

Why Some Students Are Less Motivated in Reading Classes at Tertiary Level in Bangladesh

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Abstract

The universal importance of reading, a receptive skill, is enormous. It encompasses a major part of learning and teaching a language. Reading ameliorates language competence of learners and it has an all-inclusive effect on their acquisition of second language. But some students are not found appropriately motivated or found demotivated in reading classes across the world. This research aims at finding out why some students are less motivated in reading classes at Tertiary Level in Bangladesh. Both qualitative and quantitative research methods have been employed in conducting the research. Simple random sampling technique has been used to select the respondents from the population of different public and private universities of Bangladesh. This research shows that some students are less motivated in reading classes at Tertiary Level for quite a lot of reasons pertaining to themselves, teachers, reading materials, contextual factors, etc. This paper also highlights some recommendations carrying out of which might make learners motivated in reading classes.

Keywords: reading, learners, less motivated, reasons, recommendations

1. Introduction

English was taught in the then Bangla during the British and later on in Pakistan period. After the emergence of Bangladesh as an independent country in 1971, the same legacy has been continued. But Bangla has been introduced as a medium of education and official communication in 1980s. Choudhury (2001) observes that the standard of English degraded significantly in schools and universities when books were translated into Bangla to meet the demand of educational institutions. But Banu and Sussex (2001b) argue that Bangla has not succeeded as a medium of higher education as almost 95% of the texts and reference books are in English. As most of the texts and reference books in higher education are in English, it is very essential to give time, attention and energy to learning English (Alam, 2001).

Literally reading means the activity of looking at a series of written symbols, letters or words and getting meaning or information from them. It goes with the help of eyes and brain; eyes look at the written forms and brain changes them into meaning. That's why; reading is called a cognitive procedure of decoding characters to form or develop meaning. It facilitates interaction between writers and readers and this collaboration of thoughts and ideas results in the enrichment of knowledge of learners. Linguists put much emphasis on reading for academic purposes as it helps develop the language competence extensively. Reading helps not only to improve general understanding but also to expand the imagination of learners. Besides, it develops analytical competence as well as communication skill of students. It is natural that learners habituated to reading more gradually possess a good stock of vocabulary and better knowledge of sentence structures. Resultantly, they can cut a good figure in the exam and get an upper hand over the students who are not accustomed to reading.

In Bangladesh, all universities, both public and private, teach reading as a skill either at first or second semester irrespective of departments. Because of the importance of this skill, the students at all departments require to sit for a hundred marks' exam on reading. Materials that are used for reading are chosen by the respective departments upon the recommendations of the teachers. Usually one or two reading comprehension books followed by different types of exercises are selected for practices. Besides, some teachers provide learners with

sheets of reading passages occasionally. As the standard of English of most of the entry level students of university is not up to the mark, the selected reading passages seem to be very difficult for many of them but might be relatively easy for only a few students. Many of the reading passages are unnecessarily lengthy, non-contextual and not related to the practical needs of the learners. As a consequence, some students become less interested in reading classes. They just continue reading classes whereas they don't enjoy them at all.

It is observed that English classes in Bangladesh are not learner-centred in most cases rather they are teacher-centred. Most often, teachers read out passages, tell learners the meaning of difficult words, actively control the classroom activities and dominate the classes. In the teacher-controlled classes students enjoy little freedom of choice and they hardly get chance of doing activities that make them engaged. Resultantly, they lose interest in reading classes and it creates impediments to learners' acquiring knowledge and success in the practical field. That is why; in the present context of Bangladesh, it is a very pressing issue to address.

There are quite a lot of reasons behind students' being less motivated in reading classes at the Tertiary Level in Bangladesh. Some of the reasons are associated with the students; on the other hand, some are related to teachers. Moreover, there are some other issues that are neither associated with the students nor with the teachers but related to some other facts. This paper aims at exploring the reasons why some students are less motivated in reading classes at the Tertiary Level in Bangladesh.

2. Literature Review

Different linguists define reading in different ways. According to Goodman (1967), reading is a psychological guessing game. He further says that syntactic, semantic and pragmatic knowledge are involved in the reading process. "Thinking with the author, absorbing his ideas is reading," states Shaw (1959: viii). Carrel et al (1988) argue that reading is an 'interactive process' where readers employ their background knowledge and past experience to make sense of the text.

Irrespective of skills and micro-skills, motivation plays a very distinctive role at any level in language teaching and learning. Broussard and Garrison (2004) broadly define motivation as the attribute that moves us to do or not to do something. It involves an assemblage of closely related beliefs, perceptions, values, interests, and actions. Halwah (2006) mentions that motivation is referred to as multidimensional: it measures impulsive and deliberate action, is concerned with the internal and external factors, and observes causes for behaviour. According to Mooinvaziri (2002), motivation can be described as the combination of effort plus desire to achieve the goal of the language plus favourable attitudes towards learning the language. Even though some students might be naturally enthusiastic about learning, many need or expect their instructors to inspire, challenge, and stimulate them.

The role of motivation is very important in reading as well. It has been found from the research that motivation is a powerful contributor to reading achievement as well as to the disposition and commitment to reading for a range of personal and societal benefits (Mazzoni, Gambrell, & Korkeamaki, 1999).

Intrinsic motivation works well in reading. Schiefele (1999) argues that intrinsic motivation and interest energize students' reading; students interact with text deeply and gain relatively high amounts of knowledge or aesthetic experience. Guthrie et al (2007) state that if learners reading interest is weak, the competency of the students grows little and their quality as readers diminishes. Research shows that external motivations (pressure, requirements, rules) are not correlated with reading achievement whereas internal motivations (interest, intrinsic motivation) are positively correlated with reading achievement (Guthrie & Coddington, 2009).

Guthrie and Wigfield (2000) in their discussion of motivation for reading outlines that it is students' efficacy for reading, intrinsic motivation for reading, and reading goals that play crucial roles to reading motivation. Contrasted with self-efficacy, there is another aspect of motivation which is students thinking of the difficulty of reading tasks. When students believe that reading is difficult, they are likely to have negative affects toward reading, which in turn, are likely to lead to avoidance of reading (Chapman and Tunmer, 1995).

If teaching texts and topics do not conform to the interest of learners, they become less motivated in reading. The learners become indifferent to the reading classes. Oldfather (2002) states that students tend to avoid reading when they dislike texts. Besides, texts and topics that are not connected to students' background knowledge or context result in their losing interest to them. Assor, Kaplan and Roth (2002) argue that when teachers do not assure the relevance of text or reading activity, students' tendency of escaping reading is more noticeable. They also mention that choices should be meaningful and should be based on students' personal goals and interests to make reading classes more attractive to learners.

Ericksen (1978) states, "Effective learning in the classroom depends on the teacher's ability ... to maintain the

interest that brought students to the course in the first place". Like many other Asian countries, some traditions of age-old Grammar Translation Method are still causing problem in the field of teaching in Bangladesh even though Communicative Language Teaching has been introduced since late 1990s. Li (1998) points out "[a]fter so many years of schooling in traditional settings, students rely on the teachers to give them information directly, making it very difficult to get the students to participate in class activities (p. 691). In this connection Zhou (1991) argues that there is a very strong tie between learners' classroom participation and their academic achievement. Reeve and Jang (2006) observed that when the teacher talked constantly, gave detailed directions, asked controlling questions, gave deadlines, criticized students, and gave answers before students finished, students were found demotivated. On the contrary, students reported feeling engaged and motivated for the tasks when teachers listened, asked what students wanted, provided a rationale for work, picked up on student questions, gave encouraging feedback, and recognized challenges.

Group-work or pair-work while solving reading tasks in class make learners more engaged and motivate them in different ways. Chinn, Anderson and Waggoner (2001) opine that students that work together on a reading task are combining their background knowledge and skill sets, learning from each other, and building a shared understanding of the material.

There have been found very few studies related to reading in Bangladesh. Mahmud (2008) in his research article on role of motivation in reading skill discussed the existing scenario in Foundation English Course (FEC) at International Islamic University Chittagong (IIUC) and proposed recommendations for learners, teachers and IIUC authority. Mahmud (2010) also made a research on classroom situation in reading classes in FEC at IIUC and suggested ways of overcoming shortcomings. The research articles mainly focused on role of motivation and classroom situation in teaching reading skill only in FEC at IIUC. But they do not spotlight on reading classes of the students who do not belong to FEC. Also, Majid (2000) writes about the reading habits of Bangladeshi learners at Tertiary level. In fact, the mentioned researchers do not focus on a different perspective why some students are less motivated in reading classes at Tertiary Level in Bangladesh.

3. Statement of the Problem

Proper attention and care are not given to reading classes in Bangladesh. Consequently, some learners at the Tertiary Level both in public and private universities do not show much interest in them. They are not found properly motivated in reading classes and they just try to find out short-cut ways of cutting a good figure in the exam without any extensive or rigorous reading. As a result, not only their academic progress but also their professional life at later stage is hampered and obstructed. It is observed that most often teachers read out the passages from the selected books to the students. Also, they tell the students the meaning of the words that they do not know. Then students are asked to do the exercises followed by the reading passages. Next, the teachers tell them the correct answers of the different exercises. This is the common scenario in most of the reading classes in Bangladesh. Moreover, the materials chosen for teaching reading skill are not interesting to the learners. On top of that, teachers do not follow the proper strategies of teaching reading skill to make the classes curious and engaging. And last but not the least, language proficiency level of the learners is also a crucial fact that makes the learners less motivated in reading classes. It is important to address the causes of students being less motivated in reading classes at the Tertiary Level in Bangladesh.

4. Research Significance and Objectives

Reading is very important for learners to develop language skills, for it is not merely an isolated skill rather it incorporates some other micro-skills such as vocabulary and grammar which are also considered as very crucial in gaining competence in any language. There are many issues related to teaching reading that may promote learners' interest. But in Bangladesh, many of these issues have not been addressed yet and as a consequence, the reading classes at the Tertiary Level are not motivating and effective. That is why; it is very crucial to find out the causes of learners' less motivation in reading classes so that effective suggestions can be put forward in this regard.

The objectives of this research are to explore the reasons behind learners being less motivated in reading classes at Tertiary Level in Bangladesh and propose suggestions the implementation which will make reading classes more effective and interesting to learners.

5. Research Methodology

The researchers have opted for a mixed method of research. Both qualitative and quantitative research methods have been employed in different phases for sampling, collecting data and interpreting them in this research. They have conducted the study in both public and private universities to collect data from randomly selected students

and teachers. To ensure an in-depth study not only close ended-statements but also open-ended questions have been used to collect data. The close-ended statements were for both students and teachers; on the other hand, open-ended questions were only for teachers.

5.1 Population Sampling

The population of this research is selected from the different departments of some public and private universities such as Dhaka University, Chittagong University, National University, International Islamic University Chittagong, East-West University and Premier University in Bangladesh. In the selection of the respondents, simple random sampling technique has been used so that the validity of the findings can be determined. Total forty six respondents (thirty five students and eleven teachers) participated in this research. Of the thirty five students, twenty one are from private universities and fourteen are from public universities of Chittagong, the business capital and Dhaka, the capital of Bangladesh. As regards teachers, seven are from private universities and four are from public universities of the cities mentioned. Both boy and girl students; male and female teachers have been selected randomly so that respondents cover both gender groups and better findings can be facilitated as well.

5.2 Instrument

The researchers provided a questionnaire of ten close-ended statements hand to hand to some of the randomly selected students and teachers to elicit their responses. In addition, they sent an attached file of ten close-ended statements to some other randomly selected respondents' individual e-mail addresses and Facebook IDs as well. Some of the respondents returned us their responses of questionnaires hand to hand and some other sent us as attached file in our e-mail addresses and Facebook IDs. The researchers asked them to choose answer from five options that were set according to Likert scale. The options for answers were "strongly agree", "agree", "neutral", "disagree" and "strongly disagree".

As regards the open-ended questions, a file of four open-ended questions was sent to teachers' individual e-mail addresses and Facebook IDs as an attached file and they sent back the reply of the questionnaire in the same way.

6. Data Collection and Analysis

6.1 Data Collected from Students on Close-Ended Statements

The data collected from students on ten close-ended statements has been presented in two different figures. Figure one presents the data collected on statement no. one to five and figure two on statement no. six to ten. Analysis of the data has been presented under every figure.

6.2 Analysis of the Data Collected from Students

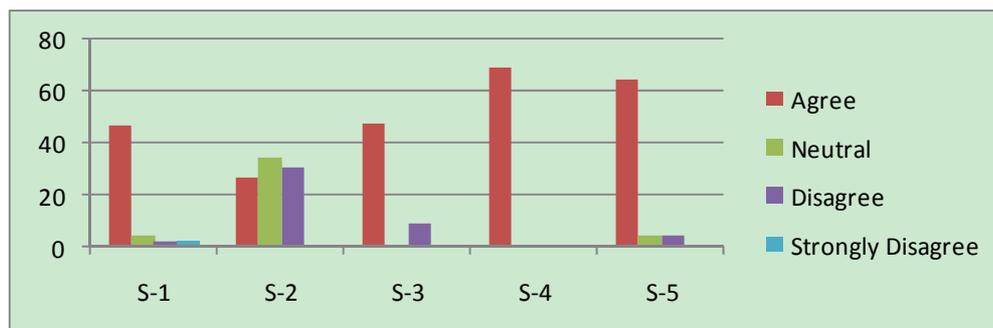


Figure 1.

6.2.1 (S1) Lack of vocabulary and knowledge of structure makes students less motivated in reading classes.

Figure one shows that 46% and 47% of the participants strongly agree and agree respectively on the point that students' lack of vocabulary and knowledge of structure is responsible for their being less motivated in reading classes. The percentage of the participants found to be neutral is 5%, to disagree is 2% and to disagree strongly is 2% in this respect.

6.2.2 (S2) Lack of teachers' training and not following proper reading strategies by teachers make reading classes less interesting.

The data on statement no. two reveals that 35% of the participants are neutral in this regard; 31% and 27% of the participants agree and disagree respectively. The percentage of participants agrees strongly on this question is 7% whereas no one disagrees strongly.

6.2.3 (S3) Authentic reading materials and materials that are related to practical application or goal contribute to learners' being interested in reading classes.

Figure one discloses that 48% of the participants agree that authentic reading materials and materials that are related to practical application or goal contribute to learners being motivated in reading classes but 9% of the participants disagree in this connection. The percentage of participants to agree strongly is 43%. No neutral participant or participant who disagrees strongly is found on this point.

6.2.4 (S4) Non-contextual and less interesting reading materials tend to degrade learners' interest in reading classes.

The data collected on statement no. four reveals that 69% and 31% of the participants agree and strongly agree respectively that non-contextual and less interesting reading materials causes learners' less motivation in reading classes. But the percentage of participants is zero for other options.

6.2.5 (S5) Difficult and too much lengthy reading passages make learners less motivated in reading classes.

The above figure discloses that no participant strongly disagree on this point. On the other hand, 65% and 25% of the participants agree and strongly agree respectively in this regard. Besides, 5% of the participants are found to be neutral and 5% do not agree.

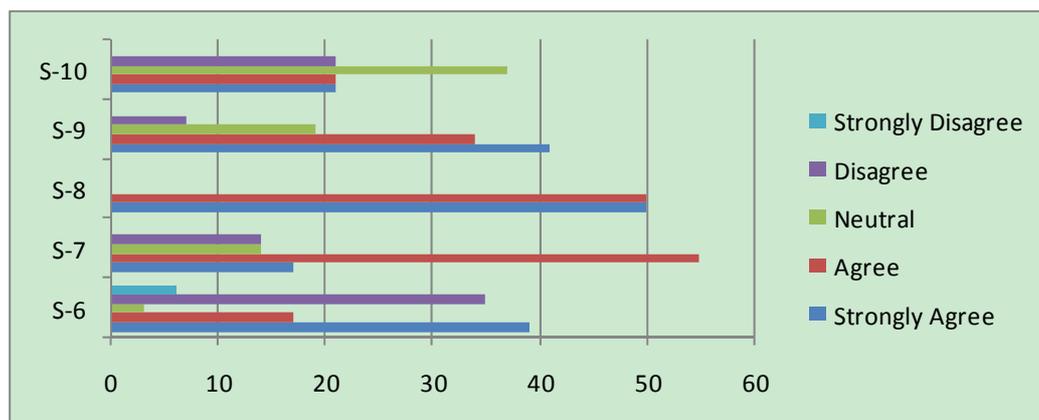


Figure 2.

6.2.6 (S6) Stressful environment in classes makes reading classes less motivating to learners

Figure two reveals that 39% and 6% of the participants agree strongly and disagree strongly that stressful environment in classes makes reading classes less motivating to learners. Besides, the percentage of participants to agree and disagree is 17% and 35% respectively. 3% of the participants are found to be neutral on this point.

6.2.7 (S7) Reading activities that do not engage learners cause demotivation among the learners.

The data collected on statement no. seven discloses that highest 55% of the participants agree that reading activities that do not engage learners cause demotivation. Besides, 17% of the participants agree on this point strongly. The percentage of participants found to be neutral and to disagree is almost same- 14%.

6.2.8 (S8) External Rewards and positive feedback by teachers help motivate learners in reading classes.

The above figure shows that no participant is against or neutral regarding this point and the percentage of participants to strongly agree and agree is 50% on both sides.

6.2.9 (S9) Tendency of exam-oriented study not for gaining knowledge results in a distaste in reading classes.

Data collected on statement no. nine reveals that 41% and 34% participants strongly agree and agree respectively on this point. However, among the participants, 19% and 7% are found to be neutral and to disagree on that fact that tendency of exam-oriented study not for gaining knowledge results in a distaste in reading classes.

6.2.10 (S10) Mundane or unchanging question patterns and testing system make students demotivated.

Figure two shows a very different trend regarding data collected on statement no. ten. Unlike others, highest 37% students are found to be neutral on this point. On the other hand, the percentage of participants to agree strongly, to agree and to disagree is same and it is 21%.

6.3 Data Collected from Teachers on Close-Ended Statements

Data collected from teachers on ten close-ended statements has been presented in two different figures. The data on statement no. one to five has been projected by figure three and figure four presents data on statement no. six to ten. Analysis of the data has been presented under every figure.

6.4 Analysis of the Data Collected from Teachers

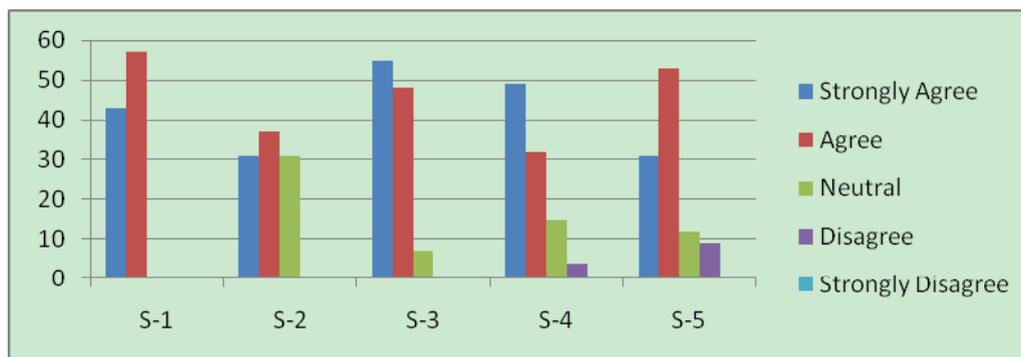


Figure 3.

6.4.1 (S1) Lack of vocabulary and knowledge of structure makes students less motivated in reading classes.

Figure three reveals that 57% of the participants agree on the point that students' lack of vocabulary and knowledge of structure makes learners less motivated in reading classes. Besides, 43% of the participants agree on this point. The percentage of participants' reply of other options is zero.

6.4.2 (S2) Lack of teachers' training and not following proper reading strategies by teachers make reading classes less interesting.

The data collected on statement no. two discloses that highest 37% of the participants agree that lack of teachers' training and not following proper reading strategies by teachers make reading classes less interesting to learners. Apart from this, 32% of the participants are found to agree on this point strongly. However, 31% of the participants are neutral in this regard.

6.4.3 (S3) Authentic reading materials and materials that are related to practical application or goal contribute to learners' being interested in reading classes.

The above figure shows that the percentage of participants who agree strongly and who agree is 55% and 42% respectively on this point. On the other hand, 3% participants are found neutral on the fact that authentic reading materials and materials that are related to practical application or goal make learners motivated in reading classes.

6.4.4 (S4) Non-contextual and less interesting reading materials tend to degrade learners' interest in reading classes.

The data collected on statement no. four reveals that highest 49% of the participants strongly agree on this and also 32% agree. The percentage of participants who are found to be neutral and disagree is 15% and 4% respectively. None strongly disagrees that non-contextual and less interesting reading materials contribute to some learners being less motivated in reading classes.

6.4.5 (S5) Difficult and too much lengthy reading passages make learners less motivated in reading classes.

Figure three shows that 53% of the participants agree that difficult and too much lengthy reading passages make learners less motivated in reading classes but 7% disagree. The percentage of strongly agree participants and neutral is 31% and 9% respectively in this regard. No reply pertaining to strongly disagree has been found.

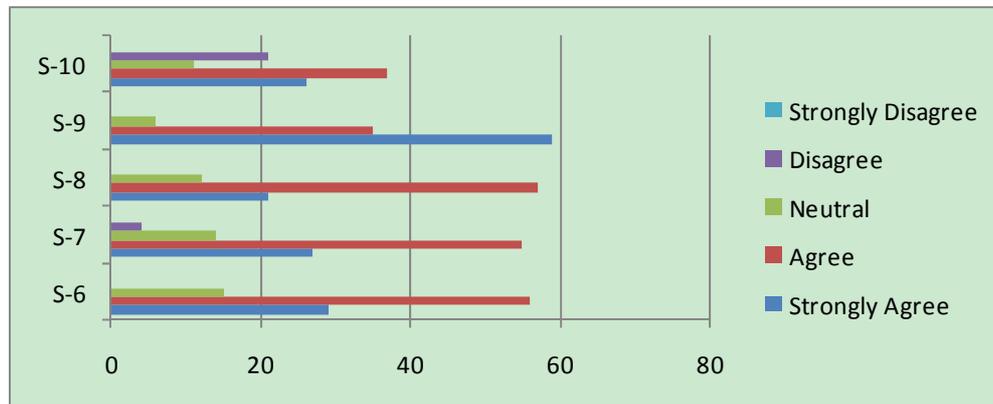


Figure 4.

6.4.6 (S6) Stressful environment in classes makes reading classes less motivating to learners

Data collected on statement no. six reveals that 29% and 56% of the participants strongly agree and agree respectively that stressful environment in classes makes reading classes less motivating to learners. Among the participants, 15% are found to be neutral in this regard.

6.4.7 (S7) Reading activities that do not engage learners cause demotivation among the learners.

Figure four shows that highest 55% of the participants agree on this and also 27% of the participants strongly agree regarding this. The percentage of participants who are found to be neutral and disagree is 14% and 4% respectively. None strongly disagrees on the point that reading activities that do not engage learners cause demotivation of some learners in reading classes.

6.4.8 (S8) External Rewards and positive feedback by teachers help motivate learners in reading classes.

The data collected on statement no. eight discloses that highest 57% of the participants agree that external rewards and positive feedback by teachers help learners to be motivated. Also, 21% of the participants are found to agree on this point strongly. However, 12% of the participants are neutral in this regard.

6.4.9 (S9) Tendency of exam-oriented study not for gaining knowledge results in a distaste in reading classes.

Figure four reveals that 59% and 35% of the participants strongly agree and agree respectively on the point. Besides, 6% of the participants are found to be neutral on the point that tendency of exam-oriented study not for gaining knowledge results in a distaste in reading classes.

6.4.10 (S10) Mundane or unchanging question patterns and testing system make students demotivated in reading classes.

The above figure displays that 37% of the participants agree that mundane question patterns and testing system make students demotivated in reading classes but 21% of the participants disagree. The percentage of participants to agree strongly is 26% and found to be neutral is 11% in this regarding. None strongly disagrees on this question.

6.5 Data Collected from Teachers on Open-Ended Questions

The data collected from teachers on open-ended questions shows that some points are common in their reply of individual question. Besides, there are some different points mentioned by teachers in their reply and they have been presented below after each open-ended question.

6.5.1 (Q1) What are the aspects or roles of teachers that make some students less motivated in reading classes?

The replies of the teachers are as follows:

- i) Lack of teachers' training
- ii) Teachers' domination in classes
- iii) Teachers' not knowing or following the proper strategies to hold the interest of the learners
- iv) Not relating real life issues with reading texts by teachers

- v) Teachers' not facilitating reading activities that keep them engaged
- vi) Tendency of telling learners word meaning instead of encouraging them to look up in the dictionary
- vii) Being less careful in selecting suitable materials for reading classes
- viii) Not preparing or following lesson plan by some teachers

6.5.2 (Q2) What type of materials results in learners' less motivation in reading classes?

The replies from teachers regarding open-ended question no. two are stated below:

- i) Non-contextual, unfamiliar and uninteresting reading materials such as complex scientific facts, inventions, etc.
- ii) Too much complex issues and ideas in reading materials such as graph or data analysis etc. in reading passages.
- iii) Following fixed syllabus instead of selecting reading materials according to class quality and class interest.
- iv) Unclear activity sheets
- v) Too short, too lengthy or too difficult reading passages.
- vi) Not selecting reading passages for teaching language through interesting literature.

6.5.3 (Q3) What are the other factors that can make students less motivated in reading classes?

The replies regarding other factors are as follows:

- i) Not arranging materials in climactic order- from less complex to more difficult and then anti-climactic order- from more difficult to less complex.
- ii) Not practising a lot of reading passages, but a few with the extensive focus on syntactic and lexical lessons
- iii) Learners' frustration related to personal and familial and socio-political aspects.
- iv) Too big class size to hold attention of all learners
- v) Unfavourable classroom environment i.e. lack of proper lighting, road-side class affected by sound-pollution etc.

6.5.4 (Q4) What are your other observation (if you have any)?

Not all teachers have replied to this question; so only a few observations have been found and they are as follows:

- i) English-phobia of some students
- ii) Natural demotivation of some learners
- iii) Lack of encouragement of learners as the learner of English as a second language

7. Findings

It is evident from the research that some students at Tertiary Level in Bangladesh are less motivated in reading classes because of their shyness, hesitation and fear. In Bangladesh, students grow up with a kind of notion that English is a very difficult subject and with this notion in mind they grow up with natural demotivation. Minimum number of words needed for extensive reading to occur ranges from 3,000 to 5,000 words (Wallace, 2007). But learners at the Tertiary Level in Bangladesh do not have sufficient vocabulary and language competency and so they are less motivated in reading classes. Daly, Witt, Martens & Dool (1997) outline that a student cannot be expected to be motivated or to be successful as a learner unless he or she is first explicitly taught weak or absent essential skills. Moreover, teachers' lack of training, teachers' not following proper reading strategies, their excessive control, teacher-centred class, not preparing and maintaining lesson plan make reading classes less interesting to learners of Tertiary Level in Bangladesh. Instructional design can influence the development of skills required for academic achievement. If the design undermines student ability and skill level, it can reduce motivation (Brophy, 1983; Schunk, 1990). Koestner, Ryan, Bernieri, and Holt (1984) mention about control in class that the teacher should allow students some flexibility by giving them a range of possible outcomes for as many tasks as possible. Imposing controls on the students has been shown to undermine intrinsic motivation. As regards learners' autonomy and motivation, Dickinson (1995, p. 171) says: "Success in learning appears to lead to greater motivation ... for those students who accept responsibility for their learning success- personal effort is within the control of the learner." The research also shows that the reading materials that are used in reading classes are also responsible for the learners' being less motivated in reading classes as many of

them are not authentic and not interesting for learners, not related to their practical needs and not chosen according to the standard of the learners. Allwright (1979, p. 179) and Freeman and Holden (1986, p. 67) in this regard maintain that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials. On top of that, there are some other aspects such as uncongenial environment, social, family and personal unrest which are also responsible for learners' being less motivated in reading classes at Tertiary Level in Bangladesh.

8. Limitations

It was easy to provide respondents the printed form of questionnaire hand to hand and to get the response in the same way. But it was difficult for researchers to collect data via internet. Some respondents could not open the file of questionnaire sent to them as attached file because of their using different versions of MS word. In that case, the researchers were to send the questionnaire in plain text, not in file format and get the reply in the same way. Besides, some of the teachers were late in replying the questionnaire and some could not reply the questionnaire at all. The reason they mentioned in this connection was their excessive business in academic activities. In Bangladesh, not much research has been done in this field. So, while reviewing literature in this research, very little literature has been found from the perspective of Bangladesh.

9. Conclusion

The paper shows that inefficiency of learners, teachers' lack of training, non-contextual, less interesting, inauthentic and difficult reading materials are the major causes of learners being less motivated in reading classes. Apart from these, students are found less interested also because of their shyness and English-phobia, unusually large class size, grade-oriented study and lack of motivation. It is important to encourage learners, train teachers and choose suitable materials to make students more motivated in reading classes. On top of that, changing question patterns, group and pair works in reading classes, stress free and congenial environment and helping learners to be outspoken can also contribute to making students more motivated in reading classes.

10. Recommendations

The recommendations of the research have been presented on three main points- related to students, related to teachers, related to materials and the others. The recommendations are as follows:

Recommendations for students:

1. Learners will have to develop their language competence from the lower level that they can be more motivated in reading classes. They need to read extensively to develop their knowledge of language as Davies and Pearse (Quoted by Mahmud, 2010) say "the knowledge of the language necessary for reliable and efficient serious reading can probably be acquired to a large extent simply through reading extensively (2000, p. 94)."
2. To enrich vocabulary, learners should spend some amount of their time based on their limitations. They should follow a good ESL learners' English to English Dictionary such as Oxford Advanced Learner's Dictionary to look up the meaning of unknown and difficult words. In addition, they should maintain a diary to note down the usage of these words.
3. Avoiding hesitation, shyness and unusual fear, learners should be outspoken to participate in reading classes. Brilliant students can help the weaker students to overcome these problems at the time of group work and pair work. Also, they can help them out of class getting them involved in different reading activities.
4. Focus on learning instead of grade can make learners more motivated in reading classes. If learners think more importantly about gaining knowledge through reading, they will enjoy the reading classes.
5. Learners need to try their level best to foster intrinsic motivation for reading classes. Their realization of psychological, safety, social and self-esteem needs can help them foster their intrinsic motivation.

Recommendations for teachers:

1. Teachers need to prepare or train themselves to opt for the best strategies in teaching reading classes as is mentioned by Majid, "Learners can be taught to become more competent readers by raising their consciousness to the kinds of strategies that work better in relationship to the kind of text they are reading (2000, p. 130)."
2. They should prepare lesson plans including issues and strategies of reading such as pre-reading, while-reading, post-reading activities and also skimming, scanning, inferring, predicting, previewing, etc. More importantly, they should follow them properly to make reading classes more interesting to learners.

3. Teachers need to play role to motivate students both intrinsically and extrinsically for reading classes. Teachers' encouragement and word of hope can make learners intrinsically motivated. Teachers can motivate learners extrinsically by giving them performance based reward and grade. Davies and Pearse (2000, p. 14) outline, "learners can be motivated by an awareness of their own progress"
4. It is necessary that teachers become less dominating or less controlling to make reading classes learner-centred as Lindsay and Knight (2006, p. 13) mention, "effective learning is the result of the partnership between learner and teacher with both taking the responsibilities appropriate to their roles"
5. They have to make reading tasks more engaging to make students motivated as Driscoll (2004, p. 8) outlines, "to reflect the real world, and to encourage the on-going process of learning, allow and encourage students to work together in pairs while they are reading the same texts."
6. It important that teachers emphasize on learners' learning not on how to ensure good grade for them in exam.

Recommendations related to materials and the other facts:

1. Reading materials should be authentic, familiar and interesting that would supplement and compliment learners reading experience and make reading classes more enjoyable.
2. It is important that the texts chosen for reading classes be contextual and related to practical application and goal of learners.
3. Reading materials should be comprehensible and up to the mark in comparison to learners' standard.
4. Unnecessarily lengthy and difficult texts or too simple and short texts should be avoided for reading classes.
5. It is necessary to discard unnecessary and useless exercises to make reading classes more motivational.
6. Question patterns in exam should be variable and not predictable to make reading challenging and interesting.
7. Class size should not be unusually large. Besides, proper amenities should be ensured for standard classroom environment to hold the interest of the learners and to make reading classes effective and interesting.

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Appendix 1

Close-ended questions:

1. Lack of vocabulary and knowledge of structure makes students less motivated in reading classes. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
2. Lack of teachers' training and not following proper reading strategies by teachers make reading classes less interesting. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
3. Authentic reading materials and materials that are related to practical application or goal contribute to learners' being interested in reading. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
4. Non-contextual and less interesting reading materials tend to degrade learners' interest in reading. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
5. Difficult and too much lengthy comprehensions make learners less motivated in reading classes. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
6. Stressful environment in classes makes reading less motivating to learners. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
7. Reading activities that do not engage learners cause demotivation among the learners. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
8. External Rewards and positive feedback by teachers help motivate learners in reading classes. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
9. Tendency of exam-oriented study not for gaining knowledge results in a distaste in reading class. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree
10. Mundane or unchanging question patterns and testing system make students demotivated in reading classes. i) Strongly Agree ii) Agree iii) Neutral iv) Disagree v) Strongly Disagree

Appendix 2

Open-ended questions:

1. What are the aspects or roles of teachers that make some students less motivated in reading classes?
2. What type of materials results in learners' less motivation in reading classes?
3. What are the other factors that can make students less motivated in reading classes?
4. What are your other observations (if you have any)?