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RESEARCH PAPER

Using Modern Technology in Enhancing L2 (English) Reading Motivation among Undergraduate Students of Pakistan

[1]Waqas Rafi Babar, [2]Muhammad Hasham Maqsood and [3]Tahir Jahan Khan*

1. Research Scholar IT, National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg, Lahore, Punjab, Pakistan
2. Research Scholar Department of English, National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg Lahore, Punjab, Pakistan
3. Associate Professor and Head of Department of English, National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg, Lahore. Punjab, Pakistan

| ***Corresponding Author:** | tjniazi2015@gmail.com |

ABSTRACT

The study has been conducted to investigate the objectives of technology incorporation influences on students' L2 (English) reading success, students' motivation, and teachers' skill. The study has tried to foster on students' improvement in reading comprehension because empirical studies have simply addressed reading, L1 and L2 reading motivation. It has been observed that the score in reading comprehension has been declining among the students for numerous reasons such as avoiding and ignoring the incorporation of modern technology. Using the theory of a process model of L2 motivation, the researchers have designed three groups of the undergraduate students of BS English of NCBA&E Lahore. Three research questions were framed. Data have been collected from a sample of 85 students. The findings show that the incorporation of technology in the teaching methodology has improved, reading comprehension, motivation and teacher ability. Study has recommended the incorporation of technology with teaching and reading in English.

| **KEYWORDS** | Comprehension, English Reading, Modern Technology, Motivation, Success |

Introduction

Reading motivation has been researched extensively (Mucherah & Ambrose-Stahl, 2014). The scope of reading motivation is massive and multifaceted, as it includes the numerous influences, stimuluses, and approaches that inspire individuals to read more recurrently, intensely, and dependably. Reading motivation is vital in a diversity of settings, such as instruction, personal advance, and professional development (Kirchhoff, 2013).

Motivated students are more expected to involve themselves with academic substantial, contributively to well comprehension, preservation, and learning results. Reading Motivation can meaningfully influence a student's reading behaviours, serving them grow articulacy and enduring desire for reading, which is indispensable for success in academics and elsewhere. Motivated students incline to take well language for reading comprehension, which definitely affects their inclusive literateness skills (Gardiner, 2000).

According to sedimo and Ngwako (2016), earlier studies also have discovered that incorporation of technology in classroom teaching, does not only improve students' scores, but also grows student skill to work on their own, along with teacher skill.

The negligence of modern technology is creating problems among the students and teachers. Especially, talking about the Pakistani context, this issue has been become serious problematic and concern. It is getting more worst in the context of National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg Lahore among the Graduate students of English (BS English) and Computer Science (CS) because the

teachers and students are not able to pace with modern era of technology. It is why because simaltanously the teachers and students, both, have to teach and read various subjects of languages such as English and others; and subjects related to IT (Information Technology) for the completion of degree. The previous studies such as Morgan (2013);McGrail and Davis (2011)and Iqbal and Ahmed (2010) have alarmed the situation in other contexts of the world. These studies have signified the importance of incorporation of modern technology for teaching, learning and reading. However, the researchers of this study have noted with concern and awful awareness that if same situation persists in Pakistani context then it might create problems for teachers and students. Although it is true that despite of the turmoil political and economic conditions are critical in the country yet the young teachers and students are aware and they are heeding towards the use of modern technology in their respective fields of life. Therefore, this study has attempted to focus on the incorporation of modern technology in reading L2(English) motivation with an aim to foster motivation.

Literature Review

Reading motivation discusses the details, interests, and needs that initiative persons to engage in reading. It is vital for the growth of literacy expertise and academic attainment. Motivated students are extra probable to read regularly, persevere through trials, and like the reading procedure, which eventually enhances comprehension and cognitive growth (Gilakjani & Ahmadi, 2011).

With the increase of digital texts, with e-books and online podiums, there is an cumulative emphasis on accepting how digital reading effects motivation. Some studies (i.e. (Wilson & Smetana, 2011) and Mckenna et al.,(2009) suggest that digital reading can deliver more appealing and communicating experiences, while others such as Hoffmeister and Caldwell-Harris (2014) and Stoller et al., (2013) have pointed out the encounters, such as interruption and abridged depth of comprehension. The study conducted by Khan et al., (2023) has suggested the need of incorporation of modern technology to increase reading motivation in L2 (English) among Pakistani pre-university students of the colleges.

Development in digital technologies are intensely changing the writings and tackles available to educators and scholars. These technological developments have shaped enthusiasm among many for their possible to be used as instructional apparatuses for knowledge education. Hitherto with the potential of these advances originate problems that can aggravate the literacy encounters recognized in the other apprenticeships in this subject (Biancarosa & Griffiths, 2012).

Technology has completed reading additional available over e-books and audiobooks. Stages like Ignite, Audible, and other apps have completed books more expedient to contact, allowing readers to discover diverse types and themes that may not have been easily available in outmoded arrangements (Cuevas et al., 2012). The interest in reading has prolonged contact to varied reading resources, such as articles and mediums, which can stimulate individuals to read further often and on a diversity of topics (Grabe, 2013). Contextual media stages and opportunities permit readers to join with others who stake alike interests. These podiums proposal book references, appraisals, and ponderings, developing a logic of public that can stimulate people to read extra (Glassman, 2006). However the impact of modern technology on reading motivation has influenced negative impacts such as distraction and reduce of duration of reading, creating short content, overwhelming of available information and decrease reading habits (Abbas et al., 2020).

However, this current study has attempted to examine the positive as well as negative impacts of modern technology on L2 (English) reading motivation. This is why because in the current context of Pakistan, the teachers are facing numerous problems such as getting attention of the students to reading motivation. This has become a challenge in Pakistani context (Khan et al., 2016).

Theoretical Framework

The researchers have utilized A Process Model of L2 Motivation (Dornyei & Otto, 1998) as a theoretical framework of this study. According to this model, it has three (3) phases, Preactional, Actional and Postactional phase, along with three (3) dimensions. The three (3) phases influence on three (3) dimensions of L2 (English) motivation.

Preactional Phase	
Influences	First Dimension

Actional Phase	
Influences	Second Dimension

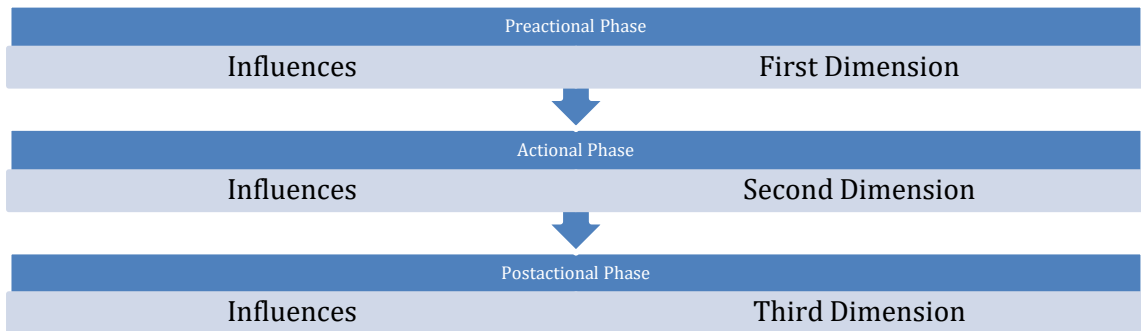| Postactional Phase	
Influences	Third Dimension

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

Figure 1 shows the various influences of L2 motivation on three (3) dimensions of the model. Here it is indicated that various influences as social, family background, peers' interaction, pedagogical instructions and environmental influences work on the development of motivation. These influences start from First Dimension, usher into second dimension and culminate or reverse at the last dimension, Postactional.

Conceptual Framework

The researchers have developed conceptual framework which explains how the development of motivation is influencing the reading in L2(English) among the students. This conceptual framework as developed by the researchers works in align with the actual Framework, a process model of L2 motivation (Dornyei & Otto, 1998). This conceptual framework has been found influencing L2 (English) reading motivation on three phases and three dimensions as shown in figure 2.
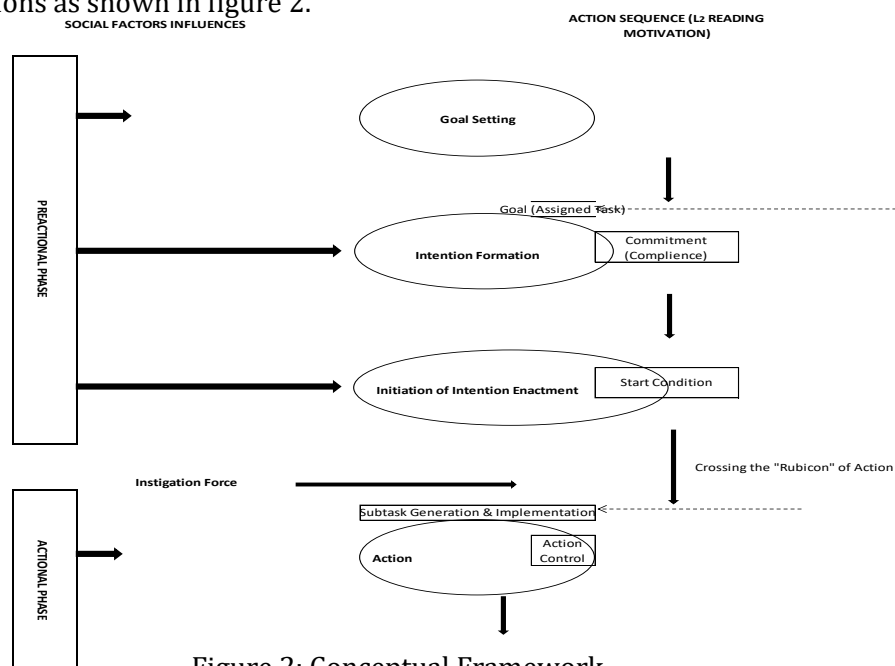

Figure 2: Conceptual Framework

Figure 2 shows that the influences of modern technology as WhatsApp, Facebook and other Websites materials influenc Preactional, Actional and Postactional Phases on its Three Dimensions. It isclear from the figure2 that Goal Setting, Intention andthen Action are being influenced for L2 *English) reading motivation.

Material and Methods

The aim of current study has been to explore and analyse the influence of the using modern technology in the process of English graduate English reading motivation of the class of the National College of Business Administration and Economics (NCBA&E) Main Campus Gulberg, Lahore, Pakistan First Semester Intake Fall 2024 students of Computer. First objective has been to check the influence among students and secondly to find the teachers' skill in using technology in the pedagogical instruction. The study has been conducted three groups with post-test research procedure. Participants has been selected from the first and second semesters. The participants have been chosen purposively as the researchers have been teaching in the two areas, IT Basic and Communication Business English Language. Total participants are 150 students and three teachers. Students have been asked to complete a research survey with their demographic information. Teacher participants have been pretested in three areas of English skills, reading articles, reading website materials and reading WhatsApp's students materials.

Four research questions have been framed and examined. Data have been collected from the sample of 150 students and three teachers. The independent variable that has been utilized is reading, i.e. the modern technology heightened teaching approach (the combination of reading articles, Websites students' materials and WhatsApp students' materials for reading pedagogical instruction. The dependent variables have been the reading scores and motivation scores' levels, for students. For teachers the dependent variable other technology materials of English reading skill scores.

Results and Discussion

The pre and pretest students' motivation have been analysed which indicates that during the process, there are differences among all three group of participants.

Table 1
The Motivation Scores of Three (3) Groups

Group 1				Group 2				Group 3			
Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
N	M	SD	N SD	n	M	SD	N SD	n	M	SD	N SD
82	85.40	76	80	67	79.6	66	76 87.3	89	78.9	77	56 45.4

Table 1 shows differences in means for three groups .The highest pretest mean is for first group (M=82 SD=85.40) while the second group is having lower mean (M = 67.00, SD = 76.00.).The third group shows (M=78.9 SD 77.00). It shows that first group is having the highest score.

Table 2
Reading Scores of the Students

Pretest M	N	Post M	t-value	N Differences	p value
180	67.9	77.00	86.9	170	55.8

Teaching Methodology and Skill Scores

The analysis shows each of the three teachers increasing the modern technical intervention technology skill scores from pre-test to post-test. It shows all teachers have increased their skill in teaching English. Results indicate pretest score of 45% to post test of 80%, teacher 3 from 45% to 65% teacher three from 45 to 66% and teacher 2 from 30 to 87% Teachers 1 and 2 have the highest post-test increases of 56 and 77% individually.

Discussion

The motivation scores for students has been found increasing using the intervention of modern teaching technology in the context of the study. Likewise, the teachers' ability scores also have been satisfactory. In this way the study shows consistency with the study conducted by (Doepker & Ortlieb, 2011) because both studies show the increasing of motivation of the their participants. However, as the scores regarding comprehension motivation is concerned, it has not been seen as consistence with another study conducted by (Kirchhoff, 2013). There might be reasons of contextual differences between both studies.

The results of the current study, regarding the scores and level of motivation, among the teachers, have been shown inconsistence with a study conducted by (Komiyama, 2013) because this current study has been conducted among the students of multilinguistic and multi-cultures of the Pakistan while the study conducted by Komiyama (2013) has been conducted in the context of EAP (English for Academic Purposes).

The use or integration of teaching technology is increasingly in the modern pedagogical instruction. The teachers and students both are going to use these techniques to cope with the modern rapid changes in the world. Therefore, this study has shown that this combination or integration of technology with teaching as well learning instruction is very significance in a context like Pakistan. Therefore, the results of the study have consistency with the students of EFL (English as a Foreign Language) conducted by Ummah (2019) and (Mori & Gobel, 2006).

Conclusion

Motivation is considered to be a fuel to energy that takes the students and individuals to move successfully in their respective fields of life. English is considered to be a prestigious language not only Pakistan as well abroad. Therefore, this study has analyzed that Pakistani context is far behind. Although, few new incentives and initiatives are being taken by the governments and stakeholders yet these are moving at snail's pace.

In the light of the current study, it can be said that if motivation levels and scores remain high among all the stakeholders than Pakistani context of education might be glorious in the coming future.

According the survey of various studies in the literature review section and findings of the study, it has been revealed that modern technology cannot be ignored in the teaching and learning educational and academic contexts of Pakistan.

Recommedations

The current study recommends to adopt new way of learning and teachingand to develop technology awareness among the Pakistani teachers and students.

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