

**EXPLORATION OF FACTORS INFLUENCING L2 DIGITAL  
READING MOTIVATION OF ESL STUDENTS: A PAKISTANI  
CASE STUDY**

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction

Reading is an increasingly important human skill. Gardner (1958, P), an American psychologist and educator, defines reading as: "The process of making sense of written language, involving the ability to decode, comprehend, and interpret texts, as well as to critically evaluate and reflect on their meaning and significance." The interest and enjoyment students have in reading for example is an important factor in their academic success. Likewise, the reading motivation is considered the key component in reading development. Reading motivation is defined as a certain kind of feeling which makes readers to be close to or refrain from a reading context (Readence et al., 1989). It is widely known that reading motivation is an essential component for reading especially second language L2 reading and learning. Numerous researchers argue that the use of digital tools in L2 reading can increase students' motivation and help to improve their reading performance.

According to Grabe (2009) reading is a process of interaction which is influenced by contextual factors. It is suggested that reading is influenced by social context around a reader. Therefore, it can be said that modern technology is greatly influencing reading motivation. Digital reading has got very much significance in modern era and no body can deny the importance of digital reading (Malloy et al., 2013). The present 21st century age is ruled by technology and digitalization, In this day and age, it is without any doubt that reading has been

largely replaced by digital reading that is making huge difference. The digitalization of books with smart incorporation of computational linguistics has brought a massive change in the realm of academics with regards to digital reading amongst students of ESL.

The digital text is now used as a handy mode for E-readers which motivate students of ESL (English as a Second Language) to read English more and more and also increase the reading skills with higher level of motivation. According to Chou (2014) students in English as a Foreign Language (EFL) classrooms can become more engaged in language reading and learning through multimedia such as games and songs.

The super-fast expansion of digital text has exceeded the speed of research on its impacts. The digital transition has taken place without solid understanding of the differences between how traditional and digital texts are read. As Lankshear and Knobel (2013) maintain, “Traditional assumptions about what it means to read and write and how meanings are communicated have been disrupted and displaced” (p. 5). This advancement towards E-reading requires research on how digital texts, and the reading attitudes with such texts, affect the reader comprehension **(Biancarosa & Griffiths, 2012; Larson, 2009; LeuKinzer, Coiro, Castek, & Henry, 2013; Zipke, 2013)**. This research is particularly needed in the context of English language reading because of emerging evidence about the strong negative effects of digital reading when compared with traditional paper reading. The systematic review found many benefits for print reading over digital reading on long texts (Singer & Alexander, 2017) whereas three meta-analyses found important and sizeable effect sizes showing comprehension benefits to reading

paper-based texts over static digital texts.(Clinton, 2019; Delgado, Vargas, Ackerman, & Salmerón, 2018; Kong, Seo, &Zhai, 2018).

While L2 digital reading is expanding both in Pakistan and internationally, it may have been more favorable for the readers of English language. It emphasizes the need for more research about why and how English language reading is motivated on digital platforms. This work fills this gap as such questions have important theory, and research implications. Thus, this research area primarily aims to investigate how multifarious factors influence the reading motivation of Pakistani Colleges Students . It will also address the growing importance of digital reading among pre-university Pakistani ESL Students to promote reading engagement in the digital age.

## **1.2 Background**

The reading has deep historical roots that trace back thousands of years. It is the process of interpreting written or printed symbols to understand their meaning. It usually involves visually perceiving written text, comprehending the language, and extracting information from the text. As reading can be done for various purposes, such as gaining knowledge, entertainment, research, or communication. It is also considered a fundamental skill and is essential for learning and functioning in modern society. The module of Reading typically involves cognition as well as motivation.

The motivation for reading refers to the internal and external factors that drive individuals to engage in reading activities and sustain their interest and enthusiasm for reading over time. It is basically a multifaceted construct influenced by both intrinsic and extrinsic factors, as well as personal, social, and environmental variables.

Over the last several years, researchers who undertook the study of children's reading increasingly have become interested in children's motivation to read, along with the cognitive skills required to read well (see Guthrie & Wigfield, 2000; Paris, Wasik, & Turner, 1991; Turner, 1995; Wigfield & Guthrie, 1997). Thus, reading is an absolute effortful activity which usually involves choice and motivation that is crucial to engagement for reading. Motivation theorists attempt to understand the choices that individuals make among different activities available to them and their effort and persistence at the activities they choose (i.e. Pintrich & Schunk, 2002; Wig-field & Eccles, 2002). Even though the reader with the strongest skills of cognition may not spend enough time reading until he or she is motivated to read. Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest material. In this digital age, technological advancements such as the internet, digital reading through e-books, and digital devices with innovative computational linguistics have completely transformed the way students read and access information.

Today's students are digital natives and E-readers. This indicates that they have been raised with access to a variety of technology and have spent many hours using such devices as

computers, Smart phones, video games, digital music players, iPads, e-readers, and cell phones. Over the years, advancements in digital reading have revolutionized various aspects of ESL Students interaction which has definitely brought influence on their motivation for reading in shaping digital reading experiences and influence on ESL students' engagement with L2 textual content.

### **1.3 Statement of the problem**

In face of the growing importance of digital literacy and reading skills in English as a second language (ESL), many ESL students in Pakistani private and public sector Colleges exhibit relatively low motivation to engage in digital reading activities, hindering their English language proficiency and academic success.

However, this study of digital reading motivation has not been considerably addressed in the past. Thus, the factors influencing L2 digital reading motivation among ESL students remain poorly understood, leading to a lack of effective strategies in order to promote engagement and improve reading outcomes. Therefore, this study aims to investigate the prime factors that influence L2 digital reading motivation among pre-university ESL students in Pakistan, which include personal, linguistic, cognitive, and technological factors, to inform evidence-based interventions and enhance digital reading experiences for this population."

For this purpose, the researcher has adopted the qualitative case study as suggested by Yin

This case study highlights the importance of addressing the issue, the knowledge gap in the field, and the potential benefits of the study.

#### **1.4 Research Objectives**

This study has following objectives to achieve. .

1. To define digital reading motivation among Pre-university students of Pakistan
2. To determine the factors influencing L2 (English) digital reading motivation among Pre-university students of Pakistan
3. To analyse the factors influencing L2 (English) reading motivation among Pre-university students of Pakistan

#### **1.5 Research Questions**

1. What is digital L2 (English) reading?
2. What are factors influencing L2 (English) digital reading motivation among Pre-university students of Pakistan?
3. How factors are influencing L2 (English) reading motivation among Pre-university students of Pakistan?

#### **1.6 Significance of the study**

Digital reading motivation is referring to the factors the causes that compels persons to involve in reading digital procedure such as, articles, blogs, eBooks or online publications. It includes the intrinsic and extrinsic motivations that inspire persons to select digital reading as an action and to withstand their interest in it (Behlol & Anwar, 2011). Digital reading propositions comfort of contact to a extensive variety of content anytime and various places, which can motivate persons who wish plasticity and prompt obtainability. The massive collection of digital reading resources permits persons to find content that contests their interests, whether it is literature, non-fiction, newsflash, research articles, or instructive resources. Many digital podiums include interactive geographies such as hypermedia rudiments, hyperlinks, comments, and public discussions, ornamental commitment and motivation (Proctor et al., 2014).

The rising variety of technological reading environments in the society makes it difficult to determine how much of the existing research outcomes are associated with the specific digital contexts versus with general digital reading differences. Thus, to provide grounding in finding the varied contexts, this study considers the simplest comparison of digital versus paper reading in L2.

As it explained in the theoretical framework, the reason to focus on this comparison is that by showing differences in a simpler context with fewer confounding variables, these findings can then be applied to the more complex digital environments.

This study highlights the potential benefits of improving digital reading experiences, enhancing real practice of English language and promoting smart reading among Pakistani pre-university ESL students. It has also indicated the specific population of interest (ESL students) specifies the context (digital reading in English)

### **Delimitation of study**

There are so many public and private sector colleges in Pakistan, the collection of facts from all the colleges is quite difficult. Therefore, the nearby public sector college has been chosen that represents both male and female students. Therefore, the researcher has chosen only Graduate Public Sector Colleges of Lahore.

### **Theoretical perspectives of the study**

This study has focused on the factors influencing Digital L2 (English) reading motivation. Therefore, the researcher has tried to find out the theory or model which could address all variables involved in the study. However, there was none which could address all variables. For an example the model of McKenna et al., (2009) and McKenna et al., (2012) are about reading attitudes. Another model (i.e. Swanson et al., (2012) also has not served the study objectives. Then there are reading motivation models (i.e. Wigfield & Guthrie, 1997) is only

about reading motivation. The L2 motivation models of Gardner and his colleagues (Gardner, 2006) and Dornyei and his colleagues (Celce-Murcia et al., 1995) also do not fulfill the requirement of the study. The reading motivation model by Mori, (2002) addresses the EFL context.

### **A process model of L2 motivation (Dornyei & Otto, 1998)**

Keeping in view the above background, the researcher has decided to use A process model of L2 motivation (Dörnyei & Ottó, 1998) because it shows the development of motivation with various influences. Dornyei and Otto 1998 have provided a great deal of work on Second language reading motivation, there are also other previous frameworks for reading and motivation respectively. Though the framework of Dornyei and Otto 1998 is closer to this research area but it is not in the digital reading context, so an exclusive conceptual framework has been devised to find the desired results in t the context of L2 digital reading motivation.

## **2.9 Theoretical Framework**

**In view of the research objectives regarding reading motivation, the researcher deeply evaluated the different available models of Reading and Motivation:**

**(Wigfield & Guthrie, 1997)**

**Though the model of Wigfield & Guthrie, 1997; Guthrie et al., 2009) serves for the analysis of reading motivation in terms of cognition, but it is not in accordance with this study on digital reading motivation.**

(McKenna et al., 2012)

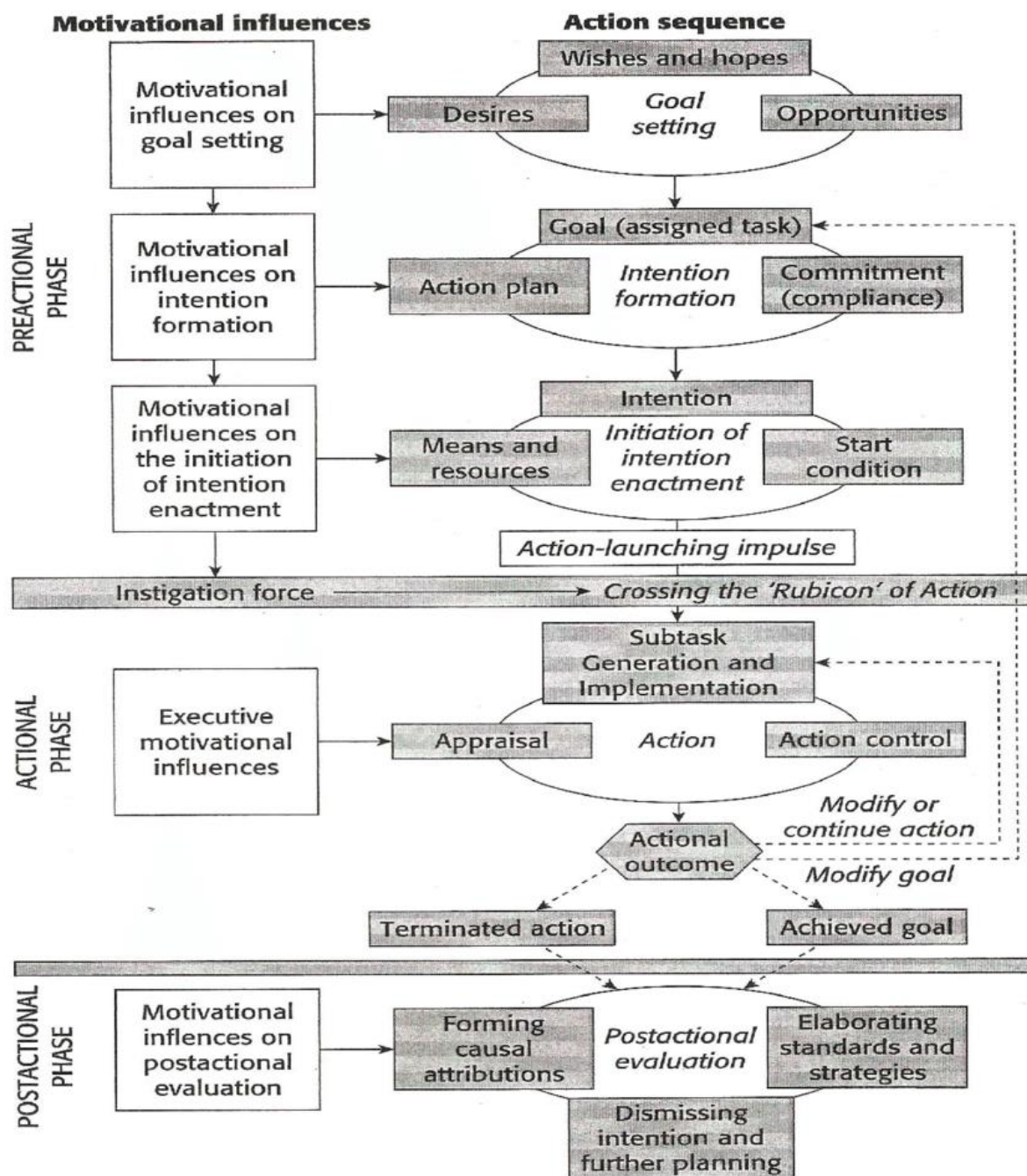
(McKenna et al., 2012) has also presented the model of reading but that mainly based on the attitude for reading, hence this model is also inappropriate to be employed in this work.

(William Grabe (2008)

According to Grabe (2008) “Theories of motivation can become quite complex because of their many overlapping concepts and characteristics” (P.176). Also Grabe (2008) has mentioned “The social contexts of reading” (P.152). Grabe also maintains that reading is generally influenced by various social factors of different contexts.

Model of L2 Motivation (Dornyei & Otto, 1998)

There are L2 motivation models (i.e. Gardner & Lysynchuk, 1990; Dornyei & Otto, 1998) which try to serve the L2 motivation in various contexts. Thus, the researcher is pursuing L2 digital reading motivation . So, the conceptual framework in the light of digital text reading motivation of Second language with certain variations has been devised and put into the study to trace out the factors influencing L2 digital reading motivation in Pakistani context.

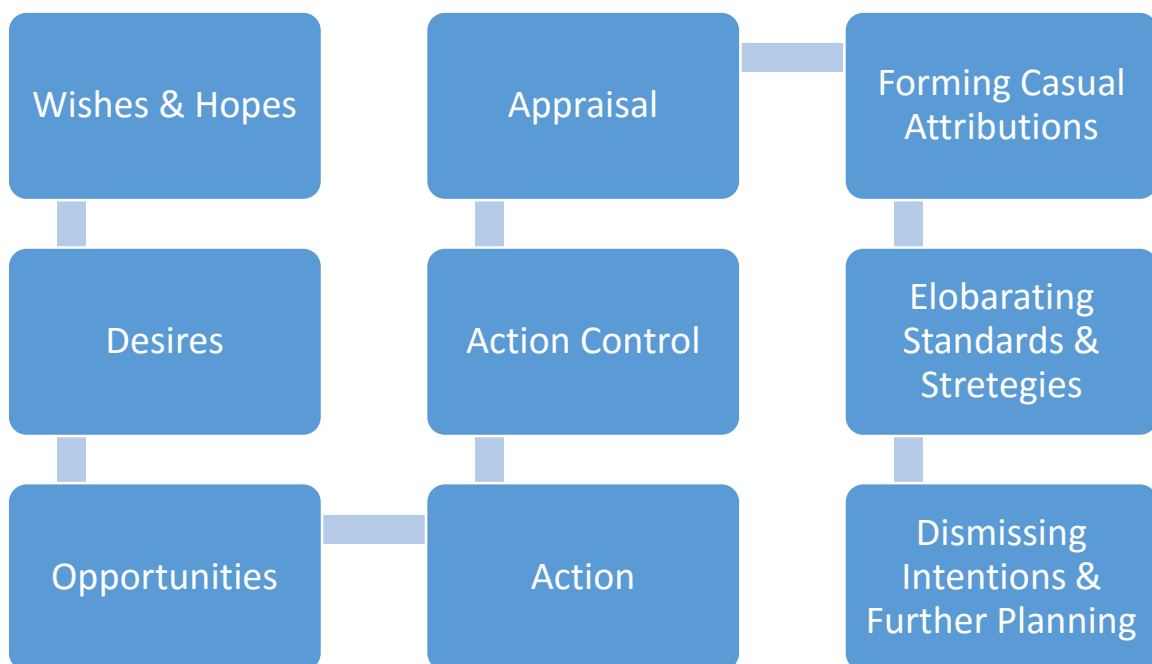


**Figure 1: A Process Model of L2 Motivation (Dornyei & Otto, 1998)**

According to Cresswell, the data or information for the purpose of analysis undergoes certain phases. The obtained data which is initially in raw form is converted into desired systematic form by transcribing or converting into images. Then, it is processed to refine and the prepared is deeply read by the researcher. It is then coded into different domains of themes or

description. In the stage of setting themes, the themes are linked with the study to further clarify the outcomes of the study.

## Conceptual Framework



## Explanation of Conceptual Framework

Researcher has used a process model of L2 motivation (Dornyei & OTTO 1998) as his theoretical framework. Keeping in view this model, conceptual framework has been developed.

Figure 2 shows that first of all in first phase, the Desires, Hopes and Opportunities influence and the development of digital L2 reading motivation. Then, in second phase, Appraisal, Action control and Action influence the development of L2 digital reading motivation. In third phase,

and this is the final stage of L2 digital reading motivation. Here the readers of pre-university Pakistani context further moves are dismissing their intentions for digital L2 reading.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Reading**

Reading is the most instrumental skill of human beings. In order to learn any language, it becomes one of the fundamental requisite that is always followed by learning. In particular, every English as a foreign language (EFL) learner start from the reading to master English language. In Pakistani Colleges, pre-university students generally study L2 English in an environment where English is not the 1st language of the society. The lack of inputs from the daily interaction could possibly be overcome through reading module especially through digital platforms. Several studies (Anderson & Pearson, 1984; Decant, 1991; Mullis et.al., 2009) have shown reading the highly important contribution to one's intellectual and personal development, higher education, job success, favorable career development, and the capability to encounter changes. Reading skill boosts a learner's mastery of other areas of learning the

language (Anderson, 2003). It also provides the learner with a variety of sentence structures so frequently that he becomes accustomed to those sentences. It usually develops the learner's vocabulary to let them learn the most commonly used words and learn contextualizing the function. Reading also helps L2 readers to improve writing skills and enables the learners to know that how to express ideas using words, how to punctuate correctly, and so on. According to the study of Elley (1991), there was a "spread of effect from reading competence to other language skills - writing, speaking and control over syntax" (p. 404). Mikulecky (2008) highlights that reading is the basis of instruction in all the aspects of language learning, including the textbooks of language courses, writing, revision, vocabulary editing development, and mastering grammar.

Due to the highly important role of reading, best imparting of this skill is one of the topmost priorities in EFL teaching and learning in Pakistani Colleges.

## **2.2 Motivation**

What is motivation? There is a large variety of approaches and aspects of the notion of 'motivation'. Citing the multiple aspects and dimensions there is a relatively complex formulation in the complete definition of motivation. Heckhausen (1991) takes motivation as a concept for different processes and effects whose main core is just the realization that an organism selects a typical behavior because of expected results, and then it is implemented

with the measure of energy, along with a particular path. (p. 9) Setting up the different levels of motivation, Bandura (1991) defines so: Motivation is a general construct connected with a specific system of regulatory mechanisms. Certain levels of motivation are indexed with respect to choice of courses of action and intensity and consistency of effort. In a general way, motivation may be defined as the dynamically changing cumulative arousal in an individual which initiates, coordinates, directs, boosts up, eliminates and then evaluates the processes of cognition.

### **2.3 Reading Motivation**

The process of reading motivation can be influenced by various societal factors that form individual's beliefs, assertiveness and also performances towards reading. Several other social factors can influence motivation for reading: Such as general environments in educational institutions with family background, media and cultural factors. (Janes, 2008). Understanding and considering these factors, the students, parents, educators and individuals can work together to produce environments in Pakistan for motivation among the students. The vital role of positive reading representations can also motivate individuals explore latest books and (Pennington, 2016). The most basic distinction is between intrinsic and extrinsic motivation. Intrinsic motivation refers to involving in an activity that gives satisfaction, enjoyment, interest, or challenge to the activity itself; conversely, extrinsic motivation refers to participating in an activity due to external pressures, demands, or rewards (Deci & Ryan, 1985). According to this theoretical dichotomy between intrinsic and extrinsic motivation, intrinsic motivation

related to reading refers to an individual's enthusiasm or enjoyment of reading activities in free time and based on personal interest (Wigfield, 1997; Wigfield & Guthrie, 1997). In contrast, extrinsic reading motivation involves an individual's participation in reading activities based on external demands and values such as obtaining grades, rewards, or any other incentive, meeting requirements of the school or expectations of teachers and parents, as well as the desire to avoid punishment **(Guthrie & Wigfield, 1999, 2000; Wigfield & Guthrie, 1997).**

## **2.4 L2 Reading Motivation**

Bamford and Day (1998) were the first to attempt to create a theoretical model of L2 reading motivation based on the components of expectancy and value. Expectancy is connected to the constructs of reading materials (being interesting, linguistic levels, attractiveness, and availability) and L2 reading ability, whereas value is related to attitudes toward L2 reading and socio-cultural influences. They claimed that L2 materials and attitudes toward L2 reading are major influences on L2 reading motivation. However, their model has not been researched hence, lacks empirical evidence. The L2 reading behaviors and approaches in Pakistani Colleges Students can influence students' motivation to read the books in print and particularly in digital format. Living in a home where L2 reading is encouraged is likely to foster a positive attitude to reading. The L2 E-reading values within Pakistani colleges, combined with curriculum and the attitudes of peers and educators can greatly influence pre-university students' L2 E-reading motivation. Schools that deliver access to a diverse reading materials possibly foster advanced reading motivation levels (Sani et al., 2011). Positively, on a macro

level, the technological advancements and media can influence and shape reading behaviors of the readers (Wood, 1999). The social factors on macro level can guide and lead the readers to their ultimate learning goals (Vero & Puka, 2017).

## **2.5 Digital Reading**

Digital reading is the advanced form of reading which is continuously evolving in this age. The modern gadgets for digital reading are rapidly taking the place of traditional reading in Pakistani educational institution especially in colleges. Modern tools have transformed the strategies for reading. There are many modern tools helping digital reading habits to grow at the very fast pace. Tools for digital reading are developing the modern literacy practices and also increasing the relationship between the text and its reader (Larson, 2010).

The exponential developments in present digital world highly affect students, teachers and reading education (Blanchard & Farstrup, 2011, p.286). Though many people read on screen with the help of variety of modern tools, researchers comparatively do not know much about digital reading as compared with print reading (Baron, 2020, p.117). With a good number of people utilizing digital resources by taking most of their time to read online. The change has begun to be seen in reading behaviours and practices (Liu, 2012).

There are so many studies drawing the comparison of digital reading and traditional printed methods of reading (**Clinton, 2019; Delgado, Vargas, Ackerman, & Salmerón, 2018; Haddock, Foad, Saul, Brown, & Thompson, 2020; Golan, Barzillai & Katzir, 2018; Loh & Sun, 2019; Singer & Alexander, 2017; Støle et al., 2020**). While these studies largely focus on comprehension. Some of the studies undertaken with different digital tools revealed that traditional reading in print form provided more positive outcomes against modern digital reading (**Ackerman & Salmerón, 2018; Clinton, 2019; Delgado et al., 2018; Golan et al., 2018; Mangen, Walgermo, & Brønnick, 2013; Singer & Alexander, 2017; Støle et al., 2020**) while others did not find the considerable difference between the two formats of reading (Ackerman & Goldsmith, 2011; Kerr & Symons, 2006; Margolin, Driscoll, Toland & Kegler, 2013; Porion, Aparicio, Megalakaki, Robert & Baccino, 2016; Taylor, 2011). There are also some studies that report that digital reading yielded more positive results than printed reading (**Aydemir, Öztürk, & Horzum, 2013; Baron, Calixte, & Havewala, 2017; Ji, Michaels, & Waterman, 2014; Liu, 2005; Pinto, Pouliot, & Cerdón-García, 2014**).

When it is generally examined in the context of comprehension and performance of reading, it is considerable that the studies in which printed reading outputs are higher as compared to digital reading, is greater in number. In view of the advantages of digital reading materials, this situation becomes an interesting issue to be explored. Digital reading has so many advantages including an interactivity unlike in print reading, quick access to material and the availability of many other media components (audio, visual, text, video) (Chen & Chen, 2014),.

## 2.6 Digital Reading Motivation

Studies undertaken at the progressive levels of primary, secondary, and high school and also at the university level concerned with online research as well as comprehension have greatly attempted to discover different strategies and cognitive processes in reading (**Afflerbach & Cho, 2009, 2010; Coiro & Dobler, 2007; Castek, 2008; Coiro, 2011; Coiro & Dobler, 2007; Dwyer, 2016; Esmer & Ulusoy, 2015; Schmar-Dobler, 2003**). Previous researches reveal that for online reading environments, readers use digital reading strategies for inquiry such as information-seeking and concept identification on the internet (**Afflerbach & Cho, 2009; Coiro & Dobler, 2007; Coiro, Sekeres, Castek, & Guzniczak, 2014; Esmer & Ulusoy, 2015; Schmar-Dobler, 2003; Zang & Duke, 2008**). In a study done by O'Byrne and **McVerry (2009)**, an instrument for dispositions of online reading comprehension was developed. In that instrument, there are five subdimensions for online dispositions, named critical stance, persistence, reflective thinking, flexibility, and cooperation. In another study carried out on reading dispositions, Putnam (2014) has developed a special tool for the measurement of online reading attitudes and behaviors. This tool has also been composed of subdimensions of the dispositions of online reading namely self-efficacy, anxiety, motivation, self-regulatory behaviours, and value. In other studies about online reading dispositions, it is observed that there is a relationship of cardinal importance between online reading skill and online reading disposition. (Coiro, 2008).

Therefore, students find the internet to be more valuable, practical and attractive, they are willing to bear the toughness of online reading (Coiro, 2009).

In order to upkeep and improve individuals' digital reading motivation the peer influence is an important factor that can motivate the readers to read on modern gadgets. Peers may also influence E-reading behaviors, principally during college life. The pre-university Students may be more interested in digital reading if they have groups who share eagerness for E-books. Digital Reading in the Educational environment can be further advantageous with the help of artificial intelligence. (Although many people are continuously reading on screen with the help of various digital tools, researchers know relatively little about digital reading compared to print reading (Baron, 2020, p.117). With the increasing number of people using digital resources more widely and taking more time to read online, some changes have begun to be seen in reading practices and behaviors (Liu, 2012).

There are many studies comparing digital reading and traditional printed reading methods (Clinton, 2019; Delgado, Vargas, Ackerman, & Salmerón, 2018; Haddock, Foad, Saul, Brown, & Thompson, 2020; Golan, Barzillai & Katzir, 2018; Loh & Sun, 2019; Singer & Alexander, 2017; Støle et al., 2020). These studies mainly focus on reading comprehension. Some of the studies carried out with different age groups and digital tools/media revealed that traditional print reading yielded more positive results against digital reading (Ackerman & Salmerón, 2018; Clinton, 2019; Delgado et al., 2018; Golan et al, 2018; Mangen, Walgermo,

& Brønneck, 2013; Singer & Alexander, 2017; Støle et al., 2020) while others did not find any significant difference between the two reading formats (Ackerman & Goldsmith, 2011; Kerr & Symons, 2006; Margolin, Driscoll, Toland & Kegler, 2013; Porion, Aparicio, Megalakaki, Robert & Baccino, 2016; Taylor, 2011). However, there are studies that report that digital reading provides more positive outcomes than printed reading (Aydemir, Öztürk, & Horzum, 2013; Baron, Calixte, & Havewala, 2017; Ji, Michaels, & Waterman, 2014; Liu, 2005; Pinto, Pouliot, & Cordon-García, 2014).

When the related field is examined in general in the context of reading comprehension and Performance. It is noticeable that the studies in which printed reading outputs are higher or at similar levels compared to digital reading, is greater in number. Considering the advantages of digital reading materials, this situation becomes an issue to be analyzed. Digital reading has advantages such as interactivity relative to print reading, fast access to information and the availability of many media components (audio, visual, text, video) (Chen & Chen, 2014), cost (Ji et al., 2014), “time spent on browsing and scanning, keyword spotting, one-time reading non-linear reading, reading more selectively” (Liu, 2005), multi-tasking and convenience (Baron et al., 2017).

For readers with negative experiences with reading activities, digital reading may be more interesting (Tveit & Mangen, 2014). Also, many educational institutions offer digital materials to their students through learning management systems or online platforms. This open educational resource movement can also highlight the use of digital reading materials (Baron et al., 2017). Based on all this, in this research it is aimed to examine the trends and prominent concepts related to digital reading studies holistically. However, the variables discussed in the digital reading studies were examined in this research and a map of the complex structure of printed reading and digital reading was tried to be revealed along with the reading comprehension variable. It is a fact that digital readings are increasing in today's world. As a result of this increase, the number of studies focusing on digital reading increased. In this context, the general aim of the research is to examine the studies on trend of second language digital reading from a systematic and holistic point of view and to determine the factors of its impact on Pakistani public and private sector college students.

## **2.7 Pakistani Context**

The pre-university undergraduate students are motivated for reading in L2 English.

There are a number of reasons behind the motivation of Students for L2 English.

Pakistani students are motivated for certain important reasons (T. J. Khan et al., 2016). The

students are interested and motivated in reading English literature because of their curriculum that mostly consists of English literature (T. J. Khan et al., 2023). According to J. Khan et al.(2024, p.463)” For the last so many years, L2 reading has been the part of curriculum as a compulsory subject. In Pakistani context, English is being used in multidimensional chores as an official language and also the medium of instruction.

Besides the curriculum aspects , English is extensively verbal in Pakistan because of past colonial stalemates and its position as a global lingua franca. English literature has a larger share in Pakistani educational curriculum. Students are generally motivated to study English to achieve academic requirements afterwards it is also advantageous in their practical life. Pakistani researchers have mostly pursued L2 learning motivation. Thus far, the L2 reading motivation has been addressed a little by the researchers and the digital reading motivation not the least. The previous studies conducted in L2 reading have shown that there are a few factors which are influencing L2 reading and learning motivation. Therefore, these factors might be influencing L2 reading motivation at micro and macro level among Pakistani pre-university students. (T.J Khan 2024).

## **2.8 Research Gap**

Digital reading is the area being extensively researched by the researchers. It has wider scope in view of incoming innovations with respect to advancement in artificial intelligence.

Digital libraries are ubiquitous around the world. These libraries have changed the trends of reading and affected the paper reading and motivation alike. In the context of Pakistan, the area of reading motivation has been researched by T.J Khan and a few others. But, there is an insufficient study on the facet of digital reading and its influence on English language reading motivation.

Thus, this area has been selected by the researcher to explore the factors of English language digital reading among Pakistani students.

## **2.9 Implications for the Study**

The literature has supported this study in so many ways by emphasizing the special influence of electronic reading on the traditional paper reading. The results drive to the conclusion that considering the super advantages of English reading on digital devices is convenient. For example, even though digital reading is advantageous for the students studying English, it might also link to some complicated issue with regard to the elements of distraction and retention.. Therefore, this indicates that digital reading may be promoted but contrary to it, the disadvantages of its frequent practice may lead to some deleterious effects.

Moreover, the combination of AI and Computational linguistics in digital reading has the possibility to contribute to enhance the reading experience by providing features like interactive annotations, summarizations, highlights and language translation tools .

These tools help readers comprehend and retain information better. Aside from these potential benefits, numerous negative impact of are there as access to advanced AI technologies and tools might be unevenly distributed, exacerbating the digital divide. Those without access to these technologies may fall behind in terms of digitalization of education and information access.

The study will explore all the factors behind the motivation of students for English language reading determining the absolute findings how these technological advances are infl the habits of reading.

## **Summary**

This chapter reviews the previous available literature in sequence with the brief description of reading, motivation, reading motivation, digital reading and then digital reading motivation.

The section digital reading motivation has been presented at length as this study is principally concerned with L2 digital reading motivation in Pakistani context. The insufficiency of the previous literature in Pakistani context, except T.J Khan has considerable contributions in research for Reading Motivation in Pakistan. The L2 digital context is an area that needs to be

researched in Pakistan's educational institutions. Therefore, the study will explore the factors influencing L2 digital reading motivation in Pakistani context using the conceptual framework.

## **CHAPTER THIRD**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview of the Chapter**

The previous chapter has described the literature review analyzing empirical studies to explore and identify the research gap and its resolution. This current chapter is an attempt to describe the rational of research approach and methodology adopted for the conduct of this study. In this chapter besides rationalization, population with samplings have been described. Data collection procedures for research questions have been discussed. Data analysis has been discussed in this chapter. Also, research framework (i.e. Creswell, 2013) has been discussed. Finally, the ethical considerations (i.e. Denzin & Lincoln, 1985) have been shown in this chapter.

#### **3.2 Rationale of Case Study**

This study aims at exploring the motivation for digital reading among pre-university students of Pakistan. The researcher has used case study as suggested by Yin (1994, 2012) because it aims at exploring in depth. According to Yin (1994, P.13) a case study is well-defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident... [and] relies on multiple sources of evidence” (Yin, 1994;13). It is why because the motivation for digital reading is unclear and it has become a phenomenon which cannot be easily explored and understood by any other research approach than case study. A case study is an empirical investigation that examines a current phenomenon within its actual context, particularly when the frontiers between the purpose of study and context are not evidently obvious.

A case study is the process and product of building a deep understanding of a bounded system(s) in an authentic setting by investigating the particular contextual influences and complexities using many data sources and thick description (Stake, 2010; Yazan, 2015).

According to Merriam (2002, P. 8), case study “is an intensive description and analysis of a phenomena” that attempts to explore. The case study research includes the investigation of a case surrounded by an actual life, current context or situation (Yin, 2009). Though Stake (2005) suggests that case study investigation is not mere a methodology but a selection of a researcher of what is to be explored. Therefore, it is suggested that “case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (Creswell (2013, P. 97). Keeping in view above recommendations and suggestions, the

researcher has considered digital reading motivation to be a phenomenon that needs to be studied comprehensively.

### **3.3 Population of the Study**

The population is considered to be pivotal in any conduct of case study. The population grants the cluster to which the researcher needs to specify their results. By taking in an illustrative sample from the population, researchers can get findings that are related to the wider population. The research population, too identified as the target population, refers to the whole cluster or set of characters, objects, or actions that have specific features and are of attention to the researcher. It signifies the bigger population from which a sample is taken. The population of this study is the students of grade 11 and 12 selected from public and private sector MAO College and Punjab College Girls Campus.

### **3.4 Purposive Sampling**

According to Creswell (2013, P.156) “In a case study, I prefer to select unusual cases in collective case studies and employ maximum variation as a sampling strategy to represent diverse cases and to fully describe multiple perspectives about the cases”. Therefore, the researcher has selected purposive sampling because this type of sampling can help the researcher in the collection and analysis of data.

Employing purposeful sampling as suggested by Creswell (2013) , the researcher has tried to investigate the purposeful sampling who have been considered to explain the issue in a better

way. According to Merriam (1998, 2009), a purposive sampling is a nonprobability sampling technique that selects individuals on the basis of some particular characteristic or criterion. The researcher has kept in view the suggestions of Merriam (2009), Creswell (2013 and Patton (2009) .

## **Sampling**

For this study, the prime instrument for data collection is the semi-structured interviews as suitably suggested by Patton (1999,2001). Semi-structured interviews have been selected according to Patton (2001) that help in understanding the phenomenon in depth. Through these conducted interviews, participants are generally allowed to openly divulge all their thoughts and experiences exactly in their own words by posing an open ended questions. This semi-structured approach also offers a midpoint between driving the conversation session and benefiting from spontaneous data.

### **Structured Interviews:**

Structured interviews are generally conducted by using a standardized questionnaire ensuring that the participant is given the same information in the same manner. Structured interviews are mainly used to acquire factual information that can be easily quantified and categorized, as this approach produces data that is easy to compare across all the participants and also across time.

The inclusion of both semi-structured and structured interviews makes sure that an in-depth understanding of the perspective of participants is not only guaranteed but also conducted in a very systematic manner at this stage.

## **Recruitment**

The 11th and 12th grade pre-university students were requested for the exercise of interview providing them the consent form (Refer to Appendix-A). Prior to the interview, the requisite permission was sought from the concerned faculty members and college administration (Refer to Appendix-B). The researcher has provided a brief description in this regard, which ensures that each participant understands his/her right as a participant and the answers would be handled in confidentiality with the Informed Consent form filled in earlier.

## **Instruments**

The researcher has used following Two (2) instruments for the data collection.

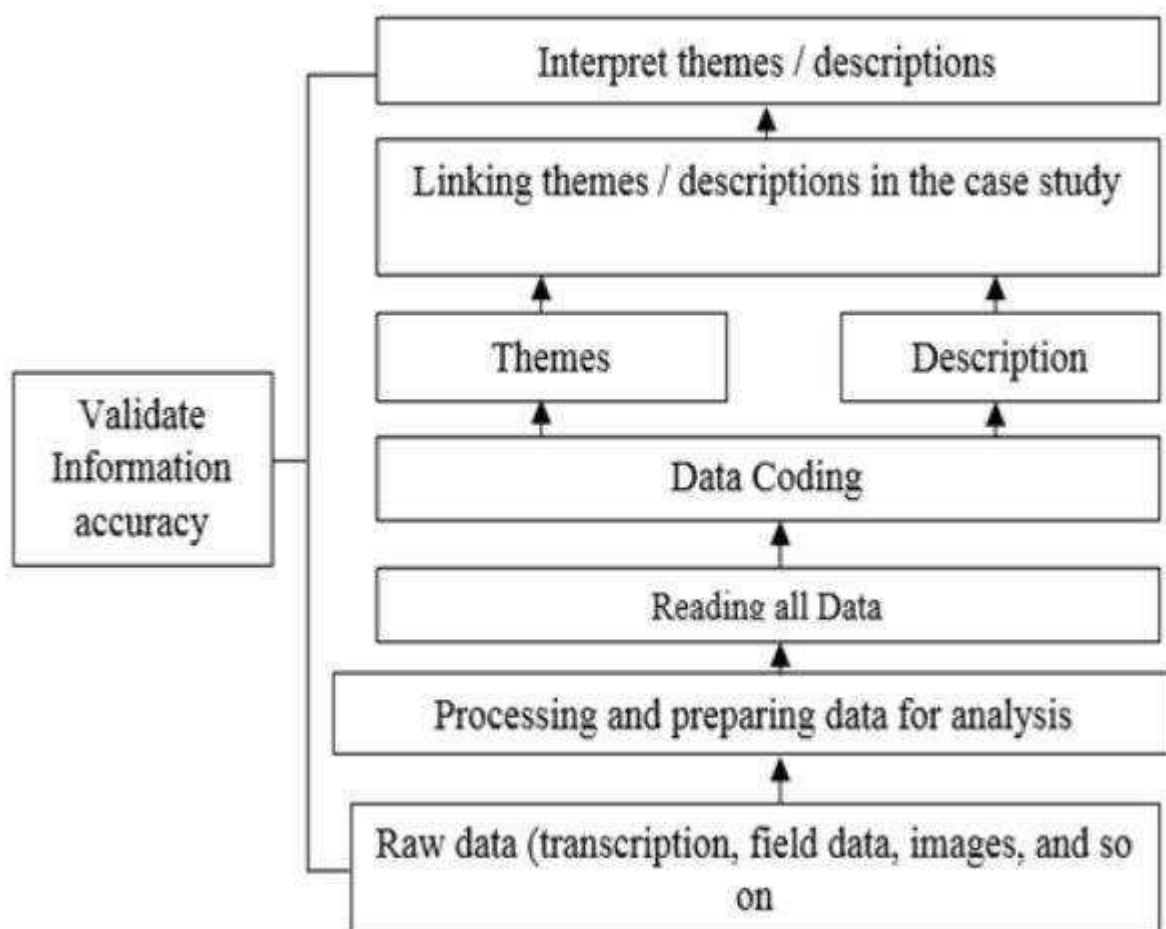
- 1. Semi-structured Interviews**
- 2. Observations**

According to Patton (1999) semi-structured interviews enable the researcher .....

## Data Collection Procedures

The procedure of data collection involves different number of steps in order to ensure the reliability and accuracy of the collected data. According to Denzin and Lincoln (1985) these progressive steps can provide “Research Trail” (Patton, P.121) However, the researcher undertook the following stages:

Page 146 Creswell, 2013 Figure 7.1



**Figure 3: Data Collection Procedures (Original Creswell, 2013, P.146)**

Table 1: Procedures of Data Collection

Sr. No.	Research Questions	<i>Procedures</i>
1.	RQ 1	a) Semi-structured Interviews
2.	RQ 2	a) Semi-structured Interviews
		b) Observation
3.	RQ 3	a) Semi-structured Interviews
		b) Observations

### **Conducting Interviews**

To promote the honest communication, the interviews has been done in a silent and closed premises, each interview has been noted and captured through camera after seeking permission and the field notes has also been prepared as suggested by Creswell (2013) and Yin (2012) to guarantee accurate afterward transcription and analysis, besides, in order to record non-verbal signals and contextual information the researcher has also retained a copy of some notes collected during the interviews.

### **Transcription**

The interviews have been written down exactly in the same essence by incorporating all that utterances to create a complete and accurate record of the responses. After accomplishing, the transcriptions were edited and further reviewed for accuracy and clarity.

### **Data Analysis**

In order to analyse the transcribed data, the researcher has used the method called thematic analysis. This method is mainly concerned with the content analysis to interpret the textual or narrative data. In this method, the researcher has coded the data, by systematically categorizing it into themes, than examined the themes deduced from the data related to the research questions.

### **3.6 Ethical Considerations**

According to Denzin and Lincoln (2005), a researcher ought to consider the necessary ethical considerations. Ethical considerations hold cardinal significance in this study to protect the well-being and rights of all the participants. Therefore, the researcher solemnly adheres to the following ethical guidelines:

### **3.6.1 Informed Consent**

All participants were completely informed on the purposes, procedures, and possible risks of the study, thereupon, they provided written consent. Participants were also informed that they can pull out of the study any time without any difficulty . (Refer to Appendix\_)

### **3.6.2 Confidentiality**

The identities along with personal details of participants were under cover. Data was based on anonymity, with the removal of the actual names, and other identifying elements from the reports and transcripts.

### **3.6.3 Respect and Dignity**

The researcher treats each of the subjects in the same way, with due diligence, and ensures every person's respect and dignity are maintained. These delicate issues were courteously handled so that the subjects will not have to answer a single question they are dissatisfied with.

### **Constraints of the Research**

While this study aims at exploration of factors for English language reading on digital gadgets, so it is naturally subject to certain limitations:

## **Self-Reported Data**

Using the technique of interviews to fetch information may certainly cause biases as participants might supply answers that they think sound and better or remember it wrong.

## **Evolving Nature of Technology**

With the rapid technological advancements, the communication practices are grossly transformed thus, the facts and findings from this qualitative study might quickly become antiquated as new platforms surfacing by setting the newer trends. The study simply captures photographs whereas the continuous exploration is required to monitor future shifts.

## **Summary of the chapter**

This chapter presents the research methodology employed to explore the factors influencing L2 digital reading among Pakistani pre-university students. The researcher has adopted a mixed method with both qualitative and quantitative analyses. By using purposive sampling, structured and Semi-structured interviews, needful data collection, the analysis was made to ensure the validity of data and findings. Ethical considerations have also been given due attention to protect the interview participants and provide them due respect and dignity. A section has been included in the last part of the chapter to address the constraints to put the findings into the right context. The following chapters will present the obtained outcomes of the case study and their implications for English reading and learning motivation in digital world.

This methodology follows to the objectives and framework of the present research proposal, so that all the research questions are systematically and thoroughly addressed. By providing detailed description of each methodological aspect, the chapter establishes a strong foundation for conducting the research and interpreting the results.

## **CHAPTER FOUR**

### **Findings and Analysis**

#### **Eligibility Criteria**

The table offers an overview regarding the criteria which determined whether the research was carried out in the systematic way.

Studies had to focus on the appropriate age group, which was defined as college students of 11th and 12th grades. This group range was defined to include only pre-university students.

The research main focus of studies had to be on both L2 E-reading motivation as compared to paper reading motivation as this was a prerequisite to provide a comparison between two. This corresponds to the prime objective of the present systematic review of assessing e-reading and paper reading outcomes.

For the required results, it had to follow the mixed-methods with both qualitative and quantitative approaches.

Finally, only the motivation of English language L2 was required to be examined for digital reading, therefore, it was focused.

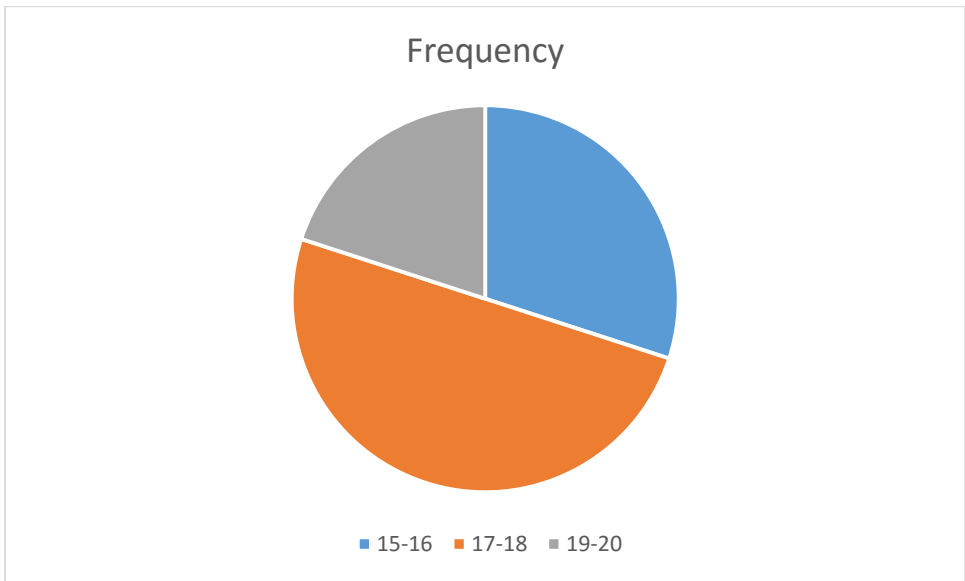
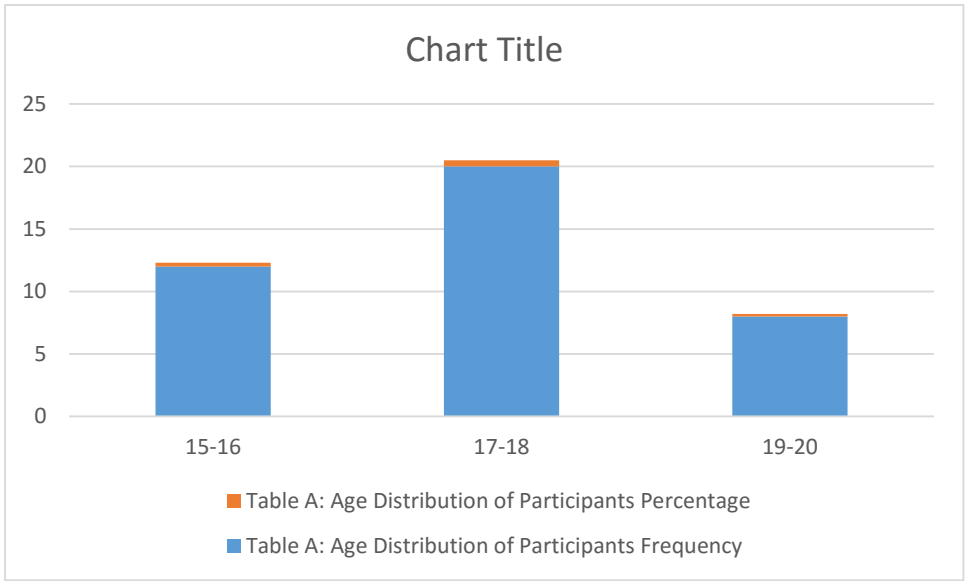
## **Participant Demography**

### **Description**

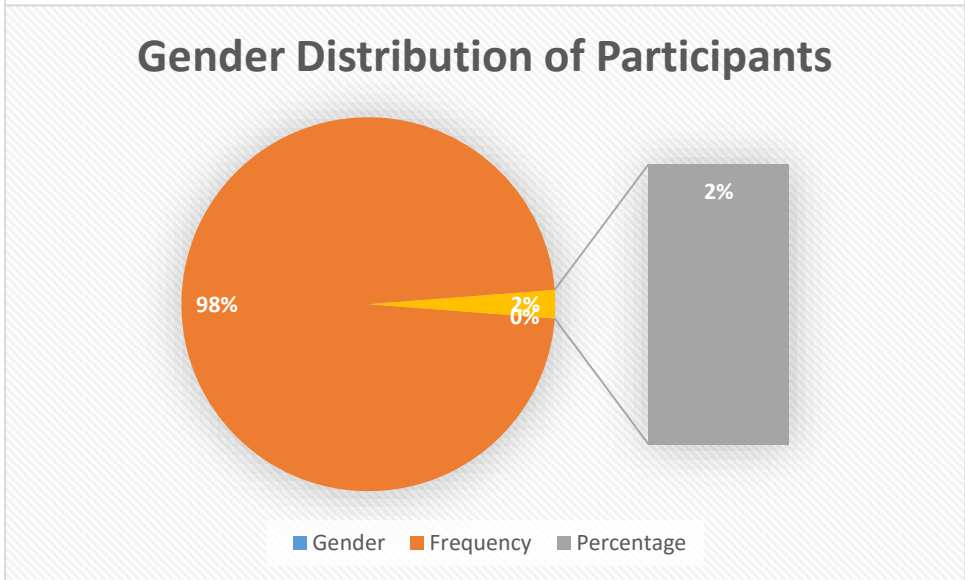
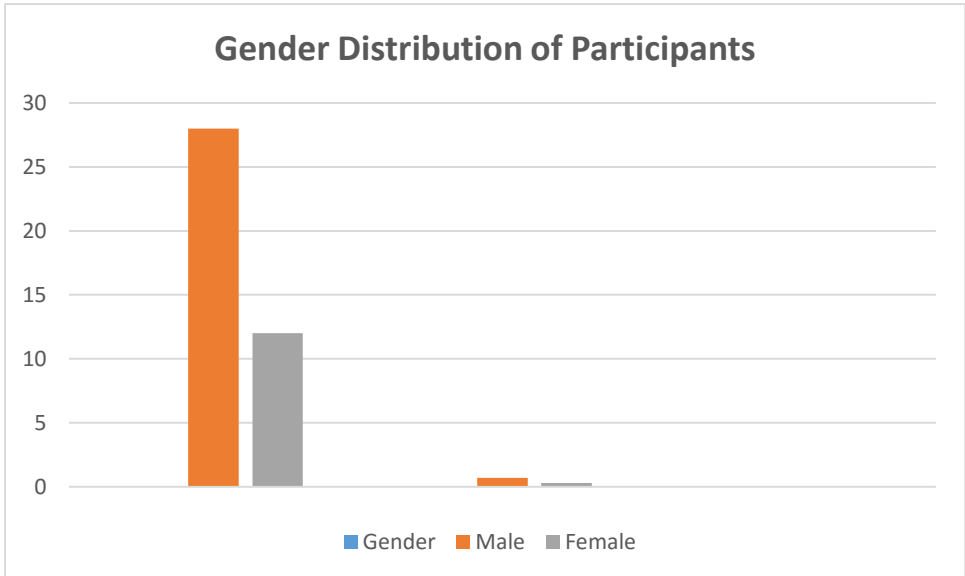
A statistical demographic description has been presented in this section to provide a detailed understanding of the participants of the study. It comprises the age, sex, educational background and the frequency of L2 digital reading of respondents. By considering the significance of demographic details to trace the findings and to understand the heterogeneous diversity of different participants of the research, this demographic description has been formulated with definite purpose. The participants of the study were 40 first and second year students of MAO (Mohammaden Anglo Oriental) college as well as Punjab College Girls Campus Gulberg in Lahore. These students were cherry-picked keeping in view their inclination towards L2 reading and high interestingness in adaptation to digital reading. The data has been presented in tabulated form.

### **Demographic Data**

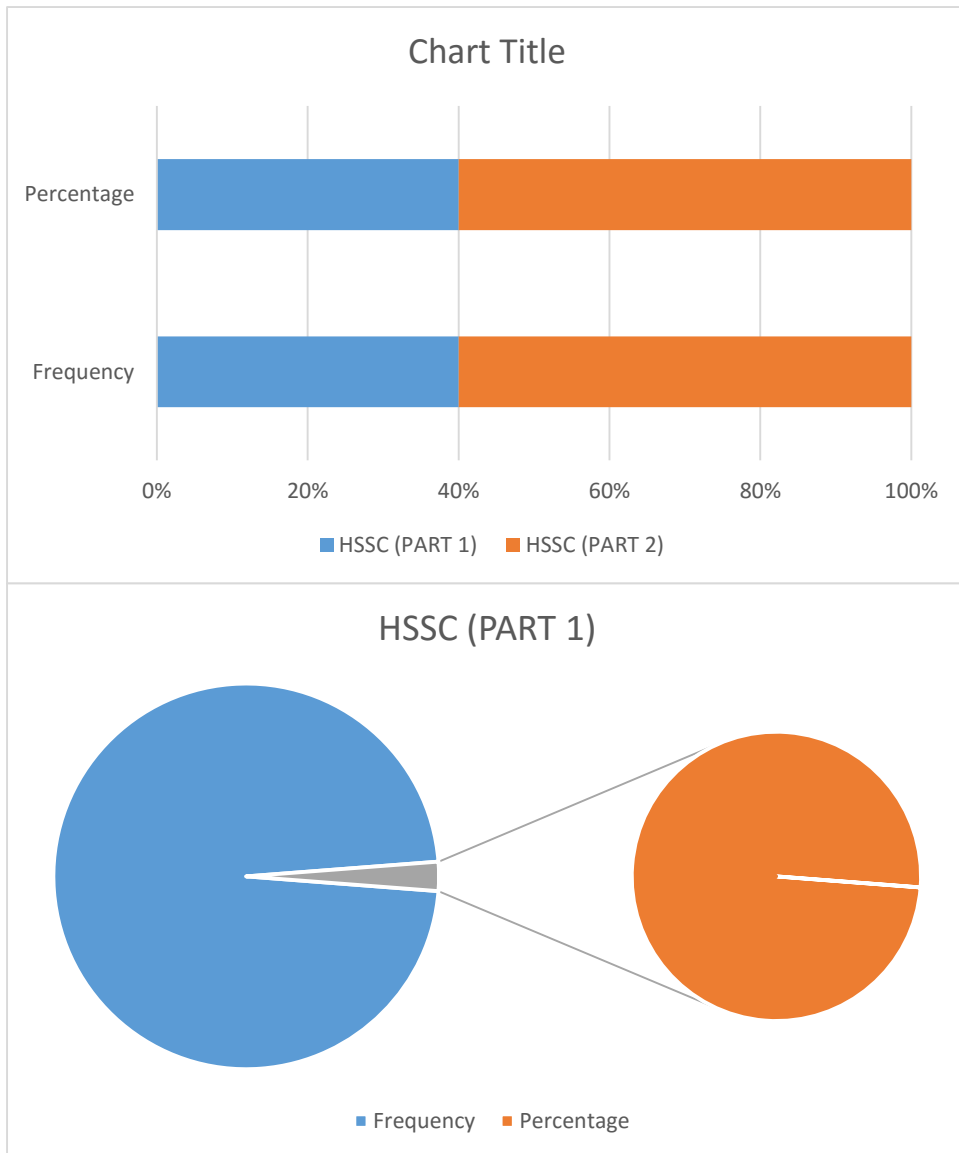
#### **Table A: Age Distribution of Participants**



**Table B: Gender Distribution of Participants**



**Table C: Academic Background of Participants**



Almost half (50%) of all participants were found males between 16 and 18 years old, delineating that all the respondents were either in first (Grade 11) or second year (Grade 12) of their pre-graduate education. The particular range efficiently consisted of the students who were eager for L2 reading and inclined towards digital reading.

The distribution of gender was so, that the 70% of participants were males with 30% of participants were females. The participation from both sexes ensures that the results reflect the complete outlook of growing trend of digital reading in English language.

The participants showed a relatively even distribution in each year of colleges, with a small increase for the third year. This is important as it encompassed a range of college years and possibly different domains of reading.

As per the obtained outcomes of the study 81.67% of the participants were fond of English books reading and 76% were habitual of reading on digital devices as Mobiles, Computers and Tablets. The high using frequency makes the research on digital L2 reading culture in Pakistan required to reveal how its influence over the traditional paper reading.

These statistics of a demographic nature form the groundwork need to be done for the qualitative and quantitative inquiries that ensue. An apprehension of the participants' experiences in digital smart reading is imperative for comprehending the results and their significance.

The subsequent sections contain the themes that were identified through the interviews, the quantitative data that came from the structured interviews.

## **Themes Identified from Semi-Structured and Structured Interviews**

### **Thematic Analysis**

Qualitative research method – thematic analysis (TA) is generally used for analysing identifying, and reporting patterns like themes which go beyond counting frequencies of occurrence of words and also enables the meaning and substantive consequence to be attributed with patterns across data. This approach is appropriate in particular for exploring the depth and complexity of participants’ views and meaningful responses to the specific subject being investigated. Its process includes numerous steps: familiarization with available data; coding the data; reviewing possible themes; defining and also naming themes; then lastly producing the final report. In this study, the tool of thematic analysis has been incorporated to examine the obtained interview data (Structured and Semi-structured interviews). This will allow the exploration of factors influencing L2 digital reading motivation in Pakistani pre-university students.

### **Theme 1: The Involvement of Enhanced Accessibility in English language digital reading.**

One pivotal theme that emerged from the semi-structured interviews was the involvement of accessibility to easily approach the vast array of reading materials, including books, articles, and journals, often at no or low cost in L2 digital reading. Participants altogether strongly agreed with the easy access characteristic of English language digital reading for them. They considered this availability the great source of motivation to go for reading English language on screens.

## Supporting Words

To illustrate this theme, the following direct quotes from participants are provided:

- Male Participant (12th grade): "I just go for the google search engine whenever i need some information regarding something because that's available."
- Female Participant (12th grade): "I don't like to waste my time in search of notes and books, I prefer online material in simple English that saves my time a lot."
- Female Participant (11th grade): "I like to read books on my smartphone because it's a cheaper source for me"

The main theme of feature of accessibility in L2 digital reading involves the following sub-themes:

### **SUB-THEMES**

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**Time Efficient**

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**Low Cost or Free**

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**Easy access to Corpus**

The majority of participants were quite motivated for L2 digital reading with its easy to access feature. The accessibility of Digital Reading appealed them a lot because it saves the time in getting the required materials on available sites like corpora etc, and also not expensive unlike

the printed books. On the other hand, a thin minority of participants were still convinced with the old traditional reading pattern on printed books and notes.

## **Theme 2: The Influence of Artificial Intelligence in English language digital reading.**

The second theme arises out of the ever-intriguing role of Artificial Intelligence that is taking the practice of digital reading to new horizons. The incorporation of Chatbots has introduced the concept of tailor reading recommendations based on readers preferences. With the help of AI algorithms, enhance the English reading experience and interact with written content by providing features like interactive annotations and summarizations. AI also assisting in English language content creation by generating articles, summaries, and reports. It is also curating content in L2 by filtering out irrelevant information.

### Supporting Words

- Female Participant (11th grade): "Chatbots are something like magic for me to read the most summarised form of NLP text which assists me while reading."
- Male Participant (11th grade): "AI has brought an amazing change in my reading experience to help me choose the text of my choice"
- Male Participant (11th grade): "The text-to-speech and speech-to-text tools are really interesting to improve English language while reading"

The main theme of striking features of Artificial Intelligence in English language digital reading have following sub-themes:

### **SUB-THEMES**

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**Personalization**

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**Content Creation**

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**Sentiment Analysis**

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The participants were all well-familiarized with Artificial Intelligence and also Chatbots which help them to personalize their reading experience in accordance with their choice. More than half students participants were availing Artificial Intelligence while reading the tailored academic materials. They were also pleased with the incorporation of NLP through different chatbots that analyses the sentiments through tailored algorithms.

Theme 3: The Indulgence of Computational linguistics in English language digital reading.

The third emerging theme is the most advanced role of Computational linguistics in L2 digital reading motivation. It is the inclusion of Computational linguistics which helps the reader to overcome the linguistics challenges while reading English. It has an important contribution in reading comprehension to help the students improve their L2 with better reading experience.

Supporting Words

- Male Participant (11th grade): "I don't know much about Computational linguistics but I must say that the reading experience is quite improved as compared to past."
- Female Participant (11th grade): "The latest computers have transformed the lives so reading in English is also not so much difficult to comprehend"
- Male Participant (11th grade): "I take full advantage of machine translation while reading the books in English, It is really a nice linguistic feature added in gadgets"

The main theme of Computational linguistics core assisting areas with respect to L2 digital reading motivation have following sub-themes:

## **SUB-THEMES**

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**Machine Translation**

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**Reading Comprehension**

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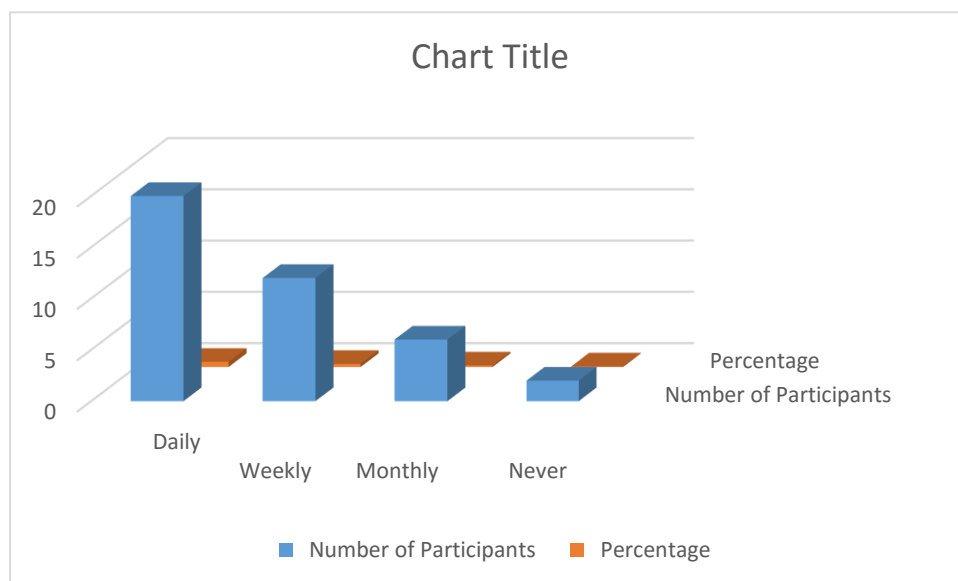
**Corpus Linguistics**

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Although the students were not aware with the stream of Computational linguistics, but its motivating features allow the readers to improve their experience with reading comprehension, and machine translation. These features were a great source of motivation for them to read English language on screens.

## Comparison of L2 English Print Reading and Digital Reading among participants

**Table 1: Frequency of L2 Motivated Digital Readers**



**Table 2: Strategies to Enhance English Digital Reading**

Strategy	Description
Raising Awareness	Sensitizing the students with L2 digital reading trends
Use digital platforms to Promote E- reading	Incorporate apps that provide interactive and multimedia content to enhance the reading experience
Establishment of E-Libraries	Offer access to online libraries and databases with a wide range of reading materials

Optimize the Artificial Intelligence Optimize the AI Using modern e-books and to make reading more accessible, interactive and engaging.

Leveraging Gamification Organize reading challenges or competitions to motivate students through gamification.

Table 4: Comparison of Findings from Structured and Semi-Structured Interviews

<b>Aspect</b>	<b>Semi-Structured Interviews</b>	<b>Structured Interviews</b>
<b>Access to Digital Books in English</b>	Yes through Smart phones	85.47% reads digitally
<b>Over-reliant on Screen Reading Materials</b>	Thick majority rely on online reading materials	Over 60% intensely rely on online reading materials
<b>Digital Eye Strain</b>	Not healthy for eyesight	92% agreed

The obtained findings of structured and Semi-structured interviews were mostly identical with the slighter difference in the aspect of reliance on Screen reading gave numbers on the impact

These aspects were exclusive if the main themes and Sub-themes and meant to draw the comparison between structured and Semi-structured interviews.

### **Consistency and Discrepancies**

The consistency is obvious in both types of interviews serves to solidify the credibility of the obtained results. The access to digital reading and consciousness regarding the eye stress is evidently tabulated that enlightens the consistency. The rate of reliance on digital resources by the students of both colleges were differently responded which led to discrepancy.

### **Summary**

This chapter of findings contains the number of tables that demonstrate the obtained findings in tabulated form. It also describes the themes and Sub-themes emerged during the conduct of study of exploring the factors influencing L2 digital reading motivation. The main and major themes are pertain to the effectiveness of fast growing digital reading in Pakistani context. That includes the various features of accessibility, Artificial Intelligence and the smart incorporation of computational linguistics.

## **CHAPTER FIVE**

### **DISCUSSION**

The objective of this research was to examine the adaptive behaviour of Pakistani pre-university students' for digital reading and how motivational constructs affect their digital reading on modern gadgets. Results showed that both intrinsic and extrinsic motivation through smart modern features in electronic reading.

In this study, the motivation was observed by four basic constructs: involvement, challenge for adaptation to smart reading, positive behavior of digital reading, and utility value of digital reading. These motivational constructs especially utility value of advanced features empower Pakistani undergraduate male and female students' engagement in L2 digital reading . The students do not read only the stories and blogposts on their mobile and computer devices but also the academic materials. The more they engaged themselves in E-reading materials, the greater their interest level was. All the students who took part in the interviews were studying in Pakistani public and private colleges, they were engaged in reading online academic texts, stories and also blogs through intrinsic motivation. As Wigfield and Guthrie (1997) maintain, intrinsic motivation is basically the involvement in the reading activity in which students usually partake. They experience losing track of time and also engagement in an “intense and highly energized state of concentrated attention” (Nell, 1988, p. 263). This aspect of reading

experience has also been described by Csikszentmihalyi (1990) as the flow of experience. In this case study, the composite picture of Pakistani pre-university students' maximum involvement, crucial challenge for E-reading is and requisite positive behavior of E-reading has been discussed in detail. Though their perceptions on the utility value of advanced features in English E-reading like computational linguistics, is bleak compared to that other motivational constructs. If Students put their efforts more in enhancing their pleasure and interests in English language digital reading, it will definitely affect their text comprehensibility too. The requisite positive behavior of E-reading in English language L2 is mainly subjected to students' aptitude and interest for this mode of reading, the more they grow their E-reading habits, the more their engagement and comprehension in L2 will be. Commitment to reading both general and academic materials and engagement on digital devices" is fundamental to the development of E-reading habits and competence to boost the flow of digital reading. The thorough analyses revealed that Students' involvement for L2 E-reading of academic books were absolutely greater than those with non-academics books. Some of the participants rather still preferred L1 and L2 reading on printed books.. The explicit implication here is that the greater the low-level readers' engagement in L2 digital reading is, the higher their improvement of their L2 reading and learning may be, similar to the peers possess higher L2 text comprehension because of the maximum engagement with L2 text reading. The core findings of the studies in second language context done by (Kim, 2011, Yamashita, 2004) is explicitly visible in this study, Pakistani Colleges students perceive that English is very important in their

academic activities and for the future too. They were well aware that reading in L2 English would definitely help them equipped with L2 linguistic skills (vocabulary, writing skills, and communication skills) that resultantly affect their academic performance and future endeavours. They were also aware that L2 English reading is essential in the global world to gain the advanced knowledge and to become successful in the world. In this study, though we considered recognition, attitudes toward digital reading, motivational constructs and attitudes toward traditional reading. Results of the study reveal, indicating that majority of the participants of 1st and 2nd year classes were both intrinsically and extrinsically motivated for electronic reading in English. Though some were really interested a lot in E-reading but their interestingness was intrinsically and extrinsically limited to L1 for reading Urdu literature. English language has a distinctive feature of being linguistically most advanced form on digital platforms as compared with the other languages of the world. So, some students were neither inclined to the digital reading and nor to the English language.

The current study is consistent with the study conducted by (Khan et al., 2016)

Given the fact that students participants' perceptions on Digital reading in a second language (L2) such as English was becoming increasingly significant. They admitted that it plays a

crucial role in academic success as well as personal development and it yields numerous benefits. They also knew that Importance of English L2 Digital Reading Motivation is very much high in academic success in Pakistan's context. As most academic papers, textbooks, and journals all are published in English. So, proficiency in reading English may students assist to read the world famous books online. Better Understanding comes after enhanced reading skills that lead to best comprehension of course materials, resulting in better grades and well academic performance. It was known to all the participants, English proficiency is often a prerequisite for many international job opportunities. As many national and multinational workplaces require employees to read and understand online English documents, emails, reports, and manuals.

Reading L2 English language and literature provides the exposure to Diverse Perspectives and global awareness. Staying updated with international news and latest trends through English media helps students become a well-informed global citizens.

Keeping in view the challenges in Motivating English L2 digital reading, College-going Students may struggle with vocabulary, grammar, and also idiomatic expressions, making L2 reading challenging. In the absence of interest, students might find digital reading in English less engaging compared to their L2 due to the difficulty of comprehension. As some students were inclined towards L1 in both paper and digital reading.

It was observed that not all students had equal access to available resources of latest digital gadgets and high-speed internet, which was also a reason for students to stick with paper

reading. Some students lacked the required skills to effectively use digital reading tools and online platforms. It determined that by integrating technology, providing various resources, creating a conducive environment, and incorporating digital L2 reading into the curriculum, educators can enhance students' motivation as well as proficiency in English. This, in turn, will definitely equip students with the essential skills and knowledge necessary for their academic success, professional advancement, and personal career growth.

Previous research in both L1 and L2 contexts determine that reading is interconnected with various diverse motivations (Dhanapala, 2007; Kim; 2011; Takase, 2007; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997).

This study, shows consistency in line with previous findings, showed that students' intrinsic motivation was highly correlated in accordance with extrinsic motivation. That means that students may be motivated in reading for multiple reasons. They do not read only for personal enjoyment but also for some external expectations such as scoring good in the class, furthering their education, or finding a decent job that may require higher L2 paper or E-reading proficiency. In short, the Pakistani context gives students the impetus intrinsically in reading L2 English both manually and digitally. However, it is only the intrinsic motivation that contributes to their text comprehension positively. In other words, those who had less intrinsic motivation would be less likely to succeed in text comprehension.

Most modern motivation theories are Western-oriented and therefore the local context, values and attitudes of individuals can definitely alter the factors structure of reading motivation

within self-determination theory. The proponents of the self-determination theory (Deci & Ryan, 2002) lays great stress on individuals' innate inclinations and need satisfaction are externally underpinned by social aspects (e.g. peers and classfellows, home, school) and broader cultural aspects (e.g., societal values, beliefs, culture influenced goals, cultural norms, and practices) of specific contexts that they are exposed to. The findings of this study also supported this claim, and the reading motivation of

Pakistani preuniversity students is also associated with social aspects.

As per the experts opinion, the digital reading has some Linguistic and Cognitive benefits for students.

**Cognitive Development:** Reading in L2 second language improves cognitive abilities of a student such as sharpens the critical thinking ability, problem-solving skills, and memory.

**Language Skills:** Regular reading in L2 English positively enhances grammar, vocabulary, and overall language proficiency.

The case study also found some eccentric and distinguished facets of the digital reading comparing with paper reading. There are a few possible explanations those were identified by the participants during the interviews. Such as the highlighting and annotations. Highlighting or annotating with highlighters and pens is physically convenient than clicking or highlighting a particular section of some text on a digital screen. Anecdotally, it was observed some E-

reading students struggling for digitally highlighting the exact text desired (all letters of a word). Alternatively, the differences could possibly relate to experience. For e.g. Some students may have had further more experience marking paper text comparing with digitally marking text. And it might also be the way in which the content was projected on the reading screen (i.e., in a scrollable and zoomable manner) or early experiences with digital English reading content such that readers perhaps map the surface code in other ways (i.e., onto physical headings that move with the text, etc.). Interpreting this within Kintsch's (1988) model, the activation process related to integrating the surface code into the text

base and situation model seems to be occurring within the reader's mind when reading digitally, whereas that integration is more visible via highlights and annotations for readers when reading paper texts. It was noted that 12th grade students were more strategic in L2 online reading by having the sound knowledge of hyperlinks. For example, pairs of readers are more strategic when reading digital against paper texts (Davis & Neitzel, 2012). Such strategic actions by senior students may be due to the complex nature of E-reading or even because, in the same way that participants are used to shallowly reading digital texts for many everyday tasks (i.e., Shallowing Hypothesis;

Delgado et al., 2018).

## Exploration of major and minor factors influencing L2 Digital Reading

- 1) What factors influence L2 digital reading motivation among Pakistani pre-university ESL students?
  
- 2) How factors are influencing L2 digital reading motivation among Pakistani pre-university ESL students?
  
- 3) Why factors are influencing L2 digital reading motivation among Pakistani pre-university ESL students?

The major pivotal factors emerged during the study are some specific elements that can influence motivation to read. How interesting and relevant the reading material is to the reader's interest. The appropriateness of the difficulty level of the texts through AI tools for the readers' language proficiency. The inclusion of multimedia such as videos, audio, and interactive elements through AI that can enhance understanding and engagement.

And how these factors influencing the L2 digital reading refer to the approaches and methods that greatly affect motivation are the availability of various digital reading resources, such as E-books, articles, and interactive texts. Likewise the features like clickable dictionaries, quizzes and annotations, that make L2 reading more interactive and engaging. Moreover, another approach of an access to immediate feedback on comprehension and support through online communities or language learning apps.

Why Factors are influencing L2 digital reading motivation are the underlying reasons that drive motivation. The student' personal reasons for reading and learning English, such as career advancement, academic requirements, or travel. The reader's belief in their own ability to successfully engage with and understand digital texts in English with the help of computational linguistics. Besides, the intrinsic pleasure derived from reading in a second language, which can be enhanced by more and more engaging and interesting content. Understanding these factors holistically can definitely provide an insight into what motivates L2 readers to engage in digital reading. For example, if a student of grade 11 or 12 finds the content highly relevant (what), may have access to supportive and interactive resources (how), and has strong personal goals for reading and learning English (why), his motivation to read digitally in English is likely to be high. On the other hand, a lack of interest in the content, absence of interactive features, or unclear personal goals can lead to lower motivation. These factors interact in multiple complex ways, and addressing them rightly can surely help educators and students create a more effective reading materials to foster the digital reading experience.

## Conclusion

The study was undertaken for exploring the factors of L2 digital reading motivation amongst Pakistani college students. It was explored carrying out the semi-structured interviews and structured interviews to distinctly reveal the importance of L2 Digital Reading. The obtained results yield the fast moving inclination of students on digital platforms for reading. In particular, the study determined the several factors of L2 E-reading in Pakistani context where English language L2 stands out as superior and medium for the students from kindergarten to university.

Moreover, the meaningful deviation from traditional print reading by majority of the participants were also revealed. Thus, the E-reading in English language found to be very convenient for the students that is being widely practiced by the new generation students. The added advantage is that the operating system of computers and smartphones of the vast majority of Pakistani people is by default set in English language. The practice of English language reading was dynamic because of its distinguished position in the global world. Most importantly, the theories related to the research findings deeply illustrate for how L2 reading motivation in the digital world arises, the motivation is deeply rooted in the interestingness because of the number of reasons including the smart reader-friendly features whereas the interestingness is followed by pleasure.

In terms of practicality, the research outcomes imply that educational institutions should concentrate on the growing advancement of L2 digital reading by promoting digital reading environment. By taking the fullest edge of AI and advanced computational linguistics, the positive trend of reading the second language on smartphones and computers can predominantly enhance the reading potential. At the same time, the ever-involved role of print reading cannot be overthrown altogether. The value of the study lies therein to provide empirical evidence about the

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