English and Bengali medium schools may start reading clubs, provide the students with the same set of English and Bengali classics across the country, and reward good readers at the end of each year.

Limitations

This study was conducted during the Covid-19 pandemic when post-secondary education in Bangladesh was greatly hampered just like any other sector anywhere in the world. The education institutes, especially public universities in the country were closed for an indefinite period. However, unlike the public universities, private ones were not dependent on residential campuses and many of them had the infrastructure and the logistical support required to switch from physical to remote learning. It was a new transition for the practitioners as well as for the students who were accustomed to the conventional face-to-face education setting of the country. As a result, the academic curriculum, teaching practice, and assessments including one's attitude to learning were abruptly compelled to adapt to this unforeseen new norm. The syllabus, reading

classes, and formal reading assessments of the EAP programs were curtailed in many universities. Moreover, technical difficulties interrupted the virtual classes quite often. Therefore, the experience of teaching and learning was adversely affected by the pandemic, and the ways one perceived motivation during this depressing time might vary from the ways one would have experienced in normal period. I would also like to add that a different research method, a think-aloud protocol was initially decided for this study, but it was not possible to carry it out because of the pandemic. Furthermore, the sample size of this study only considers the students who grew up in the capital city of Bangladesh, but many students join the private universities from different parts of the country who may not share similar learning experiences and socio-economic backgrounds with the participants of this study. Therefore, replicating the study in a face-to-face learning context or conducting further research by applying another research method or by recruiting students with different demography can bring more insights into the experience of reading motivation of the EAP students.

Conclusion

Reading motivation is construed as a composite construct of reading goals accompanied by one's interest and determination, reading endeavours, and reading achievements which are inseparable from each other. As one construct of motivation feeds the other, each of the attributes continues to be activated or reinforced or discouraged at different stages of learning by the constant impacts of the micro-macro factors ingrained in individual's learning experience, thus causing a rise and fall in one's level of reading motivation. The more L2 learners are interested and determined to reach their goal to attain reading proficiency in English, the more they invest efforts to engage in reading activities and consequently achieve success in reading that reciprocates their motivation. At the same time, when they fail to try enough to improve

their skills though they are interested to do so, it hampers the attainment of reading aptitude in English, causing further demotivation. Therefore, motivation is neither a static phenomenon nor it is conditioned to any kind of binary goal orientations, rather it can be generated and reconstructed with the simultaneous co-existence of different orientations throughout the course of learning.

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Appendix A

Informed Consent Form

Research Project Title: Reading Motivation: A Case Study of Post-Secondary EAP Students in Bangladesh

Principal Investigator and contact information: Mousume Akhter Flora

e-mail: florama@myumanitoba.ca

Research Supervisor and contact information: Dr. Sandra Kouritzin

e-mail: sandra.kouritzin@umanitoba.ca

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

Research Purpose

The purpose of my study is to examine how motivation plays a role to foster English as an additional language by helping learners achieve proficiency in academic reading skills. To be precise, this study will address the motivational orientations of post-secondary EAP (English for Academic Purposes) students while their motivation is being constructed and reconstructed by their learning experiences and the consequent effects of motivation on their reading behaviours and reading outcomes.

Interviews and Motivation Logs

For my study, I will interview you to learn about your experience of motivation for the development of reading skills in English. Since you are an EAP student and currently taking an English reading course at the university, you will be able to shed light on my topic. I will interview you online in four sessions at a mutually convenient time and request you to complete three motivation logs in four weeks of your EAP course as follows:

Study Process:

- Week 1: Interview 1 (45-60 minutes)
- Week 2: Motivation Log 1 (10 minutes)
  Interview 2 (45-60 minutes)
- Week 3: Motivation Log 2 (10 minutes)
  Interview 3 (45-60 minutes)
- Week 4: Motivation Log 3 (10 minutes)
  Interview 4 (45-60 minutes)

Use of Language:

- Interviews: Bengali or English as you prefer
- Motivation Logs: Bengali or English as you prefer

I will use my laptop to interview you online on Zoom, and with your permission, I will audio-record or video-record our conversation. In other words, I will ask you to choose if you would like an audiovisual interview or an audio interview at the start of your interview and I will record the interview as it is convenient for you.
The recording files will be stored as encrypted files in my password protected laptop. You will also e-mail me the motivation logs. The logs will be uploaded and stored in the password protected shared file storage-cloud, Teams that is provided by the university (University of Manitoba).

Potential Benefits

Although you will not receive any direct benefits from the research, it will help you indirectly. It will help you become aware of the ways you can boost your motivation to improve your reading skills in English. You will reflect on your own learning experience and reading habits and learn to apply self-motivation and appropriate learning strategies to develop your skills in English. Consequently, you will find reading in English more enjoyable, and you will be able to improve your English.

Risks

I anticipate minimal risks to you. Although you will be providing personal data during the interviews, I do not anticipate that it will trace back to you and reveal your identity. While reporting my findings, I will use generic information instead of providing directly identifiable (contain personal identifiers) information so that your identity remains confidential. Besides, you will choose a pseudonym for yourself that you will use for the interviews and motivation logs. I will also use your pseudonym to refer to you when I present your case profile and when I include direct quotations from your interviews and motivation logs to disseminate my findings. The identity of the university that you are attending will also remain anonymous.

Privacy and Confidentiality

During collecting the data, the audio-recordings/video-recordings, consent forms, and correspondences will contain directly identifying information of yours. However, I will use your pseudonym while transcribing the audio recordings, making observation notes, analyzing the data, and presenting the findings. I will store the directly identifiable data separately from the non-identifiable data (contain pseudonyms)—the identifiable data will be stored as encrypted

files in my password protected laptop and the non-identifiable data will be stored in my password protected Teams account. I will delete and destroy the audio-recordings or video-recordings from my laptop after you review the transcriptions of the interviews in December 2021. The e-mail correspondences will be deleted immediately from my e-mail account though a copy will be stored as encrypted files in my password protected laptop. I will keep the rest of the data till I complete my thesis. In other words, I will delete and destroy the rest of the data from my laptop as well as from my Teams account when I finish my thesis in March 2022. My supervisor, Dr. Sandra Kouritzin will have access to the raw data. However, she will be only provided with the data with pseudonyms.

Compensation

I will offer 500 BDT to you as a token of thanks for your participation. Since I will be meeting you online, I will wire the full amount to you when you sign the consent form and schedule your first interview with me.

Rights

You will be able to withdraw at anytime during the study if you choose to do so. You can e-mail me directly to let me know that you would like to withdraw, and you will be removed from the study. Furthermore, you can request to pause or end an interview if you like. You can inform me verbally that you want a break or you want an end of the interview, and you can leave the Zoom meeting. It is completely your choice if you want to withdraw from the study. You will not require any explanation for your choice, and you will not be penalized for the withdrawal. Your data will be destroyed when you withdraw from the study. However, after I complete the data analysis, it will not be possible for you to withdraw from the study since it will be difficult to remove your data from the analysis. As a result, you will not be able to withdraw from the study from January 2022.

Dissemination

I will write a research report based on the findings from the study and submit it to my thesis committee. The thesis will be available in the Thesis Collection of the University of Manitoba MSpace Repository (https://mspace.umanitoba.ca). I also plan to submit a manuscript of my research to conference proceedings and to journal articles for presentation and publication. A summary of my research findings will be sent to the participants if they wish to receive it as indicated on their consent forms. I would like to clarify that I will present generic information from or about the participants who will be referred as a group. However, I will also provide a description of each participant and sometimes include direct quotations from the interviews and motivation logs and refer to individual participants. In that case, I will use the pseudonyms of the participants to protect their identity.

Feedback/Debriefing

When I complete the transcriptions of the interviews, I will send you a copy for review. You can add or delete or modify the content of the transcriptions and/or provide comments. I will accept the changes you suggest. If you do not respond or provide any feedback, I will assume that you are satisfied with the transcriptions and that you give your consent to use them for data analysis.

Besides, at the completion of the study, which is in March 2022, I will send you the summary of my research results if you wish to receive it. In that case, please indicate the preferred way to receive the summary of the results: a) by mail b) by e-mail.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way.

This research has been approved by the Research Ethics Board at the University of Manitoba, Fort Garry campus. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Officer at 204-474-7122 or HumanEthics@umanitoba.ca. A copy of this consent form has been given to you to keep for your records and reference.

Please choose a pseudonym for yourself: _____

Please state your preferred language for the interviews. a) English b) Bengali [Please put a tick mark]

Please state your preferred language for the motivation logs. a) English b) Bengali [Please put a tick mark]

Do you agree to participate in this research? a) YES b) NO [Please put a tick mark]

Do you agree to being audio recorded? a) YES b) NO [Please put a tick mark]

Do you agree to being video recorded? a) YES b) NO [Please put a tick mark]

Participant's Signature _____ Date _____

Researcher's Signature _____ Date _____

Appendix B

Recruitment E-mail for Students

Hello,

My name is ***Mousume Akhter Flora*** and I am a Master's student of the Department of Curriculum, Teaching and Learning at the University of Manitoba. As part of the requirement of my thesis for my Master's program, I am conducting research under the supervision of ***Dr. Sandra Kouritzin.*** I would like to invite you to participate in my research project which is studying the role of motivation to develop academic reading skills in English.

I would like to recruit the students who are (a) freshmen undergraduate students (b) aged between eighteen and twenty (c) native speakers of Bengali, and (d) currently attending Eng….. at the university.
At the same time, the participants should meet one of the following criteria:

(1) Students who wanted to develop English reading skills at the beginning of the course and who perceive that they have become motivated more to do so during the course, or
(2) Students who wanted to develop English reading skills at the beginning of the course but who perceive that they have experienced a decline in their motivation to do so during the course, or
(3) Students who did not think much about developing their English reading skills at the beginning of the course but who perceive that they have become motivated to do so during the course, or
(4) Students who wanted to develop English reading skills at the beginning of the course and who perceive that they have experienced both a rise and fall in their level of motivation during the course.

If you choose to participate in the study, I would like to interview you on Zoom, and with your permission, I will either audio-record or video-record our conversation to learn about your experience of reading motivation in English. Your participation will involve 4 online interviews of 45-60 minutes each, 3 reading motivation logs (each log approximately 10 minutes to complete) over four weeks of the EAP course. Total participation will be between 3-5 hours. Participation can be in either English or Bengali as you prefer. You will receive 500 BDT as a token of appreciation for your time and efforts.

Participation in the study is completely voluntary. This research has been approved by the Research Ethics Board at the University of Manitoba, Fort Garry campus. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Officer at 204-474-7122 or HumanEthics@umanitoba.ca.

If you would like to participate or have any questions about the study, please email me at *florama@myumanitoba.ca*.

Thank you very much.

Sincerely,

Mousume Akhter Flora

Appendix C

Semi-Structured Interview Guide

Research Project Title: Reading Motivation: A Case Study of Post-Secondary EAP Students in Bangladesh

Principal Investigator: Mousume Akhter Flora

Research Supervisor: Dr. Sandra Kouritzin

- EAP (English for Academic Purpose) Course: _____
- University: _____
- Current Semester: _____
- Bachelor Program: _____
- Age: _____
- Education Background:
    1. HSC (Higher Secondary School Certificate) / A Level (General Certificate of Education Advanced Level) from _____
    2. SSC (Secondary School Certificate) / O Level (General Certificate of Education Ordinary Level) from _____
- Where you are from: _____

INTRODUCTION OF THE INTERVIEWER
Hello, my name is ***Mousume Akhter Flora***, and I am conducting this interview as part of my research project that is studying the role of motivation to develop academic reading skills in English. I am conducting this research under the supervision of ***Dr. Sandra Kouritzin*** as part of the thesis requirement of my Master's program at the University of Manitoba. We have already reviewed the consent form and agreed to conduct the interview. Please remember, a) The interview is voluntary, and it can be paused or ended if you request. b) If you do not wish to answer any questions, you can pass it. c) There are no right or wrong answers. d) You will be able to withdraw from the study anytime before I complete my data analysis (by December 31, 2021). In that case, you can let me know about your choice by sending me an e-mail or by giving me a call.

If you are prepared to start the interview, I will turn on the recording. Are you ready?

Opening Questions: I would like to know about you.

1. Could you introduce yourself and describe your experience of attending schools and university?

   [PROBES: Where did you spend your childhood? Which schools did you attend? What did you study? What did you enjoy studying? What did you not enjoy studying? How did you perform in your school/s? What did you read in your spare time? Who/what inspired you to read? Why did you want to study at this university? How do you find your classes at the university?]

2. Please describe your experience of learning English since your childhood.

   [PROBES: How much did you enjoy your English lessons? What are the things that you enjoyed about your English classes? What are the things that you did not enjoy about your English classes? Did you enjoy reading books in English? Why/Why not? What did you do to improve your English? What were the challenges that you faced while you were trying to develop your skills in English? How did you feel as you were trying to develop your English? How do you find your current English classes?]

Focus Questions: Now I would like to know about your experience of reading motivation as you are attending the EAP course at this moment. We are going to focus only on building academic reading skills in English.

1. How would you describe your level of motivation to improve your academic reading skills in English since you started attending the EAP course?

   - [PROBES: How much motivated did you feel about developing your academic reading skills in English when you took the course? Why? Did you ever imagine yourself using your English reading skills in future? If so, how? Did you think that it would have a negative impact on your life if you do not improve your English reading skills? If so, how? Do you think that it will be useful for you to improve your English reading skills? If so, how? Were there any other reasons such as the culture, curiosity, pleasure or self-satisfaction, challenges, socialization or social values involved in the reading activities that inspired you to improve your reading skills in English? Do you still feel the same way? Why or

why not? Do you think that your reading motivation has changed or changes or is changing? How?]

2. How would you describe your level of efforts and persistence for the development of your reading skills in English?

    - [PROBES: How have you been engaging in English reading activities both inside and outside your class? How much time have you wanted to spend on these activities and how much time have you been spending on these activities? What kinds of L2 reading and motivation strategies have you been using? Have you noticed any changes in your level of efforts and perseverance for engaging in reading activities since you joined the course? If so, what kinds of changes are happening?]

3. a) What are the factors that have influenced your level of reading motivation as you are attending the EAP course?

    - [PROBES: How do the environment and people (teacher/peers/family) around you influence your motivation for developing your reading skills in English? How does the EAP curriculum (course materials, lessons, tasks, teaching techniques, feedback etc.) play a role to sustain or develop your reading motivation? How does your reading performance contribute to your reading motivation? What (ability/ efforts/ external causes) would you attribute to your success or failure with the reading tasks?]

    b) Can you describe the way these factors have contributed to the construction and reconstruction of your reading motivation?

    - [PROBES: Do you think that some of the factors have worked/are working in parallel to each other? How? Do you think that some of the factors have worked one after another to shape your reading motivation? How? How are the factors contributing to reconstruct your motivation? Could you give any examples or share any experience?]

4. How do you think that motivation impacts/is impacting the achievement of reading proficiency in English?

    - [PROBES: How do you think that the way you are experiencing motivation is affecting or going to affect your reading performance in class? How do you think that the way you are experiencing motivation is affecting or going to affect the long-term achievement of reading proficiency in English? How do you think that your motivation is affecting the acquisition of different reading skills in English? In the process of acquiring the reading skills, how do you think that the way you are experiencing motivation is impacting your reading habits and the appropriate use of L2 reading strategies inside and outside the class? How do your reading

habits and the application of these strategies impact your proficiency in English reading skills?]

CONCLUDING THE INTERVIEW
What comments or questions do you have for me? Is there anything you would like me to explain? Did I miss anything? Thank you for your time. I really appreciate your participation.

Appendix D

Motivation Log

Research Project Title: Reading Motivation: A Case Study of Post-Secondary EAP Students in Bangladesh

Principal Investigator: Mousume Akhter Flora

Research Supervisor: Dr. Sandra Kouritzin

Week: 1/ 2/ 3

- How much motivated you felt: more motivated/ demotivated
- Why you felt motivated/ demotivated:
- Who/ and what contributed to your motivation/demotivation:
- What were your English reading activities/tasks:
- Any English reading activities/tasks done outside class:
- What you enjoyed/not enjoyed about the reading activities:
- Any initiatives you took to control your motivation:
- Any reading/learning strategies you used:
- How much progress you made in terms of your English reading skills: