

THE RELATION OF READING MOTIVATION, ATTITUDE AND READING COMPREHENSION OF L2 LEARNERS AT BS LEVEL IN PAKISTAN

Shumail Nasir

M.phil Applied Linguistics, Government College University, Faisalabad.

Dr. Shahida Naz

Assistant Professor, Department of Applied Linguistics, Government College University Faisalabad

ABSTRACT

The relation between readers' motivation as well as attitude towards reading including its influence on comprehension plays a critical role in learning situations, particularly for second language (L2) learners. This paper provides an in-depth analysis of published research on reading motivation, attitudes, and reading comprehension among students enrolled in undergraduate degree programs in Faisalabad, Pakistan. The research thus defines goals such as recognizing the relationship of these components and evaluating their effect on the performance of the students. The selected target population of the present study involved 100 participants of three public sector universities in Faisalabad and the sampling technique used was the stratified random sampling. The quantitative data was analyzed using 'SPSS Statistics' and the primary method of analysis was correlation where the relation between the variables under study was investigated. The findings highlight both positive and negative aspects of the study. This is made possible by the application of SPSS in data analysis hence enhancing precision and reliability of the results. Nevertheless, the study also has some disadvantages, for example, it is impossible to exclude the possibility of obtaining a sample bias or the difficulties involved in extending the results of the research to other subjects. This study makes a useful significance in the field of the applied linguistics, stressing further significance of the motivation and the attitude as for the reading comprehension, and giving an idea for further study and learning process.

Keywords: Motivation, Attitude, Reading Comprehension, Educational Interventions, Educational Policy

Introduction

Learners' ability to read and comprehend texts in their target language is a vital component and one of the major aims of foreign language learning as it is needed for study, work, and communication. Considering that a large number of students in Pakistan attend English-medium schools and college and use English as the language of instruction in the academic and professional domain, a good understanding and knowledge of English text is crucial for student on the bachelor's level (BS) to meet the challenges of their educational and career life (Mahboob, 2017). However, despite its importance, reading comprehension is still another complex activity that many L2 learners face for instance in Pakistan (Ellis, 2015). However, the following factors exacerbate this challenge low motivation to read; poor attitudes towards reading; and restricted access to books and other reading resources. These factors can greatly hinder L2 comprehension of English texts, thus having a proportionate effect on the student's academic achievement and future employability (Li & Clariana, 2019). Reading comprehension in general can be referred to as a number of skills which enable the reader to use printed words in a meaningful way. It makes learners to have capabilities such as vocabulary, grammar and thinking abilities as a skill (Yapp et al., 2021). However, it has been widely documented that comprehension is not restricted to the aspects of language alone but also

involves other abilities such as attention, memory, and speed of processing. It is a well-established fact that, reading is a core literacy competency that has significant implications on learning processes across all discipline. Language learners need to decode the text because it is one of the main skills through which learners interact with other languages (Goldman et al., 2016). Literacy is pertinent to learning outcomes because readers not only have access to more information but are also more successful in many aspects of life. The ability to identify meaning in a given text is known as reading comprehension which is an essential part of language acquisition (Uccelli et al., 2014). L2 learners' reading acquisition is divided into two primary domains, which are the cognitive and affective domains.

Reading acquisition in a first language (L1) and a second language (L2) is significantly different from one another owing to differences in linguistic familiarity, cognitive demands, and social factors. Reading skills are often developed by learners of a first language as a natural extension of their spoken language abilities. This is supported by a profound and intuitive comprehension of the phonological and grammatical systems of the language being studied. The learners of a second language, on the other hand, often confront extra problems, such as limited ability, disparities in orthographic systems, and the need for explicit teaching and the use of strategies. Due to these distinctions, it is necessary to establish individualized teaching techniques that cater to the specific requirements of second language learners. These strategies should assist students in developing their linguistic competence, developing successful reading skills, and gaining exposure to the cultural context of the second language. For educators and researchers who are interested in assisting second language learners in acquiring reading proficiency and total language competence, it is essential to have a solid understanding of these differences. Motivation and attitude are two parts of the affective domain that are critical for learning and acquiring a L2. According to the socio-educational model by (Zhao, 2015). motivation and attitude are attitudes; motivation must be sustained for effective learning, and a positive attitude enhances learners' motivation for second language learning, thus a positive attitude can increase learners' motivation rates to extend their reading comprehension.

Therefore, the study concerning the effects of motivational and attitudinal factors on the reading comprehension among adult L2 English learners in Pakistan cannot be argued to have received much attention (Lin et al., 2021). The background of this study also reveals as to why reading comprehensions forms a critical component of language learning, the role of motivation and attitude in improving reading comprehension as well as the contribution that this study would make in expanding the existing body of knowledge about read motivation and attitudes in particular.

Literature Review

Memon (2014) conducted Learners' attitudes about reading in their first and second languages were the focus of this research in Pakistan. It also looked at how students from rural and urban areas differed in their reading attitudes. Sindhi was the first language of the research participants, whereas English was their second. Both rural (n=186) and urban (n=202) areas of Sindh contributed to their numbers. A mixed techniques strategy was used in the investigation. A questionnaire and semi-structured interviews were used to gather data. Respondents were asked to rate their own reading attitudes in Sindhi and English on four scales self-perception as a reader, utilitarian benefit of reading, personal connection with reading, and absence of reading anxiety. The learner's home background, whether rural or urban, was the sixth variable. Findings from my study somewhat corroborate those of earlier research showing a relationship between

first-language and second-language reading attitudes. The correlation between rural learners' L1 and L2 reading attitudes was larger than that of urban learners. When the coefficient values for each reading attitude were examined in a multiple regression analysis, this conclusion was further validated. More important than a student's Sindhi reading attitude was the student's "rural/urban home background" as a predictor of reading attitudes. Reading attitudes in English seem to benefit from a grounding in metropolitan areas. In shaping a learner's attitudes towards reading in English, the results demonstrate the significance of one's educational background, family life, and society overall. It was also found that there were significant disparities in the reading attitudes of the two groups when it came to their first language and second language. When comparing rural and urban learners, it was found that rural learners had better attitudes towards reading in their L1, whereas urban learners had better attitudes towards reading in English. Society and social context influence learners' reading attitudes in L1 or L2, according to this result.

According to the research by Barber & Klauda (2020) Successful reading comprehension requires complicated cognitive abilities and willingness to interpret content. Reading motivation and engagement research may influence reading attainment policies. Students of varied linguistic and cultural origins in elementary and middle school classes benefit from interventions to boost reading motivation and engagement. The article concludes with policy recommendations on (a) school administrators and teachers learning reading motivation and engagement principles and (b) planning with researchers how to apply these principles with specific students in specific classrooms.

According to the findings of research conducted by Vakilifard et al. (2021), studies have not been conducted to explore the factors that motivate students to acquire Persian as a foreign or second language. The purpose of this research is to investigate the many forms of motivation (integrative, instrumental, intrinsic, and extrinsic) that are present among language learners who are studying Persian as a second language. For the purpose of gathering the necessary information, a questionnaire with forty questions was used. This questionnaire was derived from Gardner (2001), Ryan and Deci (2000), and Noels et al. (2001). In order to have a better understanding of the data collected from 135 language learners (59 females and 73 men), statistical approaches were used. The findings indicated that among these individuals, the types of motivation that were the most significant were extrinsic, whereas the ones that were the least significant were integrative. They came to the conclusion that the primary reason they study Persian is to comprehend Persian art, literature, and history, to broaden their knowledge, and to converse with Iranians. There were substantial disparities between males and females in terms of instrumental and intrinsic forms of motivation, and these differences were found to be represented by variables such as gender, education, and age. Furthermore, while the findings suggested a substantial difference between the participants' educational levels and their integrative motivation, there was no significant association between the participants' ages and their levels of motivation.

Academic motivation and self-efficacy are rapidly becoming critical areas of literacy instruction, and they are determining factors of overall reading achievement and life-long application (Applegate & Applegate, 2010; Marinak & Gable, 2016). This is according to the research that was conducted by Hedges and Gable. 2008; McClure (2008); Melnick, Henk, and Marinak (2009)). Gambrell (2008); McClure (2008). During this time both the studies used a variety of research approaches to investigate the connection between reading motivation and

self-efficacy. In regard to the reading performance of N=487 students in grades 5-8 at the suburban middle school institution young people. Every participant filled out the Motivation for Reading Questionnaire (MRQ), which was sent to them include the Reader Self Perception Scale 2 (RSPS2) and the AIMS Web curriculum-based assessment tool measuring instrument. In addition, interviews with at least four subject experts were carried out. The notion of reading self-efficacy was shown to be significant, according to both quantitative and qualitative studies. Henk and Melnick (1995) found that observation was the most significant factor in predicting reading outcomes. The accomplishment ($p < .001$). There are also implications for doing more research mentioned.

Motivation is an essential component in the process of reading comprehension in second language contexts. For the purpose of personal pleasure, professional growth, and academic work, Komiyama (2009) emphasized the significance of a wide variety of resources in the second language. He said that learners who have improved their reading skills in the second language have access to a wider range of information. When it comes to learning a second language, motivation often comprises both inner and extrinsic aspects. According to the findings of Jafari and Shikarpur (2012), who investigated the elements that influence the reading motivation of Iranian medical students, self-efficacy, extrinsic incentive, and intrinsic motivation were the most important components. According to the findings of the research, reading motivation is a multifaceted concept that is influenced by a number of different factors. This highlights the need of including comprehensive motivational tactics into second language training.

According to Ardiansyah, Murwani, and Nurul (2020) conducted second research in which they investigated the association between reading attitudes, motivation, and parental participation among urban kids in Indonesia. Based on the data, it was shown that pupils' reading comprehension is greatly improved when they have good parental participation, high reading motivation, and favorable attitudes. This demonstrates the significance of a supportive atmosphere in boosting reading motivation and achievement in those who are learning a second language.

According to the research conducted by Ali et al. (2022) states that reading is one of the most significant and essential abilities in the process of learning a language. It can do a wide variety of duties. The process of becoming an expert in reading comprehension, on the other hand, is one that is very challenging and time-consuming. As a result, the primary objective of this research was to evaluate the Reading Comprehension (RC) challenges that are encountered by students who are enrolled in university-level courses. The purpose of this study was to make an attempt to uncover the difficulties in reading comprehension that are experienced by individuals who use the English language in general, as well as by students attending Kohat University of Science and Technology (KUST) Kohat and Federally Administered Tribal Areas, FATA University, District Kohat, Khyber Pakhtunkhwa, Pakistan in particular. Sixty-four students and nine professors from the English departments at Kohat University of Science and Technology, Kohat, and FATA University, Kohat participated in the research team's study. The researchers used a questionnaire that included a Likert scale and semi-structured interviews to collect data from the participants. Numerous significant findings emerged from this research effort. The research highlights a number of issues that are associated with reading comprehension, including the following the inability to comprehend sentences that are lengthy, poor grammar, a lack of vocabulary, the need to use dictionaries often, and the inability to read

English literature. Additionally, the research demonstrates that English instructors strongly encourage their pupils to engage in reading. simply because they are of the opinion that reading is an essential ability for the acquisition of a language.

Research Questions

Research questions of the study are as follows:

1. What is the relationship between L2 learners' motivation, attitude and reading comprehension at BS level in Pakistan?
2. What are the factors involved in L2 learners' motivation and reading comprehension at BS level in Pakistan?
3. How L2 Learners' attitude affects their reading comprehension in English at BS level?

Research Methodology

This research seeks to establish the correlation between motivation to read, attitudes and comprehension of these undergraduates from Faisalabad Universities specifically studying English as a second language (ESL) in Pakistan.

Design and Instruments

This research was undertaken using a quantitative research approach, and a descriptive survey design. For the purpose of this study, two questionnaires were developed by adapting works done by Komiyama (2009; 2013) and Yamashita (2007) to assess self-reported reading motivation and attitude towards English reading. The 32-item and 25-item questionnaires were completed in the form of a 5-point Likert scale to capture participants' motivational and attitude states. Furthermore, three self-developed reading comprehension questions that reflect those on the TOEFL iBT were used with the students' performance with the following three reading passages tested.

Data Collection

The study targeted undergraduate students from the English departments of three public universities: Asian university of Faisalabad now known as GCUF, University of agriculture Faisalabad now known as UAF and GC Women University Faisalabad formerly known as GCWUF. The students chosen for this study comprised of 100 students where the sampling technique used was random purposive convenience sample. The participants were multilingual and multicultural students with age of 16 to 26 years. The research instruments included printed questionnaires and reading comprehension tests which were completed during normal class time. It was explained to the students the purpose, the importance of the study, as well as the fact that the participation was voluntary, before conducting the surveys and the tests.

Procedure

For the analysis of data descriptive statistics and inferential such as correlational analysis was conducted using statistical package for social science (SPSS). Consequently, the measures of interests included motivation, attitude, and reading comprehensions as the major variables for analysis. Therefore, the findings of the coefficient value of Pearson's gave the clue about the study hypotheses. The approach used in conducting this study was mainly deductive in an effort to fit the theoretical frameworks already developed. In this approach, the researchers were able to gather quantitative data to test their hypotheses collected from the sample population. Data was collected through a descriptive research approach which enabled the discovery of the study objectives without the need for making causal conclusions.

Analysis

Variables	SPSS Test	Correlation	P-Value Significance
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Motivation and Attitude	Pearson's Correlation	0.662	P<0.001
Motivation and Reading	Kendall's Tau	0.60	P<0.001
Attitude and Reading	Kendall's Tau	0.54	P<0.001

Significant positive correlations were found in the activity, revealing the connections between different variables. Q2 (Motivation) was positively correlated with Q4 and this correlation is a result with the calculated r-value of 0. Average age 397 and p-value less than 0. As for the values of coefficients Significant correlation (SC) stat; SC stat thus ranges in between 0 and 1, where the close to 0 is interpreted as a weak relationship between the factors under consideration and the close to 1 is as a result of a strong relationship of the factors under evaluation As 0.758 as calculated denotes a strong relationship of these factors. In the same way, Q5 Motivation had very strong positive correlation with r = 0 computed and Q13 Attitude. 600 ($p < 0.001$), that imply about a strong positive correlation between the increase of motivation and the change of attitude. The final positive relationship was found between Q7 (Motivation) and Q8 (Attitude) with the $r = 0.227$ and the p-value less than 0.001, which highlighted the moderate positive correlation between higher level of motivation and the positive rating given by students on their attitude towards e-learning. On the same note, however, negative correlations were also observed but these were even more pronounced. For instance, the correlation values for Q1 and Q7 were -0.34, and thus the correlation was of moderate negative kind. 308 with a p-value of 0 The results are likely due to differences in the subject characteristics of the PDE5 inhibitor treated patients versus the untreated men. In the cases identified in this study, 013, using a higher number of the one variable indicates a lower number with the other. However, the relationship between Q5 and Q20 was very poor ($r = -0.108$, $p = 0.396$) and, therefore, insignificant, meaning that there is almost no influence between these two questions. As for the analysis of the particular questions, it is possible to note that more questions need to be asked to interpret the results accurately; what can be pointed out now is that the connection between Q2 (Motivation) and Q8 (Attitude) indicate that higher motivation leads to more positive attitudes. Similarly, the extremely high correlation between Q5 that refers to Motivation and Q13 that reflects Attitude exhibits the strong link that exists in between the two variables where enhancements of motivation are attained hand in hand with positive attitude. Another strong positive relationship is established between Mean Score of Q7 Motivation and Mean Score of Q14 Attitude implying that with increase in motivation, the attitude of the teachers toward related aspect is more positive.

As for other variables, the results show that all the pairs of the variables are positively related to each other; for instance, where A5 and A15 are concerned, the correlation is 0.637 with a significance level of 0.001. The following correlation co-efficients indicate that there exist significant association between the corresponding factors. Other moderate positive correlations were also noted, which includes; A3 and A7, A4 and A16 with correlation coefficient of $r = 0.426$, $p = 0.002$ and $r = 0.500$, $p < 0.001$ respectively which show more moderate relationship. On the other hand, some pairs include at least one of them with insignificant correlation with the second variable, for instance A1-A6, $r = 0.061$, $p = 0.675$ and A14-A19, $r = -0.157$, $p = 0.275$; they may have any little or at all no great effect on one another.

The correlation study is carried out to determine the degree of association between motivation and attitude variables proved to have less or high correlation depending on the

variable in question. The results for the correlation coefficients of the motivation and attitude variables highlight some significant findings. For example, Motivation and Attitude are positively correlated where the Pearson correlation coefficient value is 0.662 and the significant value is less than 0.001. This means that even as motivation is scaled up, there is enhancement of positive attitudes and hence it can be inferred that there is a good relationship between the two factors. On the other hand, some correlation results are insignificant; for example, results of the correlation between specific motivation sub-scales and attitude indicators bear p-values greater than 0.05. However, as the interest in gender differences can provide quite valuable information, it is worthy to mention that greater motivation correlates positively with attitude; that means that there are stronger and valid positive relationships between motivation and attitudes. The presented result is statistically significant, and therefore it seems that there is a moderate correlation, confirming that increasing motivational perceptions could improve attitudes' results. On the other hand, non-significant means that not all elements of motivation influence attitude. In sum, the noted relationships between the investigated variables specified in the present research analysis support the notion that motivation and attitude should be viewed as related constructs in need of future comprehensive examination of the nature of such relationship.

Results and Discussion

Pearson and Kendall correlation coefficients give useful information about motivation, attitude, and reading relationship. The analysis by using the Pearson correlation test shows that there is a positive significant correlation between motivation and attitude. Hence, there is evidence of a strong and statistically significant correlation between the changes in students' motivation levels and their changes in their attitude towards reading. Positive attitude to reading enhances students' motivation and comprehension and where ever students are highly motivated the probability of having a positive attitude towards reading is high. Moreover, the analysis using Kendall correlation test also indicates that attitude and reading, and motivation and reading are also positively correlated. The Kendall test is especially appropriate for identifying these ordinal associations, which strengthens the conclusions made about the positive change in students' motivation and attitude affecting their reading skills for the better. All these correlations shed light on the fact that psychological processes are inseparable from academic performance.

1. What is the relationship between L2 learners' motivation, attitude and reading comprehension at BS level in Pakistan?

The correlational analysis of L2 learners' motivation, attitude, and reading comprehension in the context of the Pakistani BS level education shows that motivation and attitude have significant impact on the comprehension, although the connection itself is complex and may be affected by many psychological and contextual variables. The results of the Pearson and Kendall tests allow for the following conclusions regarding these relationships.

First of all, the Pearson's correlation study shows that there is a significant correlation between attitude and motivation among L2 learners. This implies that, students with the greater inclination to learn an L2 are likely to exhibit a positive attitude towards reading in that language. Motivation can either be internal, that is, interest in the language and culture or extrinsic in which the motivation stems from need to meet certain course requirements or the need to obtain certain jobs. Positive attitude makes the readers to be more focused and persistent in their reading hence enhancing the level of understanding.

Secondly, the Kendall correlation analysis gives information related to the attitude and its correlation with reading comprehension, and motivation to read and correlation with

comprehension. From the findings of the present analysis, there is moderate to strong positive correlation which shows that as students' motivational attitudes are enhanced, there is improvement in their reading comprehension. This is because, when learners are motivated and embrace a positive attitude towards reading, they are more likely to use appropriate reading strategy, and be more persistent in the comprehension difficulties and, read texts with more understanding.

Comparatively, significant correlation coefficients were obtained in the overall analysis, some of the individual items in the test were non-significant. These items may not make a significant contribution to the motivation, attitude and reading comprehension relationship which may mean that they occupy a low ranking or are influenced by extraneous factors. Nevertheless, these overall conclusions indicate the necessity to develop motivation as well as positive attitudes of the L2 learners with the purpose of improving their reading comprehension. These perspectives can be applied by teachers and policy-making bodies to create motivation and positive attitudes to reading for L2 learners.

2. What are the factors involved in L2 learners' motivation and reading comprehension at BS level in Pakistan?

In the ever-evolving field of language acquisition it is imperative to identify the relationship between motivation and reading comprehension of the L2 learners at the BS level in Pakistan. Motivation provides the force which leads the students to achieve the desired goals and objectives in language learning; while, reading comprehension is regarded as a basic skill that improve language mastery. Thus, the identification of factors that affect the learners' motivation and their level of reading in the context of using English, which has the status of an important intermediary means for the Pakistanis in getting around the world becomes crucial. Therefore, general interest, perceived self-efficiency and goal setting are the internal factors of motivation in relation with external factors including academic demands, career incentives and social pressure concerning students' motivation towards language acquisition. This adds to the multiple correlations because the educational environment, as well as the teaching methods, and the availability of resources play an important role in the perception and comprehension of students when it comes to reading materials. According to these rich dimensions, educators and researchers who are interested in the nature of motivation and reading comprehension will be able to acquire significant knowledge of the necessary approach to enhance motivation and reading comprehension of L2 learners towards academic achievement and growth. The following proposition guides this study about the factors that affect L2 learners' motivation and reading comprehension at the BS level in Pakistan; These can be classified as internal and external factors, which are both pertinent to the learning experience and determine the learners' performance.

a. Intrinsic Factors

Personal Interest Learners who have genuine interest in the language and its literature complemented with culture will always be willing to read and comprehend the texts as they have passion in the language.

Self-Efficacy

Published studies have demonstrated that learners' self-efficacy levels concerning their capabilities to perform reading tasks affect their approaches to reading. Higher self-efficiency results to increase in effort and tenacity in the exercising.

Goal Orientation

Hence, motivation is apparent for learners, who have personal, well-defined goals for using the new language, for instance, traveling, communication with friends, or watching films in the original language.

Enjoyment

In students the aspect that can be promoted to motivate them to read and learn new things is pleasure associated with reading in the second language. Watching programs that are interesting to students can make them open their books to start reading.

b. Extrinsic Factors

Academic Requirements: This need can be motivational because it creates the pressure for getting good grades, passing exams, as well as covering the curriculum. Readers perform reading activities in order to meet these external pressures.

Career Prospects: Awareness of the usefulness of English or any other second language for promotion in formal employment can enable the learner develop good reading ability.

Social Influences: The encouragement from family, friends and the society as well as the pressure from parents, peers and society in general can influence motivation. Favorable conditions that accept and promote language learning compel the learners to gain fluency.

Teaching Methods: Extended participation of the learners in the learning process together with the use of various print media may help enhance the learners' motivation.

Availability of Resources: Motivation and the means necessary to read are some of the key components that are vital because, among other things, they ensure adequate access to quality reading materials, libraries, and technology.

Feedback and Support: Compliments from instructors and the encouragement received from other students can make the child more encouraged in the reading activities.

If these factors are well understood, then educators and the institutions will be in a better position to help the L2 learners in promoting their motivation and reading comprehensiveness. Possible measures could be the development of relevant and compelling educational materials, organization of productive learning climate, and availability of material that would be interesting to student as well as would lead him/her to the desired occupation.

3. How L2 Learners' attitude affects their reading comprehension in English at BS level?

A learner's attitude toward learning can significantly determine his or her tendency to understand L2 English texts at a basic skill level. A student's approach/attitude toward reading can affect not only the text comprehension outcomes but also the level of learning, concentration, and/or commitment. Whenever a positive attitude toward reading is strengthened or developed, it can be seen that students are also more motivated to read simply because they are investing time and effort into reading. For this reason, they also understand and analyze the content of various texts better. Therefore, a positive attitude toward reading can influence students' openness to texts and help them achieve better comprehension outcomes. On the other hand, a negative attitude toward reading will make students less interested in reading, put little effort into what they read, and avoid reading assignments, which will not improve their comprehension. In addition, students with a positive attitude toward English will automatically read more in English, because they will acquire more vocabulary, grammar, and cultural background than when they read in their native language. These students are more likely to practice extensive reading. Therefore, they will be exposed to a variety of structures and styles of language use. This will also help them improve their reading comprehension skills as well as

their overall language skills. Conversely, students with a negative or indifferent attitude toward learning English will not be motivated to read for comprehension, and in the process, they will have little access to good English sources to feed their brains. Teachers can be of great help in changing attitudes by setting a good example for children, providing good books that children are interested in, and constantly encouraging children. Therefore, if these concepts serve as a stepping stone for students to actually achieve their goals and dreams in their reading efforts, it is self-evident that students' attitudes can develop to some extent. Therefore, understanding the influence of attitudes on overall reading comprehension can help provide appropriate strategies to meet the needs and attitudes of L2 learners, thereby improving their performance and language use. This study investigates L2 learners' attitudes toward English reading as a multifaceted phenomenon consisting of affective, perceptual, and cognitive factors related to the reading process and learners' perceptions of the language they are reading. These attitudes can greatly affect their reading comprehension in many ways.

a. Motivation and Engagement

The students' attitude toward reading tends to have an influence on the number of levels capable of motivating the person to read. Students who have positive attitudes towards reading will also read more than learners who do not like reading activities. This leads them to being able to read more complex materials, learn more words and enhance their reading comprehensions. Self-motivated learners set personal goals with regard to reading, try to find more related texts and devote more time to practice as a result improving their reading comprehension.

b. Confidence and Risk-Taking

This research has established that learners with positive attitude towards English have high reading self- efficacies. This confidence then compels them to push themselves through the unfamiliar or complex text meaning that they are able to gain deeper knowledge.

Positive attitudes can also help avoid the anxiety linked with reading in the second language and thus enhance concentration on content as well as improved understanding of the material.

c. Perception of Relevance

If learners are convinced that reading in English is necessary and will be helpful to them in further learning and in their lives, then the learners will be motivated to approach the reading tasks. Such is the case when one gets a perception of its relevance; this generates a positive attitude towards it hence engendering meaningful processing mode of the text.

Specific appreciation toward the sociocultural aspect and the context of the English language can also affect understanding. Learners that have the ability to grasp cultural connotations in texts written in English language therefore decode them to their perfection.

d. Influence of Past Experiences

This is normally the case because the attitudes held by the learners is always influenced by previous experience of reading in English. Good things like being able to read texts or gaining teachers' approval helps to resolve the fear and maintain positive disposition while negative situations cause students to develop fear of reading tasks.

This can be averted by ensuring the students in the tutors' training by the following methods; Instructing and encouraging positive behaviors, creating favorable learning environment, and offering constructive feedbacks to the students.

e. Instructional Strategies

The positive attitudes that students develop towards educational reading correspond with teachers' practices that foster the love for reading. This includes reading should encompass all the types of materials, incorporating multimedia and applying practical connections to the learners' interests and the surrounding environment.

Through learners' interactions with the teachers, peers or friends, the implementation of collaborative reading means that group discussions, peer teachings and the other similar practices should be used in order to create more positive learning environment where learner's attitude as well as comprehension will be developed.

f. Self-Efficacy and Autonomy

This is because of the correlation learners' attitude have with self-efficacy, that is, learners with positive attitude generally have high self-effort expectation hence giving them the capability to accomplish reading tasks. This belief in their abilities will enable them to complete the tasks despite the challenges and establish self-regulated reading practices that will improve the understanding levels. Peeling encourages learners to turn personal goals and achievements into goals for coaching that increases the strength of the learners' attitude and cementing their belief in the capabilities to change.

Hence, the positive attitude of the L2 learners towards reading in English has a positive influence on their reading comprehension scores. It is hence only factual that should these attitudinal factors be understood and coped with by educators in training their students, efficient training measures to speed up the learners' reading skills alongside encouraging them to read in a second language can easily be formulated.

Conclusion

In conclusion, the significance of motivational beliefs, attitudes and reading accomplishment among L2 learners in Pakistani context of educational BS level has been discussed. Notably, the results of the study show that motivation is a critical source of influence, more specifically, reading motivation, but more predominantly, intrinsic motivation, for the enhancement of students' reading comprehension. Other contributing factor include attitudes towards reading, positive attitudes facilitate motivation to read as well as comprehension skills. There are several challenged mentioned in the study for L2 learners in Pakistan including scarcity of reading material and unfavorable reading conditions which negatively affects the reading skills. It applies to increasing the production of books, provision of library services and other reading materials, the creation of effective and favourable reading conditions and encouraging reading clubs and competitions. Furthermore, the role of the teacher in promoting reading motivation and attitudes is also highlighted, therefore, the study suggests that compensational development directed towards enhancing the motivation of teachers will go a long way in helping in this aspect. The study also emphasises the need for increased parental and community input when it comes to teaching the students to read. Last, the conclusion call for more studies on reading programs and constant development of the programs to improve the L2 learners' reading comprehension and academic performance. With reference to the motivational and attitudinal factors highlighted in this research, there is much which can be done to enhance students' reading ability and, in turn, their educational performance and human development at educational institutions in Pakistan.

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