

## IMPACT OF READING HABITS ON ESL STUDENTS' MOTIVATION TO READ AND READING COMPREHENSION AT HIGHER EDUCATION LEVEL

### Introduction to Research:

Present study aims to investigate “Impact of reading habits on ESL Students’ motivation to read and reading comprehension at higher education level”. It entails the effects of reading habits in developing the reading comprehension abilities especially among the students enrolled in higher education in level.

Individuals acquire at least one language to connect with others naturally, but reading is not one of them. It must be willingly studied and imparted because people will be unable to read if they do not know how to read (Akerman & Clark, 2006). As a result, teaching children to read at a young age is critical (Broaddus & Ivey, 2001). Reading is vital because it improves people's interpersonal skills, manual dexterity, and is a lot of fun. and entertainment. It helps readers reform their personalities, according to prior studies (Renandya, 2007). In order to create a literate society in our planet, it is necessary to develop a reading habit. It moulds people's personalities, assists them in developing right thinking skills, and generates new ideas. The rise of the mass media, on the other hand, had sustained to impact the interest in reading (hard copy of literatures such as...) books, magazines, and journals, among other things. Palani (2012)

Reading is an ability to comprehend words in a paper and apply what you've learned to your own personal development (Dadzie, 2008). This involves drawing sense from the material recorded in the life of person, whether printed or not. People read books for a variety of reasons and purposes, including joy, ease, tranquility, information, and wisdom.

Reading is the process of recognising symbols and associating suitable meaning to them. It necessitates recognition and comprehension. Learners can use comprehension abilities to comprehend the words’ meaning both in isolation and in context (Palani, 2012). Reading motivation refers to the large amount of motivation that students should evaluate when forming a favourable or negative opinion on reading (Guthrie and Wigfield 2000). Reading motivation has a significant impact on comprehension. In different situations, reading motivation affects all aspects of motivation and reading comprehension strategies (Hairul, 2012). It is also highlighted that students' motivation has a significant impact on their reading ability (Hairul and Pourhosein, 2012). It suggests that students with higher reading motivation are more likely to read a larger variety of books.

### Background of the Research:

Given the importance of the English language in Pakistan, students, particularly undergraduates, begin developing reading comprehension and skills in school and continue to learn until they reach university level. Many studies have been conducted on reading and how it affects learners’ educational achievement. Nonetheless, the majority of these studies are focused on the wide-reaching community (Ogbodo (2002), Bhan & Gupta (2010), and Singh, 2011). Some studies were carried out at the primary and high school levels (Agbezree 2001).

This study on higher level education among undergraduate ESL learners is being conducted against this necessary backdrop to assess the impact of reading habits on reading motivation and comprehension.

### **Research Objectives**

The study investigates the following research objectives.

1. To investigate the impact of reading habits on ESL students' motivation to read at higher education level.
2. To investigate the impact of reading habits on ESL students' reading comprehension higher education level.

### **Research Questions**

This study addresses following questions.

1. What is impact of reading habits on ESL Students' motivation to read at higher education level?
2. What is the impact of reading habits on ESL students' reading comprehension at higher education level?

### **Problem Statement**

English language acquisition is one of the most difficult problems for ESL students in higher education, contributing to their lack of interest in reading and motivation to read. Now, whether it is intrinsic or extrinsic motivation, students encounter it frequently because, at the present time, students have lost interest in reading literature, magazines, and journals as a result of the effect of the mass media, and this serves as a barrier to developing healthy reading habits (Palani, 2012). Even the ubiquitous usage of the internet and social media has harmed students' reading comprehension and habits across a broad spectrum of students. Because they are not encouraged or motivated enough to read and establish reading habits, a large number of students prefer to watch movies, television shows, and listen to audio-CDs instead of reading the assigned literature before their exams and assessments. This results in problems such as poor exam performance, social and self efficacy. One of the main challenges that students face nowadays is not so much their incapacity to read as it is their fear of developing a strong interest in reading. As a result of the aforementioned confirmation, the researcher has done this investigation to examine the effect of reading habits in order to help improve reading motivation and comprehension, especially among university-bound ESL students.

## Literature Review

A study indicated that motivation substantially impact on reading comprehension ability. It was also demonstrated that motivation affects reading motivation and aided reading in various stages of learners (Dornyei (2006) and Grabe (2006)). (2009).

Reading attitudes refer to how someone feels about reading or how eager they are to read. McKenna, Kear, and Ellsworth (1996) define "reading attitude" as a set of feelings about reading that either helps or hinders a person's reading habit. Reading experiences and academic accomplishment have both increased as a result of positive attitudes toward reading (Memis & Kandemir, 2019; Park, 2020; Samsuddin & Aspura, 2021). New research suggests that females have a more favourable attitude toward reading than boys (Nonte et al., 2018), owing to the fact that they enjoyed reading and saw it as a joyful pastime, leading to greater reading habits. On the other hand, some teenagers develop unfavourable attitudes about reading as a result of their disadvantaged circumstances and inadequate reading ability, which has a significant impact on their reading habits and causes worry (Chow et al., 2021; Francis et al., 2021).

Individuals who have good reading habits can gain and absorb new knowledge, as well as mature, develop critical and social skills, cultural enrichment, and increase awareness of current issues (Nguyen, 2020; Reyes-Martnez, 2021). The significance of reading in assisting teenagers in becoming confident in presenting their ideas, gaining intrinsic motivation, engaging in discussions, becoming active and critical readers and learners (Nguyen, 2020), and developing speed reading skills has been revealed through research on reading habits (Hazaea & Almekhlafy, 2022; Soysal, 2022).

A study was conducted on the effect of motivation to read and reading comprehension achievement of Ma. Pp. Qodratullah Langkan's 12th grade students, the findings of which revealed, there lays a significant effect of reading motivation on reading comprehension with a factor such as student interest (Agus Wahyudi, 2016). Reading habits are those enormous habits that help students open up to a new world, broaden their horizons, and give them the confidence to gain knowledge. While, reading comprehension is the essence of reading habits Samrotul (2014).

In the field of reading, there have been several motivational frameworks or terminologies utilised (Conradi, Jang, & McKenna, 2014). Reading motivation may generally be understood as a concept that comprises emotional-affective components (e.g., reading delight), cognitive components (e.g., values, beliefs, and expectancies), and the desire to read (Artelt, Naumann, & Schneider, 2010).

Researchers have recently revealed that there are disparity effects may be originated between the reading of various sorts of contents and reading motivation or reading skills compared with other reading activities such as online reading (e-book) or newspaper reading (McGeown, Warhurst, Norgate, & Duncan, 2016).

With reference to the data analysis of PIAAC (Program for the International Assessment of Adult Competencies) study, researchers analyzed women aged 66 to 80 ( $N = 626$ ) and discovered that comprehension, particularly, reading was linked to the amount of reading habits. Even when taking control for academic background and age, It was found that women's reading comprehension predicted a large proportion of reading habits (Gebrande, 2016)

### **Research Design**

In this study there is a significant requirement to conduct statistical analysis by using statistical techniques. Therefore, this requires applying quantitative research design in this study. Therefore, this study follows statistical techniques and modelling to conduct data analysis and lead to generate results (Basias & Pollalis, 2018).

This study is based on examining the impact of reading habits on ESL students reading comprehension at higher education level in the context of two public universities of Karachi. Hence, the researcher would also apply survey research design. This design is the procedure used in quantitative studies in which the researcher administers a survey to targeted sample population in order to describe their attitudes, behaviours, opinions, and characteristics regarding certain phenomenon. This is used to collect authentic and reliable data that describes one or more characteristics of the population.

### **Population and Sampling**

In this research study, it is very important to note that the entire population which needs to be investigated comprises of undergraduate students studying in two public universities of Karachi, enrolled in BS/MA English program. The researcher will adopt random sampling and select randomly yet approximately 400 ( $n = 400$ ) ESL students.

### **Research Instrument**

The instrument for the current research will be questionnaire adapted form already developed scales from the study by Lin, Wong, and McBride-Chang, (2012) for the reading motivation and for the analysis and testing of the reading comprehension the second tool for the present study will be reading passages taken from IELTS.

### **Significance of the Research**

It's quite critical to recognise these difficulties so that effective solutions may be devised to address them. The findings of this study will help education policymakers and course outline writers in Karachi create reading content that will pique learners' interest in learning and reading English and improving their comprehension skills through increased reading habits. In Pakistan, the English language is used as a means of communication, which is important in the education and economic sectors. Despite this, the number of studies undertaken in this area is limited, particularly in Pakistan. Other similar researches carried out in other nations have yielded useful results that can be used to improve the educational system (Lim et al., 2018). As a result, carrying out this research will contribute to filling a vacuum in the

literature in the context of Pakistan, as well as providing recommendations for strengthening the educational system.

## References

