

EFFECTS OF INTRINSIC AND EXTRINSIC MOTIVATION ON ESL LEARNERS' READING COMPREHENSION SKILLS AT TERTIARY LEVELNaba Nadeem*¹, Maimoona Moin²

Original Article

1. Department of English, Jinnah University for Women Karachi
Email: nabanadeem32@gmail.com
2. Lecturer, Department of English, Jinnah University for Women, Karachi
Email: amnamoin90@gmail.com

Abstract

The primary purpose of the paper was to highlight the outcomes of reading comprehension skills of ESL learners at tertiary level in relation to different motivational factors (intrinsic and extrinsic), mixed method design was implemented. For the quantitative part, the data source is an adapted questionnaire, consisting of 24 items, to collect the relevant data from the sample of 121 undergraduate learners and for the qualitative part, interviews were conducted with 8 students belonging to different areas of Social Sciences. Intrinsic motivation (motivation which comes from internal factors: curiosity, involvement and preference for challenge) and extrinsic motivation (motivation which comes from external factors: Recognition, grades, social reading, competition and compliance), plays a huge role in the reading skills of an individual. Moreover, the principal issue was to determine the role of different motivational constructs in the reading comprehension of the students. And according to the results, the students at this moment in time are moderately extrinsically motivated to read because of the presence of the powerful competition and high appreciation for the students in L2 and factors of intrinsic motivation are also identified in the reading comprehension skills of ESL and EFL learners.

Keywords: ESL learners, language learning, extrinsic motivation, intrinsic motivation, reading skills, reading comprehension

INTRODUCTION

English nowadays is the only language that is spoken throughout the world either for conversational purposes, educational ones, professional motives or for social reasons. That is why people are hankering to learn English, presently and hundreds and thousands of researchers are paying attention to work on distinct skills related to English language (Samiullah & Haidar, 2022). In order to fulfil these functions of language; learners from different parts of the world learn language skills (speaking, listening, reading and writing) to fulfil different functions of language (Wolf et al., 2023). Regarding speaking, students work on anxiety factors, proficiency factors, on different accents, its strategies, fluency and so on. With respect to listening, learners highlight its comprehension, strategies, tasks, tests, processes and much more. In regards to writing, different problems, usage of correct grammar, appropriate use of parts of speeches and the rest (Li, 2022). And with respect to reading, different strategies are highlighted, reading comprehension process is focused, reading comprehension related to motivation is concentrated, its ability, fluency, habits have been penned down by several researchers, likely, this study has paid attention to the reading comprehension in association with different types of motivation.

Additionally, reading skills possess number of key benefits for learners while learning any language. Whenever the language acquisition process is highlighted, everybody focuses on the reading and writing of the target language (Mambu, 2022). Reading permits an individual to investigate the topic that interests him and also develops the learner's critical part and speaking skills helping in millions of ways for improving the proficiency of L2 (Yamashita, 2015), and to read well means to comprehend well. The better reading comprehension ensures the proficiency of learners' language skills (Smith et al., 2021).

Motivation, on the other hand, can be used with any of the four skills mentioned above. But before that different ideas of scholars regarding motivation are focused: Dornyei, 2005 and Celce-Murcia, 2001, suggested that Motivation is considered as the most important key element not only in learning but in teaching also and helps individuals in acquiring their second language (As cited by Hayikaleng, Nair and Krishnasamy, 2016, p.479). According to a definition given by Boomia et al., (1997) learners desire to master the language acquisition process (as cited by Afzal, Ali, Khan & Hamid, 2010). This paper totally highlighted two motivational types: intrinsic and extrinsic. This study dealt with the different dimensions of intrinsic and extrinsic motivation. The main focus of the study was to find out which motivational constructs have a major part in the reading comprehension of ESL learners. The problem of this study has been divided into two parts; The former was related to the intrinsic motivation of individuals. The dimensions of intrinsic motivation as given by Wang and Guthrie 2004 are Curiosity, Involvement and Preference for challenge. A study conducted by Salma Khatoon, 2020, also mentioned the same three factors of motivation as mentioned above (Curiosity, Involvement and Preference for challenge). And the latter part of the study was associated with the extrinsic motivation in reading comprehension of ESL students. And the extrinsic motivation of Chinese college students learning EFL was higher than that of L1. (Lin, Wong and McBride-Chang, 2011, p.730). Extrinsic constructs given by Wang and Guthrie, 2004 are Recognition, Grades, Social reading, Competition and Compliance. Additionally, the scope of the current study can be seen in everyday life by the reading customs of learners because whatsoever they read; it not only teaches them something but also gives them proficiency in the second language. The second variable of the study is motivation, which can foster the reading of individuals and suppress it as well.

LITERATURE REVIEW

Motivation

Motivation is a very common term nowadays. Any individual belonging to any field must need motivation to achieve his aims and goals. Several scholars shared different thoughts regarding motivation which are as follows:

According to Johnstone (1999), motivation is a means for an individual to acquire his targeted objectives and aims. Another definition by Ryan and Deci (2000) holds the idea that the motivated individual always keeps moving (as cited by Mahadi and Jafari, 2012). One more definition of motivation by Marshal (1987) stated that for learners, motivation acts as an energy or stamina which is useful and valuable for them. Lastly, Ames (1990), suggested that learning motivation is a deep-rooted and continuing process and standard of learning with which learners learn (as cited by Afzal, Ali, Khan & Hamid, 2010).

Types of Motivation

Generally, there are two types: intrinsic and extrinsic motivation but there are two more types of motivation which are instrumental and integrative motivation. Though this study focused on two main types of motivation which are intrinsic and extrinsic, but for a more vivid conceptual background regarding the types of motivation all four types have been discussed.

1. Intrinsic Motivation

Intrinsic motivation is connected with internal feelings and environment. Lepper (1988) defined intrinsic motivation as one's enjoyment, an act of achievement within an individual and autonomic learning, he considered intrinsic motivation as doing a task which gives him a sense of enjoyment, a sense of effort and the ability of a learner to take charge of his learning (as cited by Afzal, Ali, Khan & Hamid, 2010).

2. Extrinsic Motivation

Extrinsic motivation deals with external variables of an individual that are present in his surroundings like awards, compensations, assistance and so on. Vansteenkiste, Lens, & Deci (2006) took extrinsic motivation as doing a task which is not directly related to the task but for external purposes like to be appreciated or rewarded (as cited by Mahadi & Jafari, 2012).

3. Instrumental Motivation

Instrumental motivation is used by learners to make their careers. According to Wong (2011), instrumental motivation can help an individual in learning a language for a more unsentimental or realistic purpose either to get a good job or to become a member of a rich social class (as cited by Hong & Ganapathy, 2017).

4. Integrative Motivation

With integrative motivation, individuals wish to be the organ of a certain community. In other words, learners learn a language to be a part of any community, and to know their cultures, tradition and people. According to Wong (2011), learners use integrative motivation to integrate within the target community (as cited by Hong & Ganapathy, 2017).

Impact of Motivation on Language Skills

Motivation has left its mark on every field either of linguistics or psychology. Several researchers have presented their works of motivation with various skills of language. Two common language skills are: Receptive (listening and reading) and Productive (writing and speaking). A study suggested that the highest level of motivation helps learners in writing than those with low motivation (Süğümlü, Mutlu & Çinpolat, 2019). Another study, by Tribhuwan Kumar in 2021, stated that motivation acts as a catalyst to enhance the speaking skills of ESL learners. While research studies to measure motivation with listening skills Ramazan Goctu (2016) found that ELT students are extrinsically motivated when listening is concerned. So, it is proved, in the history of education that motivation has a considerable number of studies in relation with all language skills.

Impact of Motivation on Reading Skills

A lot of learners have shed light on motivation and reading, which is the main focus of the study but this study differs from them in a way that the sample of this research, were undergraduate learners, moreover to find out the contribution of different motivational factors effectively the questionnaire (Wang & Guthrie, 2004) and interview questions used were different from researches mentioned above. Additionally, this study is somehow different in such a way that

it attempted to find the roles of different motivational factors in the reading comprehension skills of ESL learners at the tertiary level.

The reading comprehension of learners in contrast with intrinsic motivation is always positive and that of extrinsic motivation is always negative. Apart from the variable of motivation, the other variable may vary according to the reading amount, genders, ages of the sample, culture, reading achievement, characteristics and attributes, reading behaviors and different socioeconomic variables in the studies related to reading comprehension (Troyer et al., 2018; Miyamoto et al., 2019; Wang et al., 2020; Wang & Guthrie, 2004; Suárez-Fernández & Boto-García, 2017; Schaffner et al., 2016). Another study was conducted, to measure the intrinsic and extrinsic motivation of adult EAP students, which suggested that adult learners read with intrinsic motivation when the topic is of their interest and with extrinsic motivation when they want any external reward (Jafar, Shokrpour, 2012). The study directed by Rebecca Louick et al (2016), declared that reading comprehension is positively related to reading comprehension. One of the study claimed that children who are extrinsically motivated study for external reasons. (Becker, McElvany, & Kortenbruck, 2010, as cited by Miyamoto et al., 2019). A survey by Reiko Komiyama (2013) showed that adult EAP learners read for five factors one intrinsic (interest) and five extrinsic (competition, recognition, compliance and to get something apart from enjoyment). Hasan Kurnaz, and Gülsüm Kurnaz (2021), asserted that reading motivation is affected by one of two factors extrinsic or intrinsic. Intrinsic situational reading motivation is always higher of secondary school students (Locher, Becker & Pfost, 2019). The research conducted by Ulrich Schiefele and Sebastian Loweke in 2017 highlighted that only in the presence of intrinsic motivation there will be extrinsic motivation also. Moreover, the factors are Curiosity, Involvement and Preference for Challenge (intrinsic), Recognition, Grades, Social Reading, Competition and Compliance (extrinsic) (Wang and Guthrie, 2004).

In conclusion, it is proved that intrinsic motivation helps students to understand the text more properly and extrinsic motivation hinders their learning process somehow because they just read for the external factors. In one of the studies mentioned above, it is stated that in EFL courses students' Extrinsic motivation is higher than intrinsic one (Schiefele & Loweke, 2017).

Objectives of the Study

The objectives of the study are as followed:

- To determine the role of intrinsic motivational constructs in the reading comprehension skills of ESL learners at tertiary level.
- To determine the role of extrinsic motivational constructs in the reading comprehension skills of ESL learners at tertiary level.

Assumptions

By reviewing the previous different research related to the topic it was assumed that ESL or EFL learners read or comprehend the text with both types of motivation equally but the extrinsic one is a bit higher because of L2 than that of intrinsic motivation. According to research conducted by Dan Lin et al in 2011, to check the reading comprehension of Chinese students in regards to the intrinsic motivation found out that the intrinsic motivation of college students is higher in L1 reading motivation than in EFL (English as a foreign language) learners (p.730).

METHODOLOGY

The roots of this research have been taken from the mixed design approach. For the Quantitative part, (which is generally considered as numerical data, Saunders, Lewis & Thornhill, 2009), the data has been collected through a close-ended questionnaire. And for the qualitative paradigm (a type of research in which non-numerical data is used, Saunders, Lewis & Thornhill, 2009), the data was collected through open-ended interviews. For the former part, as a research design, a survey (it is used by individuals to collect extensive data from a huge number of individuals, Saunders, Lewis & Thornhill, 2009) was used in which close-ended questions were responded by students from multiple disciplines of Social Sciences. And for the latter one, the technique of content analysis was employed for obtaining results. Population in research methodology consists of the group of people on whom the results can be generalized. Moreover, the population on which the data is generalizable are ESL learners who read with motivation. Additionally, the study drew on the theoretical standpoint of various factors in motivation.

In order to find the effects of factors of reading motivation in relation to its comprehension, the sample has been taken from different Universities in Pakistan and comprises of the third and final-year students of multiple disciplines of social sciences, respectively. To collect the relevant data from the sample, the sampling technique used was convenience sampling means to obtain the data through people who are at one's ease (Saunders, Lewis & Thornhill, 2009).

In order to get effective results or factors of both types of motivation in reading comprehension of students at the tertiary level, the data was collected online through close-ended questionnaires from google forms. The adapted version of Wang and Guthrie's (2004), Motivation for Reading Questionnaire (MRQ) had been used by the researcher, along with a five options of Likert scale (from strongly disagree to strongly agree). Besides, SPSS (Statistical Package for the Social Sciences) is considered as the only tool which not only gives the authentic and justifiable results but also used to measure the quantitative data, effectively which was gathered with the help of Wang and Guthrie's MRQ (2004). And the interviews were taken from different students belonging to the various departments of Social Sciences. And their content analysis was done through the thematic analysis given by Braun and Clarke in 2008, which comprises of six steps.

DATA ANALYSIS

Unlike some of the previous studies, mix method study was used to get the effective results of different motivational constructs. For the quantitative study, SPSS software was used to analyze the data. Additionally, the analysis of qualitative part was done through Braun and Clarke's (2008), thematic analysis. In the section below, the findings are discussed from the questionnaire and the interview to determine different constructs played by motivation in the reading comprehension skills of ESL learners at the tertiary level. Undergraduate students of different departments belonging to the domain of social sciences were part of the study.

Quantitative Data Analysis/Findings

The questionnaire was divided into 2 parts: Demographic information and items related to different constructs of motivation adapted from Wang and Guthrie (2004) and every factor contains 3 items. Moreover, different tables, means and standard deviations are mentioned to give a comprehensive explanation of each option selected by the individual.

Department	F	%	Age	F	%
International Relation	15	12.4	18-20	11	9.1
English	62	51.2	20-22	61	50.4
Media Studies	18	14.9	22-24	49	40.5
Psychology	26	21.5			
Total	121	100.0	Total	121	100.0

Table 4.1. Demographic information

The above-mentioned tables showed that 121 individuals responded to the questionnaire from four departments with the highest frequency of the English department and the highest ratio of age group of the respondents were 20-22. Among 121 students, who responded to the questionnaire, are dominated by female respondents.

Intrinsic Motivational Constructs:

Curiosity, Involvement and Preference for Challenge:

Statements	F			%		
	SD	N	SA	SD	N	SA
I like to read in English about new information that interests me.	17	9	95	14	7.4	78.5
If I am reading about an interesting topic in English, I sometimes lose track of time.	17	18	86	14	14.9	71.1
I like it when questions in English book makes me think.	11	23	87	9.1	19.0	71.9

Table: 4.2. Curiosity, Involvement and Preference for Challenge

From the above-mentioned statistics, it can be seen that with the first factor of intrinsic motivation, the highest ratio of the people strongly agreed with the fact that they read out of curiosity, and their interests (internal factor) motivates them to read and comprehend the text and keeps the book along with them and read whenever time permits.

Most people were positively inclined towards the second factor of intrinsic motivation which is Involvement, though there is a little contradiction. According to the above statistics, students marked neutral and disagreed with statement 1 of this factor that they don't read all the referenced material in their specialized field.

With the third intrinsic motivational construct, the highest ratio was of the learners who agreed that they read because they prefer challenging things in reading, which makes them think and understand better. Though, People learning English as a second language, not always like its challenging part because it becomes a hindrance in their learning process and also creates difficulty in their reading comprehension.

Descriptive statistics for reading comprehension related to intrinsic motivation showed that most of the students agreed with the number of statements associated with the internal factors of

individuals and the mean for all the constructs of intrinsic motivation is 3.3595 and the standard deviation is 1.04962.

Extrinsic Motivational Constructs:

Recognition, Grades, Social Reading, Competition and Compliance:

Statements	F			%		
	SD	N	SA	SD	N	SA
I like having the teacher say I read well in English.	8	14	99	6.7	11.6	81.9
Grades are a good way to see how well I am doing in English reading.	23	21	77	19	17.4	63.7
My friends and I like to trade things to read in English.	16	28	77	13.2	23.1	63.6
I like being the best at English reading.	11	26	84	9.1	21.5	69.4
Finishing every reading assignment is very important to me.	12	29	80	10	24.0	66.1

Table: 4.3 Recognition, Grades, Social Reading, Competition and Compliance

In the very first extrinsic motivational factor, several individuals strongly agreed that they like it when peoples in the surroundings recognize and appreciate their reading comprehension skills. Recognition is the key factor that helps an individual to motivate them not only to read but also to encourage them to get appreciation from friends and family. Maslow, who mentioned the hierarchy of motivation, also considered recognition as the most important element in an individual which helps him grow not only for educational purposes but also for professional purposes.

Grades definitely push students in gaining knowledge. Considering the second extrinsic motivational factor, 63.7% individuals agreed with the above-mentioned statements that grades are the contributing factor in reading comprehension skills at the tertiary level. On one hand, it motivates students to study hard for good remarks and on the other side, students who are unable to score well that become the reason for their demotivation and discouragement towards learning.

According to the data collected, social reading is the fourth important factor for ESL learners. Students enjoy sharing whatsoever they read with their family and friends. And considers visiting library important to comprehend the reading effectively.

With the second last factor of extrinsic motivation as mentioned by Wang and Guthrie (2004), a lot of individuals matches up with the certainty, that they like to view themselves as good English readers as compared to other students. Competition also provokes a sense of motivation within an individual.

Lastly, according to the tables mentioned above, the last motivational constructs related with extrinsic one, have the data that the highest ratio of individuals agreeing with the certainty that it is very important for them not just to finish their reading and reading assignment on time but to do it according to the teacher's instructions. The descriptive statistics of external factors of ESL learners' reading comprehension skills declared the mean as 3.652 and the standard deviation as 1.04418, which is slightly higher than intrinsic motivation.

QUALITATIVE DATA ANALYSIS/FINDINGS**Themes Identified and Discussed for Intrinsic factors****Theme 1: Implications of Reading**

The first theme comprised of the pros and cons of reading, a lot of respondents shared the same thought regarding the benefits of reading that it gives us a lot of knowledge and information about a specific area or field. According to respondent 3, *"The thing I like about reading is that it's quite interesting, it's knowledgeable"*, it proves that she reads because she gets the knowledge of any particular topic. Moreover, another key factor that respondents like about reading is it also improves the grammar and vocabulary of an individual which helps to collect vital information, as said by the second respondent, *"I learnt new vocabulary, as well as my vocabulary, also improve along with the grammar...together helps you to provide a certain information"*. Reading also improves our conversational skills and makes us the person who has his own view related to anything, *"we become the person of opinion...enhances conversational skills"* (Respondent 7).

Now, the cons of reading as mentioned by different respondents are: ambiguous text creates hurdles for them while reading which makes it difficult for learners to learn a second or foreign language, as said by respondent 2, *"sometimes the ambiguous text create hurdles to understand what is being said by the particular text"*. And the second element that comes under the heading of disadvantages of reading is the difficult English vocabulary, *"I don't like hard English words"*. (Respondent 6)

It was observed throughout the interviews that interest can be taken as both advantages and disadvantages of reading. As a benefit, it provokes individuals to read more and as a drawback, it can restrict them to read if it's boring, *"The thing I don't like is it's quite boring also"*. (Respondent 3).

Theme 2: Involvement

Another theme that was prominent in the interviews was about interesting materials that which resources learners use to get knowledge of their related material. A lot of respondents claim that teachers and parents are the best resources to get relevant stuff as they share their experiences with learners to make them understand or comprehend things better, *"they have a personal touch to it"*, as indicated by respondent 1. Apart from that some respondents also claimed that the internet is the best resource to get information from. According to respondent 3, *"internet is the only way that I find out things"*, to get authentic information the respondent claimed that she uses internet to know about interesting materials.

Theme 3: Importance of Reading

The third theme deals with the benefits of being a good reader. *"It can completely change us and it depends upon the quality of the material that we consume and if we consume good material, we goanna become that kind of person and if we consume the bad kind of material, we goanna become bad person so it's important to read"* (Respondent 1), according to the response a good reader can bring change not only within himself but also in the society. Some respondents declared that it enhances vocabulary, and gives the aspect of the world, in a crowd of depressed people one can be a good listener as well (*"to be a good listener"*, Respondent 7) and it helps in comprehension also.

THEMES IDENTIFIED AND DISCUSSED FOR EXTRINSIC FACTORS**Theme 4: Recognition**

The first external factor that provokes an individual to read is recognition. Many learners at the tertiary level wish to be recognized as good readers by others in society not because they want fame and all but because it motivates them to struggle to meet their goals or aims, as stated by respondent 2, *"It also motivates me to fight, to struggle for my targeted objectives and goals. They like to be appreciated by the people in their surroundings to keep moving in their academic or professional careers.*

Theme 5: Scores

Many respondents professed that they read to get good scores at this level. They claimed that they read to develop their writing and speaking skills which will help in their educational and professional performances, as said by respondent 1, *"better in writing, in speaking"*. According to respondent 4, she wants a good score in reading *"to get better opportunities in the future"*, which is completely an external factor. Moreover, good scores also stimulate in learners the sense of their hard work which is liked by every individual. According to respondent 2, *"good scores motivate for me keep working hard and having your fruit of that particular work"*

DISCUSSION

The main focus of the study was to identify different motivational constructs in the reading comprehension of ESL or EFL learners at university level. The problem of the article was answered by adapting the MRQ by Wang and Guthrie in 2004. Moreover, many of the previous researches mentioned the results that extrinsic motivation is somewhat higher than intrinsic motivation when L2 is concerned. Likely, the research conducted by Alficia Maudy, in 2018, showed that intrinsic motivational factors are moderately higher of Indonesian EFL undergraduates as compared to intrinsic motivation.

Reading is an essential part of any language acquisition process. But what becomes the hindrance in reading for ESL and EFL learners is the lack of motivation. This study aimed to find the factors of motivation that helps individual to read in a second or foreign language at the tertiary level. In other words, this research has answered which motivational factors play a vital role in the reading comprehension of learners.

Hence, this study proved that somehow Reading comprehension of ESL or EFL learners is also affected by intrinsic motivation. With the help of intrinsic one, learners' comprehension skills of reading are enhanced, moreover, they learn language through intrinsic reading motivation more effectively. To support the above-mentioned statements, mixed method design was used.

For the Quantitative part, descriptive statistics declared that a considerable number of students mostly agreed with some of the intrinsic motivation statements. A number of individuals also disagreed with some facts of intrinsic motivation because it is not always true that ESL or EFL learners are always highly intrinsically motivated with respect to L2. Moreover, the average mean of intrinsic motivation with reading comprehension is 3.595 and the average standard deviation of intrinsic reading motivation is 1.049.

For the qualitative part, of the five themes three (implications of reading, involvement and qualities of a good reader) are related to internal factors. Concerning intrinsic reading motivation, a lot of respondents were positively inclined towards the fact that reading has numerous benefits like it is informative, knowledgeable, makes an individual a person of opinions, people learn from the

experiences of others and it also develops conversational skills. Additionally, as a resource to get interesting materials, students approach parents and the internet which provides authentic and useful information. And also mentioned some advantages of being a good reader that it is not only opens up our minds and critical, cognitive and analytical abilities but also improves our understanding skills.

Conversely, it also verified that in the reading comprehension skills of ESL learners at the tertiary level, extrinsic motivation and its factors also play an important role. Regarding L2, extrinsic motivational factors are marginally higher than intrinsic motivation, which supports the assumption of this research.

According to the descriptive statistics plentiful students hit strongly agree with several extrinsic factors. With the help of SPSS, it was proved that individuals mostly read just for the external dimensions to be recognized by others, to get good scores and for the sake of competition. Through SPSS the mean for external factors is 3.652 and the Standard deviation is 1.044.

Furthermore, in regards to extrinsic motivational constructs, the themes were recognition and scores, the respondents stated that scores matter a lot to them and help them in developing speaking and writing skills, also it feels good when they see the fruit of their hard work, along with that good scores will provide better opportunities to them in future. About recognition, quite a number of students like it when people in their surrounding recognizes their reading skills. It appreciates and motivates them to work hard, to fight for their targeted aims, it also improves their conversational skills and communicative abilities.

To conclude this research, it is proved that extrinsic motivational factors and constructs in relation to a second language are marginally higher than the intrinsic motivation of Pakistani ESL/EFL learners at the tertiary level, which supported the assumptions of this research, this was the result of the quantitative part of the study. For the qualitative design, the results showed that in acquiring the second language ESL/EFL learners read with both kinds of motivation but the extrinsic one is a bit higher when talking about the score but considerably lower when it comes to the recognition factor.

RECOMMENDATIONS

While this research aimed to provide authentic results related to reading motivation and comprehension and roles played by different motivational factors, there were some limitations and recommendations as well. This research had a sample of 121 undergraduate learners at the tertiary level and for an interview, 8 respondents were belonging to different domains of social sciences, which shows that it only focuses on the relation of motivational constructs with reading comprehension from the student's perspectives. Moreover, descriptive statistics were used to determine different factors of motivation in reading comprehension which limits the results of the study. For future research, it is recommended that a correlational study design should be used in order to identify the link between the two variables and teacher's perspectives can also be included.

REFERENCES

- Afzal, H., Ali, I., Khan, M. A. & Hamid, K. (2010). A Study of University Students' Motivation and Its Relationship with Their Academic Performance. *International Journal of Business and Management*, 5(4), (pp. 80-88),
- Braten, I., Johansen, R. P. & Stromso, H. I. (2017). Effects of different ways of introducing a reading task on intrinsic motivation and comprehension. *Journal of Research in Reading*, 40(1), (pp. 17-36).
- Cline, F., Johnstone, C. & King, T, (2006). Focus Group Reactions to Three Definitions of Reading, (p.p. 2). *The National Accessible Reading Assessment Projects*. Retrieved January 6, 2023, from <https://files.eric.ed.gov/fulltext/ED506575.pdf>
- Fischer, C., Malycha, C. P. & Schafmann, E. (2019). The Influence of Intrinsic Motivation and Synergistic Extrinsic Motivators on Creativity and Innovation
- Goctu, R. 2016. The Effects of Motivation on Listening Skills of ELT Students in Georgia (IBSU Case). *International Journal of English Language, Literature and Humanities*, 4(5), (p.p. 65-79)
- Guthrie, J. T., Hoa, A. L. W., Wigfield, A., Tonks, S. M., Humenick, N. M. & Littles, E. (2007). Reading motivation and reading comprehension growth in later elementary years. *Contemporary Educational Psychology*, 32, (pp. 282-313).
- Hayikaleng, N., Nair, S. M. & Krishnasamy, H. N. (2016, June). Thai students' motivation on English reading comprehension. *International Journal of Education and Research*. 4(6), (pp. 477-486).
- Hong, Y. C. & Ganapathy, M. (2017). To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study. *English Language Teaching*, 10(9), (pp. 17-35).
- Jafari, S. M. & Shokrpour, N. (2012). EAP students' reading motivation of English academic expository texts: a mixed methods design. *International Journal of Linguistics*, (pp. 372-392).
- Khatoon, S. (2020). Underlying constructs of L2 reading motivation of adult L2. *Kashmir Journal of Language Research*, (pp. 131-154).
- Kiby, J., R. (2006). Reading Comprehension: Its Nature and Development.
- Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language*, 25(2), (pp. 149-169).
- Kurnaz, H. & Kurnaz, G. (2021). Individual and socioeconomic variables as predictors of middle school students' intrinsic reading motivation. *International Journal of Educational Methodology*, 7(3), (pp. 401-410).
- Legault, L., 2016. Intrinsic and extrinsic motivation.
- Li, X. (2022). Preschool English language provision in China under the government ban. *Cogent Education*, 9(1), 2152257.
- Lin, D., Wong, K. K. & McBride-Chang, C. (2012). Reading motivation and reading comprehension in Chinese and English among bilingual students, (pp. 717-737).

- Locher, F. M., Becker, S. & Pfof, M. (2019). The relation between students' intrinsic reading motivation and book reading in recreational and school contexts. *Reading Motivation and Book Reading*, 5(2), (pp. 1-14).
- Louick, R., Leider, C. M., Daley, S. G., Proctor, C. P. & Gardner, G. L. (2016). Motivation for reading among struggling middle school readers: A mixed methods study. *Learning and Individual Differences*.
- Mahadi, D. T. S. T. & Jafari, S. M. (2012). Motivation, Its types and Its impact in language learning. *International Journal of Business and Social Science*, 3(24), (pp. 230-235),
- Mambu, J. E. (2022). Embedding Sustainable Development Goals into critical English language teaching and learning. *Critical Inquiry in Language Studies*, 1-31.
- Miyamoto, A., Pfof, M. & Artelt, C. (2019). The relationship between Intrinsic Motivation and Reading Comprehension: Mediating Effects of reading Amount and Metacognitive Knowledge of Strategy Use. *Scientific Studies of Reading*.
- Samiullah, & Haidar, S. (2022). English Writing and Social Stratification in Pakistan: Exploring the Role of SES on Students' Writing. *Reading & Writing Quarterly*, 1-16.
- Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Students*. (5th ed), England: Harlow.
- Schaffner, E., Philipp, M. & Schiefele, U. (2016). Reciprocal effects between intrinsic reading motivation and reading competence? A cross-lagged panel model for academic track and nonacademic track students. *Journal of Research in Reading*, 39(1), (pp. 19-36).
- Schaffner, E., Schiefele, U. & Ulferts, H. Reading amount as a mediator of the effects of intrinsic and extrinsic reading motivation on reading comprehension. *Reading Research Quarterly*, 48(4), (pp. 369-385).
- Schiefele, U. & Loweke, S. (2017). The nature, development and effects of elementary students' reading motivation profiles. *Reading Research Quarterly*, 53(4), (pp. 405-421).
- Si, P. 2019. A Study of the Differences between EFL and ESL for English Classroom Teaching in China. *IRA-International Journal of Education & Multidisciplinary Studies*, 15(1).
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*, 42(3), 214-240.
- Suarez-Fernandez, S. & Boto-Gracia, D. (2019, August). Unravelling the effect of extrinsic reading on reading with intrinsic motivation. *Journal of Culture Economics*, (pp. 579-605).
- Süğümlü, U., Mutlu, H. H. & Çinpolat, E. 2019. Relationship between writing motivation levels and writing skills among secondary school students. *International Electronic Journal of Elementary Education*, 11(5), (p.p. 487-492).
- Troyer, M., Kim, J. S., Hale, E., Wantchekon, K. A. & Armstrong, C. (2018). Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension: a conceptual replication. *Reading and Writing*, (pp. 1197-1218).
- Wang, J. H. & Guthrie, J. T. (2004). Modeling the effect of intrinsic and extrinsic motivation, amount of reading and past reading achievement on text comprehension between U.S. and Chinese students. *Reading Research Quarterly*, 39(02), (pp. 162-186).
- Wang, X., Jia, L. & Jin, Y. (2020). Reading amount and reading strategy as mediators of the effects of intrinsic and extrinsic reading motivation on reading achievement.

Wolf, M. K., Bailey, A. L., Ballard, L., Wang, Y., & Pogossian, A. (2023). Unpacking the language demands in academic content and English language proficiency standards for English learners. *International Multilingual Research Journal*, 17(1), 68-85.

Yamashita, J., (2015, April), In search of the nature of extensive reading in L2: Cognitive, affective, and pedagogical perspectives, *Reading in a Foreign language*, (pp. 168-181), Japan.