



Motivation for Reading English as a Second Language (ESL) through the Use of WhatsApp among Graduate Students of Government College Township, Lahore (Pakistan)

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Abstract

This is a modern technology era in which modern technology is affecting every aspects of life. This is the reason that WhatsApp, a modern digital technology is greatly affecting academic environment. This has been observed that this App of modern computer and mobiles are being widely used by the people of this world. This App is being widely used by the students for their academic and learning development. Through the conduct of Quantitative approach, the researcher has conducted this study to investigate the reading motivation of English as a Second Language (ESL) among 30 Graduate Students of Arts Group of Government College Township, Lahore (Pakistan). A questionnaire investigation has been developed and formulated by the researcher himself and distributed to a sample of 30. The findings of the survey have pointed out that the use of WhatsApp is motivating the L2 (English) reading among the students. However, the results of open-ended question have indicated that still this WhatsApp is not getting encouragement and support by the parents and teachers to use among the students. The student's desire to use but due to the fear of punishment through imposing the fine by the college authorities in the campus, this device is not so effective. The teachers of English also do not encourage them to use this device in fear of distraction of their teaching and learning process in the reading classes. However, this App is getting support and encouragement among the peers for reading motivation. However, this study suggests that this, WhatsApp is a blessing if these are used for practical academic purposes.

Keywords: WhatsApp, L2 (English) Reading Motivation, GCT, Lahore, Modern Technology, Graduate Students.

1. Introduction

Reading, a language skill, is being affected by the new trends in this age. Modern technology particular digital devices are impacting on reading process. Hypermedia is a term refers to the application of computer-based which gives information in a way by using text through multiple resources (Kommers et al. 1996). Hypermedia is a digital technique which makes easy in L2 reading (Å & Ercetin, 2005). Reading motivation is an educational phenomenon which influences reading motivation among students (Guthrie & Coddington, 2007). The success of the students depends upon the reading motivation. Reading motivation is consistency, demarcated as the capability to make suitable, significant influences between the features within a definite text and between essentials contained by a text and the reader's previous information, is one of the important practices involved in reading understanding (Wasserman, 2012). Reading motivation is also multidimensional

construct which shows how the learners interact and get information from written materials (Watkins & Coffey, 2004; Wigfield & Guthrie, 1997). According to the taxonomy of reading motivation (i.e. Wigfield & Guthrie, 1997), extrinsic and intrinsic motivations both are related to goal achievement orientation which are influenced by curiosity for reading, involvement in reading, accepting of challenging in reading, reading for getting values and grades, avoiding punishment, meeting the expectations of the teachers and parents, getting recognition, sharing with society, competition and getting compliance (Baker & Wigfield, 1999; Wang & Guthrie, 2004).

These are all cognitive constructs which are affecting reading motivation. However, in the modern technology era, there are many devices like computers, websites, websites search engines, Facebook and mobiles which are being increased in the educational field (Attewell & Savill-smith, n.d.; Ciampa, 2014; Mao, 2014). Majority of these studies have been conducted among the students in various educational contexts to explore the use of mobiles for learning purposes. Now, the use of WhatsApp is also being increased in education.

2. Background

Impact of digital technology is being felt on the empirical studies. This modern digital technology has been benefited by the teachers in teaching a second language. Audio blogs has been used in an ESL (English as a Second Language) context to manage oral assignments among the students (Wang & Comac, 2008). In a study conducted by Virvou & Tsiriga (n.d.), Web Passive Voice Tutor (Web PVT), an adaptive web-based Intelligent Computer Assisted Language Learning (ICALL) program has been investigated which has been used for teaching the passive voice of the English language to the non-native speakers. The project of the organism has been mainly grounded on the outcomes of an experiential study that has been piloted at schools with the association of social teachers. The use of Cell Phones has been studied in a study conducted by Lo (2006). English teachers are using online channel to teach the students (Warschauer & Whittaker, 1997). The findings of a study indicate that the final representation of machinery use in the setting examined has been seen as the outcome of the communication of several essentials, like the characteristic of the equipment, teacher's educational views, students' own identifications of the capacities of the technology and the discussions between students and the teacher concerning how the technology should be educationally used (Schmid, 2006). A study conducted by Akram, Applied, Studies, and Tel, (2013), investigating the role of Mobile-based Email in improving Ajloun College English Students' achievement. It endeavors to response the queries related to the potential contribution of mobile-based email switched to writing skills and the possible contribution of mobile-based email exchanged to vocabulary achievement. One more study conducted by Warschauer (n.d.), has shown the interactions among the students face-to-face and electronic based in a language class of ESL (English as a Second Language). This shows that quick development of communication technologies has transformed language education and language use, allowing new forms of learning, new forms of composition, and new ways to generate and contribute in societies (Kern, 2006). The use of CALL (Computer Assisted Language Learning), a new technology, is being greatly used in learning and teaching English as a second language in various settings (Assisted & Learning, 2016). There is a study which has explored the motivation and fundamentals of a positive combination of Intelligent Computer-Assisted Language Learning (ICALL) apparatuses into existing foreign language teaching and learning (FLTL) training in a context (Amaral, n.d.).

The Facebook (FB) Technology now has become the most prevalent podium for online social interacting among the students. The aim of a study conducted by Jafre (2010), is to examine the consideration of university students to consider FB as a valuable and significant learning setting that can upkeep, improve and reinforce their education of the learning English language as a second language. There is a study conducted by Abdullah & Yaacob (2013), which has explored postgraduate students conversation round the academic manuscripts through Facebook (FB). This

exploration is largely directed by the knowledge of reading as a social training. In this study, the researchers have focused on the students' reflections of their online involvement of talking around academic texts in an educational setting.

3. Problem statement

Looking at the background, we come to know that new digital and web technology is affecting the studies of ESL learning and teaching in various contexts (i.e. Assisted & Learning, 2016; Kern, 2006; Lo, 2006; Schmid, 2006; Wang & Comac, 2008). There are also studies about the use of Cell Phone Technology (CPT) which is being used in ESL contexts (Akram et al., 2013; Ciampa, 2014; Rau, 2006;Thornton & Houser, 2005). Majority of these studies have been conducted in recent years.

After the emergence of WhatsApp, now each body and especially all teachers and students shout, see and find it on WhatsApp, it will be sent to you through WhatsApp. Now WhatsApp has become an essential part of education settings. However, the current and empirical studies have not been extended to investigate the use of WhatsApp in L2 reading motivation. Therefore, the present study is an attempt to explore the use of WhatsApp for ESL (English as a Second Language) or L2 (English) Reading Motivation among the University Graduate Students of Government College Township, Lahore (Pakistan).

4. Objectives of the study

This study aims at the following two objectives.

1. To determine the use of WhatsApp in L2 (English) reading motivation among the Graduate (Arts) students of Government College Township, Lahore (Pakistan).
2. To examine the level of motivation for reading L2 (English) through the use of WhatsApp among the Graduate (Arts) students of Government College Township, Lahore (Pakistan).

5. Research questions

This study has proposed these two main research questions to get the objectives of the study.

1. What is the use of WhatsApp in L2 (English) reading motivation among the Graduate students of Government College Township, Lahore (Pakistan)?
2. What is the level of motivation for reading L2 (English) through the use of WhatsApp among the Graduate students (Arts) of Government College Township, Lahore (Pakistan)?

6. Significance of the study

The possible significance of this study is to show the impact of WhatsApp for L2 (English) reading motivation in the context of the study. This is hoped that this is new study in regard of exploring the impact of WhatsApp in ESL (English as a Second Language) educational setting of Pakistan. This study will provide the rich information about the use of WhatsApp in this educational environment.

7. Scope of the study

This study has been conducted with the sample picked from Graduate students (Arts Group) of Government College Township (GCT), Lahore (Pakistan) during the academic year of 2015-2016 during the month of November 2016 to examine the dominant motivation in their L2 (English) reading. The data of this study has been obtained through the questionnaire developed and prepared by the researcher himself for the purpose. This questionnaire has been administered to the total number of 30 students. Identifying the motivation and level of motivation for L2 reading, we might be able to frame procedures for the enhancement of their reading motivation for English language. This is for the persistence of their improved language reading achievement. Their sort of

motivation can be known at this first point to support them through their positive path for reading English.

8. Literature review

There are two main variables in this study, WhatsApp and L2 (English) reading motivation. Therefore, in this section of literature review, the researcher looks at both as following.

9. The role of WhatsApp

WhatsApp is an extended digital technology of Mobile Phones and Facebook in recent years. This has been found by Brian Acton and Jan Koum in 2009 who both have been employees in Yahoo (<https://en.wikipedia.org/wiki/WhatsApp#History>). After getting left, they both have gone to South America in 2007 and they have started applying for jobs through the use of Facebook but have been rejected. Therefore, after much consideration and consultation with Alex Fishman in West San Jose and then they think that this is not possible without I-phone developer. Therefore, Fishman introduced Koum to Igor Solomennikov, a developer in Russia that he has found on RentACoder.com. Koum virtually directly has picked the name to be WhatsApp because it is like as what's up? And a week late on his date of birth, on February 24, 2009, he integrated WhatsApp Inc. in California. However, initial WhatsApp kept deafening or getting jammed and at a specific point, Koum manipulates to leave this idea and considering for a new job, upon which Acton heartens him to wait for a period. Therefore, the researcher looks at the use of Mobile Phone and Facebook for ESL Contexts.

10. The role of Mobile Phones and Facebook in ESL Context

The current years are of computer. These years have shown an eruption of awareness in expending computers for language teaching and learning. Many years ago, the usage of computers in the language classroom has been concern only to a trivial number of experts in various fields. Nevertheless, with the arrival of program of computing and the Internet, the starring role of supercomputers in language instruction has now developed an important subject challenging large numbers of language teachers all over the world (Warschauer & Healey, 1998). Since after 1960, the computer is being used for educational purposes. Devising and manipulating language information in numerous media offers learners with the fresh substantial materials they can use to reproduce the language for themselves, by means of their own organizing structures. Actions that inspire students to discover and be creators of language rather than inactive receivers of it further the knowledge of the learner as an active contributor in teach (Brown, 1991).

As implementers, teachers need in many methods know more than they would as command givers of information. Implementers as facilitators must be aware of a diversity of material accessible for refining students' language skill, not just one or two manuscripts of text books. They also want to know how to teach students to use the material efficiently. Lecturers, Teachers and Professors as facilitators have to be able to answer back to the needs that students have, not just what has been set up forward of time grounded on a syllabus designer's idea of who will be in the lecture hall. Teacher preparation is a main component to success in this more malleable language classroom, so that teachers can use software of modern computers and other resources effectually.

Educators must make problematic choices about how to use that some degree of time to stimulate the students for language learning. Subsequently foreign language undergraduates frequently have opportunities to speak and hear the objective language as English only in the classroom of EFL (English as a Foreign Language), it makes sense to use as considerable class period as potential in communicative undertakings. This means that other types of exercise and experience must be as long as in other ways. We have faith in that mobile knowledge can benefit extend learner chances insignificant ways (Thornton & Houser, 2004).

The use of mobile has become an essential part of today's students' lives in the world. If we see in the universities of the world, we can see majority of the students using their mobiles. We can see other students who are busy in composing or reading texts on their Cell Phones sent by their teachers or peers. They can be found reading or composing emails related to their education. There are also many students who are using mobiles and also discussing their academic activities (Thornton & Houser, 2004). There are 95% students are equipped with using of mobiles in Japan (Taylor, 2001).

11. Reading motivation

The affecting area of reading motivation has received less attention than has the cognitive realm in both L1 and L2 exploration. Reading motivation is multidimensional construct (Wigfield & Guthrie, 1997). Reading motivation refers to the influence how an individual reads a written text (Watkins & Coffey, 2004; Wigfield & Guthrie, 1997). This is the reason that Baker and Wigfield (1999) have grounded the concept of reading motivation in accomplishment motivation theory. According to Khan, Sani, & Shaikh-abdullah (2016), reading motivation is grounded on instrumental and integrative motivation in an ESL context. It is well recognized that reading motivation is considerably connected with important cognitive products such as reading achievement and quantity of reading. Numerous inquiries show that intrinsic reading motivation is more highly related with reading comprehension than extrinsic motivation for reading among elementary school children (Baker & Wigfield, 1999; Guthrie, Wigfield, Metsala, & Cox, 1999; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). In majority of these studies, intrinsic motivation has been discussed for students' curiosity about new books and topics, engagement in reading for long periods of time, and preference for longer thought-provoking texts. But extrinsic motivation is referred to grades or competition as reasons for reading (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2010). In previous studies, reading motivation has been shown as playing a vital role among the small children in the western context. However, the most of the recent year's studies in Western societies have established a general deterioration in reading motivation among school children. However, it is not clear whether motivational deterioration happens uniformly for all students (Lau, 2009). Success motivation has long remained a significant area in learning research. While learners with positive learning motivation are set up to have positive cognitive, social, and psychological development, most previous studies in Western countries have reported a deterioration in students' motivation as they progress through advanced grades (Lau, 2009). Among the American students, the studies have shown that there is difference in reading motivation among the school going students and adolescence students. These studies have indicated that there is decrease in reading motivation among the adolescence students (Ho & Guthrie, 2013).

12. Reading motivation in L1 and L2

A major objective youngsters are predictable to accomplish in the early stages of formal schooling is learning how to read (Strommen & Mates, 2004; Valleley & Shriver, 2003). The significance of primary reading training has been often emphasized because reading skill in primary grades is a resilient predictor of success in upper grades, as well as postsecondary education (Learning, 2011). Relating latent development curve modeling, positive exclusive effects of reading pleasure and reading self-concept and a negative unique effect of struggle on the early level of reading presentation have been recorded. Furthermore, a positive unique outcome of reading for curiosity on reading performance development has been recorded. Any may realize that improving students' interest might be productive in terms of development reading performance (Retelsdorf, Köller, & Möller, 2011).

The taxonomy of Wigfield and Guthrie (1997) of reading motivation has greatly affected the L1 reading motivation studies. Many empirical studies investigated in reading motivation in L1 and L2, the model of Guthrie and his colleagues has been popular (Sani, Tengku Ariffin,

&Shaik-Abdullah, 2014). In L2 reading motivation, this also can be observed affecting the research process. Compared with a plenty of literature on motivation to interconnect or interact in a second language, tiny work can be found on reading motivation in a second/foreign language(Mori, 2002). “Second language (L2) reading is a multifaceted, complex process in that it involves the interplay of a wide range of components” (Bilikozen, 2014, P. 263). According to Takase (2003), there is concern to motivate EFL students in Japan. The teacher should encourage the students to study more amore English. According to Takase (2003), there are many problems in way of reading motivation but only a competent teacher can overcome these issues. The findings of the study conducted by Komiyama (2013) support the multidimensional type of L2 reading motivation and the position of intrinsic motivation in explanation of L2 reading motivation in an EAP(English for Academic Purposes) context.

13. Research methodology

Participants

The participants of the study are 30 Graduate (Arts Group) students from Government College Township, Lahore (Pakistan) who is studying in the academic year of 2015-2016 in Graduation Level.

Research instrument

The instrument which has been used in this study is a 5 point Likert Scale, from Strongly Agree to Strongly Disagree, which has been originally prepared and developed by the researcher himself for this study. There are 20 total questions in the questionnaire. 10 items deal with reading motivation and 10 items deal with the reading motivation affected by the various social factors. The questionnaire format consists of the four following sections.

Section 1: General demographic information of students about sex and age of this particular context.

Section 2: Students’ L2 (English) reading motivation through the use of WhatsApp in this educational setting.

Section 3: Students’ L2 (English) reading motivation affected by various social factors through the use of WhatsApp in this educational setting.

Section 4: Additional One open-ended question on the attitudes of parents, teachers and peers’ students for the use of WhatsApp for L2 (English) reading motivation in this particular context.

Data collection

The questionnaires have been distributed to the 45 students during their usual reading English class session. The researcher has also briefed them about the significance and scope of the study with instructions to fill in the questionnaire. But the researcher has got back only 30 filled in questionnaires due to some constraints. The questionnaires were then collected upon completion.

Data analysis

The data got from the questionnaires have been analyzed using the SPSS (Statistical Package of Social Sciences) program. The data about participants’ general background and their explanations have been considered by calculation and presented in percentage. A five-point Likert scale has been used to examine the level and type of participants’ L2 (English) reading motivation through the use of WhatsApp. Such scale has been used in the questionnaire to postulate the level of the agreement or disagreement based on the following principles:

Mean Range	Interpretation
3.70-5.00	High Level of Motivation
2.30-3.69	Moderate Level of Motivation
1.00-2.29	Low Level of Motivation

Findings

The findings of this study are being shown into three sections in accordance with the sections of questionnaire: (A) general information of the participants; (B) students' motivation, and (C) results from open-ended question.

Demographic information (Gender)

Table 1 Gender Respondents

Gender	Frequency	Percent (%)
Male	30	100
Total	30	100

Table 1 show that there are total 30 (Male) participants (100%) of the study.

Table 2 Ages of the Participants

Age (Years)	Frequency	Percent (%)
18	13	43.3
19	15	50.2
20	1	3.3
21	1	3.3
Total	30	100

Table 2 shows the age of the participants. This varies from 18-21 years old. This is the usual age of the students at the Graduation Level in a Pakistani educational context of the public sector colleges.

Motivation for L2 (English) reading through the use of WhatsApp

This section deals with the overall findings of L2 (English) reading motivation through the use of WhatsApp in this educational setting. The following two tables (Table 3 and Table 4) shows the total 20 questions items, their means score, using descriptive statistics of Mean scores and Standard Deviation (SD) and their corresponding level of motivation which interprets the results and its implications.

The following Table 3 shows the 10 (Ten) L2 (English) reading motivation related items of the study.

L2 (English) reading motivation through the use of WhatsApp

Table 3 L2 reading motivation through the use of WhatsApp

L2 (English) reading Motivation	Mean	SD	Level of Motivation
1. WhatsApp reading motivates me to quickly explain difficulties in English reading.	4.61	0.50	High
2. WhatsApp reading motivates me to use my reading English time in a better way.	4.47	0.62	High
3. WhatsApp reading motivates me to get more Knowledge about my English texts' contents.	4.43	0.50	High
4. WhatsApp reading motivates me to read English pleasantly.	4.34	0.61	High
5. WhatsApp reading motivates me to read more English texts.	4.27	0.44	High
6. WhatsApp motivates me to understand the English reading contents easily	4.21	0.49	High
7. WhatsApp motivates me to understand English reading videos.	4.27	0.57	High
8. WhatsApp motivates me to have an easy access to English reading materials sent to me.	4.23	0.76	High
9. WhatsApp motivates me to have access with my class fellows for English reading.	4.36	0.59	High
10. WhatsApp motivates me to solve my assignments of reading English.	4.38	0.61	High
Total	4.40	0.61	High

Table-3 shows that the students of this study possess a high level of L2 (English) reading motivation through the use of WhatsApp in their educational setting. This has been clearly indicated by the average mean score of 4.40 in the table. The statement number 1 (WhatsApp reading motivates me to quickly explain difficulties in English reading) has the highest mean (4.61). The statement number 2 (WhatsApp reading motivates me to use my reading English time in a better way) has an average mean score of 4.47, in this way, statement number 3 (WhatsApp reading motivates me to get more Knowledge about my English texts' contents) has an average mean score of 4.43. The statement number 6 (WhatsApp motivates me to understand the English reading contents easily) has the lowest mean score of 4.21. However, the overall mean score is 4.40 which shows that the WhatsApp is greatly motivating L2 (English) reading among the participants.

Social factors affecting L2 (English) reading motivation

Table-4 Social Factors affecting L2 (English) Reading Motivation

Social Factors affecting L2 (English) Reading Motivation	Mean	SD	Level of Motivation
1. My Parents motivate me to use WhatsApp for reading English.	3.49	0.80	Moderate
2. My Teachers motivate to use WhatsApp for reading English.	3.80	0.85	High

3. My class fellows motivate me to use WhatsApp for reading English.	4.45	0.70	High
4. My college administration motivates me to use WhatsApp for reading English.	3.64	1.11	Moderate
5. My classroom environment motivates me to use WhatsApp for reading English.	3.74	0.95	Moderate
6. My neighbors motivate me to use WhatsApp for reading English.	4.21	0.77	High
7. My society motivates me to use WhatsApp for reading English.	3.98	0.97	High
8. My country environment motivates me to use WhatsApp for reading English.	4.28	0.92	High
9. My syllabus of English motivates me to use WhatsApp for reading English.	4.41	0.73	High
10. My examination system motivates me to use WhatsApp for reading English.	3.48	1.05	Moderate
	4.05	0.74	High

Table 4 provides the collective high level of social factors affecting the WhatsApp using for L2 (English) reading motivation with a high average mean score of 4.05. The statement number 3 (My class fellows motivate me to use WhatsApp for reading English), the statement number 9 (My syllabus of English motivates me to use WhatsApp for reading English) and statement number 8 (My country environment motivates me to use WhatsApp for reading English) indicate the highest level of social factor affecting WhatsApp for L2 (English) reading motivation with the mean score of 4.45, 4.41 and 4.28 respectively. However, the statement number 1 (My Parents motivate me to use WhatsApp for reading English), number 4 (My college administration motivates me to use WhatsApp for reading English), number 5 (My classroom environment motivates me to use WhatsApp for reading English) and number 10 (My examination system motivates me to use WhatsApp for reading English) show the moderate level of motivation with mean score of 3.49, 3.64, 3.75 and 3.48.

Table 5 The Comparison between L2 (English) Reading Motivation and Social Factors affecting L2 (English) Reading Motivation through the Use of WhatsApp

Motivation	Mean	SD	Meaning
Motivation for Reading L2	4.40	0.61	High
Social Factors affecting L2 Reading Motivation	4.05	0.74	High
Total	4.27	0.70	High

Table 5 shows the comparison between L2 (English) reading motivation through the use of WhatsApp and social factors affecting L2 (English) reading motivation through the use of WhatsApp among the participants. This shows that the mean score of L2 reading motivation (4.40) is higher than the mean score of social factors affecting L2 (English) reading motivation (4.05). However, the overall mean score of both is 4.27 which are considered to be high level of motivation.

14. The result from open-ended question

This section deals with the open-ended question related to the support by parents, teachers and peers for using WhatsApp for L2 (English) reading motivation in the Government College Township, Lahore (Pakistan) among the Graduate Students (Arts Group) during the academic session of 2015-2016. The findings of this section are being given below in Table 6.

Table 6 The Support and Encouragement for the Use of WhatsApp for L2 (English) Reading Motivation

Support & Encouragement	Frequency	Percent (%)
Parents	4	13
Teachers	6	20
Peers	20	67
Total	30	100

Table 6 shows that the highest support and encouragement for the use of WhatsApp for L2 (English) reading motivation is obtained by the peers (67%), the teachers' support (20%), and the parents (13%) for the use of WhatsApp for L2 (English) reading motivation in the context of the study among the participants.

15. Discussion and Recommendations

The overall findings of the study show that the students are highly motivated to use the WhatsApp for L2 (English) reading motivation in the Government College Township, Lahore (Pakistan). This finding is answer to the main research question of the study about the level of motivation for L2 reading among the participants through the use of WhatsApp. Based on these findings, this has been revealed that the students are highly motivated to use the WhatsApp. In this regard, this result shows the consistency with the previous studies conducted about the use of Facebook and Mobile Phone technology among the student Abdullah and Yaacob (2013) and Thornton & Houser (2004). These findings also point out that the students are motivated for L2 reading in the context as similar in the various studies conducted in different contexts (Sani, Tengku Ariffin, & Shaik-Abdullah, 2014) and Khan, Sani, & Shaikh-Abdullah (2016). Therefore, in the light of findings, this study recommends the following.

1. WhatsApp is a modern technology. This should be encouraged by the teachers as well as the parents among their children and students to use this device only for educational purposes.
2. The educational institutions should encourage the use of WhatsApp in the campus with under the strict rules and regulations.
3. WhatsApp should be encouraged to use not only for reading but also for writing, listening and speaking skills among the students.
4. The students should be made abide the strict rules to use it only for educational needs.

16. Conclusion

This study has highlighted the use of WhatsApp for educational purposes. The findings of the study are very important as this can be utilized in any context. This study has shown the effectiveness of the use of modern technology. This study also presents the suggestions for future's research.

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