

Using Motivational Strategies to Develop University EFL Students' Reading Skills

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Abstract—This study aims at examining the effectiveness of motivational strategies in promoting the reading performance of Saudi female students learning English as a foreign language (EFL). The quasi-experimental pretest-posttest control group design was employed. Two university EFL classes were randomly selected. One class, the experimental group, was taught reading through motivational strategies. Another class, the control group, had regular reading instruction. Results showed that the experimental group outperformed the control group on the post-test in overall reading performance as well as in each reading skill after the implementation of the teaching strategy based on motivational strategies. It can be concluded that motivation is vital in learning EFL reading comprehension through making students positive and enthusiastic in their classrooms. Teaching motivational strategies should have its place in Saudi EFL reading classes. EFL teachers should devote sufficient time and make their efforts to exploit these strategies with their different types.

Index Terms—motivation, motivational strategies, reading comprehension, reading skills

I. INTRODUCTION

In the field of foreign/second language (L2) learning, motivation is the basic force to learn the L2 and afterwards the continuing stimulus to support language learning. Motivation enables learners, with varied faculties, to achieve their aspired goals. Dörnyei (2001) states that language teachers frequently use the term motivation when describing successful or unsuccessful learners. This emphasizes the fact that during the long process of learning EFL, the learner's interest, involvement, and perseverance are key factors of success or failure.

Motivating L2 learners to be engaged in the learning process involves several things, ranging from directly persuading them to indirectly exerting influence on them by organizing the circumstances in a manner that they are likely to pursue a specific course of action. Most discussions on motivational strategies center on the idea that all learners can be motivated to learn effectively once they are provided with appropriate instruction in a suitable classroom environment (McCombs & Pope, 1994). Nevertheless, this supposition does not apply to all learners all the time. Not every learner can be motivated to learn everything. In addition, motivated students do not necessarily possess equivalent interest in every language area.

On the other hand, classroom practice shows that L2 teachers can boost their learners' motivation. In the literature, it is found that teachers mostly resort to rewarding and/or punishing as the common means for encouraging their learners' L2 performance. However, research on motivations presents a wide array of functional motivational strategies that are diverse enough to make plausible that at least some of the strategies can certainly work. The key idea here is that motivational strategies are significant for L2 learning. Therefore, it is fundamental to empower teachers with a multitude of motivational strategies to help their learners develop a solid base for L2 learning.

Simultaneously, successful EFL reading is a fundamental means for independent learning, and it is a requisite skill for academic performance (Koda & Zehler, 2008). Reading a text represents a problem-solving activity (Pressley et al., 1992), and efficient readers constantly regulate their reading behaviors to address the text difficulty, task requirements, and varied contextual factors. Gradually, they become conscious of the cognitive and linguistic processes they go through to grasp, comprehend, and analyze the information in a reading text. These traits and other related characteristics differentiate between effective and less effective readers (Koda, 2005; Schramm, 2008). Meanwhile, motivational strategies represent a learner-centered approach where learners are viewed as diverse personalities with varied sources of motivation. As a result, these learners with distinguished motivation types employ a multitude of varied motivational strategies that lead to felicitous or inappropriate outcomes in the reading classroom. This study examines how reading skills might be enhanced if they are learnt through varied motivational strategies.

II. LITERATURE REVIEW

Motivation is a complex issue. When a student is described as 'motivated', we conceptualize him/her as a dedicated learner who has good reasons for learning, who studies with enthusiasm and concentration, and who has enough

perseverance to overcome the obstacles he might encounter in the learning process (Dörnyei, 2001). Motivation is therefore necessary for all language learners to achieve language success, and learners with strong motivation can even achieve high levels of L2 proficiency.

A. Motivation in the L2 Classroom

Importance of motivation as a factor in learning is generally given due importance in any classroom. In second language acquisition (SLA) literature, the powerful role that motivation plays in attaining language proficiency is practically and unanimously acknowledged. Therefore, over the past 50 years there have been hundreds of studies investigating various aspects of motivation within the field of L2 instruction (Moskovsky & Alrabai, 2009). Dörnyei (1998) explains the importance of motivation as follows: "Motivation provides the primary impetus to initiate learning second language and later the driving force to sustain the long and often tedious learning process" (p. 117).

Motivation in the L2 classroom has emerged as a topic of contemporary research to investigate the essence and components of this versatile construct and the ways it influences L2 teaching and learning. Around the 1990s, a plethora of studies adopted an education-oriented approach in motivation research (e.g., Crookes & Schmidt, 1991; Dörnyei, 1994; Williams & Burden, 1997). This rising trend spread the L2 motivation model by (1) enhancing the cognitive aspects of motivation, particularly the learner's self; (2) incorporating motivation with effective educational theories of the time; and (3) centering on aspects of classroom practice.

B. Motivational Strategies in the L2 Classroom

Motivation is a main variable in defining progress in L2 learning, and motivational strategies represent an essential component when analyzing L2 motivation. There is a proliferation of research on the effective design, implementation, and assessment of motivational strategies in the language classroom (e.g., Alison & Halliwell, 2002; Chambers, 1999; Williams & Burden, 1997). In 1998, Dörnyei and Csizer did a study on Hungarian teachers of English who evaluated a list of 51 motivational strategies. They analyzed the value they considered for these techniques and the frequency of using them. They concluded with the 'Ten commandments for motivating learners', a list of the 10 most important motivational macro-strategies based on the teachers' feedback and teaching experience. In 2001, Dörnyei presented a list of more than 100 practical motivational techniques in a comprehensive theoretical framework.

A number of schemes have been proposed in literature for organizing motivational strategies in separate categories. The current study follows an approach focusing on the different phases of the process-oriented model of motivation. This approach is adopted because of its comprehensiveness. It covers the motivational process from the first stage of arousing motivation, following by the stage of engaging in the motivated learning situation, and finally completing and evaluating that learning situation. Specifically, this motivation-based process has the following stages (Dörnyei, 2001): "1. Providing the essential motivational conditions; 2. Initiating motivation; 3. Sustaining and ensuring motivation; and 4. Promoting positive self-evaluation."

C. Related Studies on Motivational Strategies & Promoting the Learning Process

Significant research has been written on the role of motivational strategies in the L2 classroom. Practitioners focus on the role of motivational strategies in facilitating the teaching and learning process. Komarchuk et al. (2000) conducted a study to develop high school students' academic performance. The students in three schools in Chicago participated in the study. The students' low performance was ascribed to a number of reasons: teacher-student communication, relevance of curriculum, family related problems, teacher expectations, lack of motivation, and previous academic records. Treatment centered on motivational strategies, e.g., strengthening student-teacher relationship and communication and providing academic choices to the students through multi-modal instruction. As a result, half of the students showed improvement in their motivation. In particular, cooperative activities were the most effective in boosting the students' learning success.

Guilloteaux and Dörnyei (2008) examined the teachers' use of motivational strategies in the language classroom. Therefore, they studied a sample of Korean instructors' use of motivational strategies in their classrooms. In addition, the researchers administered a questionnaire to explore learners' motivation and a post-lesson evaluation checklist to examine the instructors' motivational practice. Results showed that the instructors' performance was significantly related to increasing their learners' motivation and learning performance as well as motivational state. Based on their teaching experience, proficient instructors showed better knowledge about the strategies that worked more suitably and feasibly for their students.

Kubanyiova's longitudinal study (2009) focused on 8 Slovakian teachers of English who attended an in-service program on motivation-sensitive and autonomy-enhancing approaches to teaching. Results showed that the degree of teachers' active engagement with the input of the training program. Development of their teaching was shown to have depended on (a) the degree that the training content and its pedagogical guidelines were relevant to their motivation; (b) the degree they identified a mismatch between their present and aspired goals; and finally (c) they degree they were motivated to diminish this mismatch. The teachers experiencing this mismatch between their present and aspired goals employed self-regulatory strategies to reduce the impact of contextual constraints on their progress. Some teachers expressed the need to give students more autonomy if they did not comply with their expectations.

Deniz (2010) examined the importance that student teachers attributed to motivational strategies in EFL teaching and the degree of using these strategies in their courses. The study involved 179 student teachers attending the English Language Teaching Department of Mugla University, Turkey. The student teachers thought that motivational strategies were crucial in learning EFL, and that their instructors used some of these strategies but did not use other important strategies. Through semi-structured interviews, the student teachers stated that studying the EFL cultural values facilitated language learning, use, and retention.

Al-Mahrooqi et al. (2012) explored Omani EFL teachers' use of motivational strategies. Specially, they examined the significance of EFL teachers' strategy choice for motivating their students to learn EFL. Therefore, they monitored the number of times these teachers employed motivational strategies in teaching their students. It was found that Omani EFL teachers favored using all motivational strategies. However, the most frequently-used strategies were those focusing on the teachers' instructional performance in their classrooms.

Önemli and Yöndem (2012) examined the impact of a psycho-educational group study concerning self-regulation in learning on the students' motivational beliefs and academic performance. The sample involved 10th grade students at Anatolian High School in Turkey for 8 weeks. ANOVA and ANCOVA tests were conducted to analyze the data and results showed that the psycho-educational group study raised the students' motivational beliefs and academic level. Improvement in motivational beliefs did not differ in relation to the students' gender or study field.

Guilloteaux (2013) explored the EFL instructors' choice of motivational strategy in the language classroom. Specifically, the researcher examined the main strategies that Korean EFL secondary-school instructors rated as most significant to promote their students' motivation. The second objective was examining which motivational macro-strategies were particularly underused. The researcher collected the data from the instructors during 4 in-service courses. Results indicated that Korean EFL instructors did not exert enough efforts in motivating their students. Also, they seldom employed motivational strategies to provide an encouraging classroom atmosphere.

Alshehri (2014) examined EFL instructors' and learners' perspective of the motivational strategies employed in Saudi EFL classrooms in order to address the mismatch between their current and desired end-states. A mixed methods approach was employed to collect quantitative and qualitative data in 3 universities in Saudi Arabia. In the first phase of the study, the researcher employed semi-structured interviews with 6 EFL instructors and 5 learners. Data obtained from the interviews were used to build a questionnaire on the instructors' and learners' perspectives of motivational strategies in the EFL classroom. After that, the questionnaire was administered to 96 instructors and 345 learners. In the final phase of the study, individual, in-depth interviews were carried out with 3 instructors and 3 learners to explore important issues based on these participants' perceptions. It was shown that both the instructors and learners valued the instructors' role in motivating their learners. Nevertheless, they differed in their perspective regarding the specific strategies employed by the instructors to motivate their learners. The instructors were of the opinion that their learners were motivated by strategies that led to academic success. Therefore, they focused on the motivational strategies that met academic requirements. Conversely, the learners said they were motivated by the motivational strategies that adhered to the real learning process and that enhanced the social dimensions of learning, e.g., participation, cooperation, and interaction. The learners also supported the role of social learning in promoting L2 motivation. This included communication with native speakers and using English when visiting other countries.

Helwa and Abdel-Hamid (2014) designed a program based on integrating a number of motivational strategies to promote EFL university students' argumentative writing and to overcome apprehension among students in the writing classroom. The experimental learned argumentative writing via employing a teaching strategy built on a number of relevance and confidence strategies while the control group received regular writing instruction. After that, semi-structured interviews were conducted with the experimental group students. Results showed that the experimental group students outscored the control group in argumentative writing. They also showed positive views of learning writing as a result of employing motivational strategies. Also, the students' writing apprehension level was significantly decreased.

Vibulphol (2016) examined L2 students' learning and motivation as well as the ways in which the teachers promoted their students' learning and motivation. The researcher administered questionnaires to the teachers and students and collected data from 12 English language classrooms in Thailand. Moreover, each lesson was observed by 2 observers. The researcher triangulated the data to identify the students' learning and motivation, in addition to the teachers' motivational strategies. Results showed that the students exhibited a significantly high level of motivation. Most students showed internal interests in learning English. However, a few students in every class indicated some degree of a lack of motivation. The teachers used varied motivational strategies including autonomy-support and controlling motivational strategies. Results showed that it was important to employ motivational strategies that did not only initialize but also nurtured the students' intrinsic motivation with the aim of promoting ongoing learning of English in and outside the classroom.

Suo and Hou (2017) explored the role of motivational strategies in a university English flipped classroom. The study was initiated on the premise that stimulating students' motivation was mandatory to exploit the full potential of the flipped classroom. Consequently, motivational strategies were employed to develop the students' language performance. Specifically, promoting the students' motivation in the flipped classroom was based on Dörnyei's model of motivational strategies (2001). Results showed that proper design and timely implementation of motivational strategies promoted the

students' motivation and ensured their autonomous learning in the flipped classroom. This, in turn, raised the students' overall language performance and cooperative learning.

Lai and Aksornjarung (2018) used content-based instruction (CBI) to develop Thai EFL university students' attitudes and motivation towards learning English. A number of 71 university sophomore students responded to a questionnaire on attitudes and motivation, in addition to 6 open-ended questions on CBI. Results showed that the students had significantly positive attitudes towards the CBI, and they had moderate levels of motivation towards EFL learning. A significant conclusion was that instructors adopting CBI courses should employ motivational strategies to promote instrumental as well as integrative motivation of their students.

Clearly, research shows that motivation is a prerequisite for L2 learning. In this regard, teachers' effective employment of motivational strategies is a crucial factor in enhancing learners' motivation. Nevertheless, there is a gap in research on using motivational strategies to improve Saudi EFL students' reading comprehension skills. Therefore, the researcher investigated the impact of teaching motivational strategies in Saudi EFL reading classrooms. This was done through identifying the impact of motivational strategies on enhancing Saudi EFL university students' reading skills.

III. PROBLEM AND QUESTIONS OF THE STUDY

Traditional methods of teaching could probably decrease the students' interest towards learning, which results in difficulty and failure to recall what has been learnt. In the field of L2 teaching and learning, previous research also reveals that many students have low motivation (e.g., Bandura, 1997; Pintrich & Schunk, 1996). Considering the significance of students' motivation in EFL learning, it is expected that due attention be given to employing motivational strategies in the learning process. In the Saudi context, little research has examined the impact of motivational strategies in the language classroom. This study was conducted to answer the following questions:

- 1- What is the effect of using motivational strategies on developing Saudi EFL university students' overall reading comprehension?
- 2- What is the effect of using motivational strategies on developing Saudi EFL university students' each reading skill?

IV. DESIGN AND SAMPLE

The researcher employed the quasi-experimental, pretest-posttest control group design. Two intact classes were randomly selected; one class (20 students) taught by their classroom teacher through motivational strategies to represent the experimental group and another class (20 students) receiving regular instruction to represent the control group. A pre-post reading test was given to the two groups before and after the treatment.

As for sampling procedure, the study included two classes from level-2 students at College of Science and Humanities, Sharqra University. The students in the two classes were all females. The students registered in Level-2 Reading Course during the second semester of the academic 2021-2022 participated in the study.

V. TEACHING STRATEGY

A proposed teaching strategy was employed with the experimental group students. This strategy was based on employing motivational strategies in teaching reading comprehension to the experimental group students. The teaching strategy went in the following stages.

– Arousing students' interest in the reading classroom based on motivational strategies

In the first class, the teacher enhanced the students' positive impression of the EFL reading classroom based on exploiting their motivational strategies. This was accomplished through getting them introduced to learning reading based on motivational strategies. The teacher highlighted the following issues: (variance of learning reading based on motivational strategies as compared with the regular method of reading instruction, the advantages offered by learning reading based on motivational strategies, and finally the interactive procedure of reading evaluation based on motivational strategies.)

– Setting motivational goals

These goals stimulated the students' instrumental and integrative motivation. On the one hand, the goals were suitable for the students' instrumental orientations, e.g., performing well in exams, achieving academic progress and communication, as well as ensuring career success. On the other hand, the students' integrative motivation was boosted via making them familiar with the L2 culture with the aim of maintaining and prolonging their high motivation levels. This was done because instrumental motivation was expected to decrease after the students passed the exams or acquired the required skills. The teacher's final goal was to incorporate the students into the wider world by grasping sufficient information about it. At this point, all communication, especially academic communication, reflected intercultural insights about other countries' civilization, history, customs, and traditions. This grasping of the target language culture, in turn, had a significant impact on promoting the students' interest in reading classes.

– Setting specific and manageable objectives, plans, requirements, and evaluation standards

Detailed information clarified what to learn and how to learn it, which worked as a guideline for the students to manage their own reading lessons, increased their goal-orientedness, and facilitated their self-evaluation and peer evaluation. This motivated them to work harder to get praise from the teacher and classmates.

– *Creating motivational learning situations*

Four motivational elements were employed to create motivational learning situations: challenge, curiosity, control and imagination (Malone & Lepper, 1987). Meantime, reasonably challenging activities boosted the students' confidence and brought them the biggest intrinsic motivation. As such, activities and tasks of autonomous learning became suitable for the students' skills and were within their zone of language levels.

– *Offering students personalized guidance*

Special and individual guidance raised the students' sense of progress and self-esteem. Therefore, the students were trained to solve their own problems. The help was within an appropriate point. This help was in the form of a scaffold; therefore, the students were enlightened to think and process information openly instead of giving them direct instructions.

Tailored communication with the students provided them with the feeling of being cared for, enabled them to nurture a good teacher-student relationship and ensured their participation and motivation. Through communicating with the students, the teacher learned about their problems in the reading lessons, which helped in designing reading activities that were relevant to the students in addressing these problems. Consequently, the students started to share in reading activities and tasks.

– *Offering motivational evaluation and feedback after the reading activities*

The teacher put adequate emphasis on formative evaluation in the EFL reading classroom to track and motivate the students' autonomous learning. Evaluation centered the following important issues: the students' reading skills, the effectiveness of the students' cooperative activities, and their progress in reading lessons. Therefore, the teacher followed some important steps in evaluating the students' reading. First, the teacher provided positive feedback on the students' reading. Even the simplest signs of achievement were highlighted to originate the idea that the process and progress itself mattered most. Second, when the students made mistakes, the teacher considered their problems by taking their position. Thus, the teacher had a more accurate and personal understanding of the students and thereby forgave their mistakes. This relieved the students of their fear after making mistakes and gave them the feelings that the teacher still had expectations of them instead of giving them up, which motivated them to live up to the teacher's expectations. Third, the teacher gave informational feedback to help the students make an objective analysis of their strengths and weaknesses, as well as their development and inadequacy in reading lessons. Only the teacher's detailed and specific feedback supported the students to perform the future reading tasks and activities more independently and successfully.

– *Setting a good example to the students with teacher's own behavior*

Dörnyei (2001) considers the teacher's behavior as the most influential factor in promoting the students' motivation. An effective and significant teacher's behavior in the classroom is initiating and sustaining students' participation. Accordingly, the teacher conveyed enthusiasm and deepened it in the students via words and behavioral models. In addition, the teacher valued the students' reading as a meaningful contribution on their part that produced satisfaction and enriched their life. In this way, the students' learning and involvement in L2 reading was facilitated.

VI. RESULTS AND DISCUSSION

This section presents and discusses the results in relation to the research questions and previous literature. The experimental and control group students' performance was compared before and after conducting the study. This was done to examine the impact of motivational strategies on developing the students' reading skills.

TABLE 1
T- TEST RESULTS OF THE PRE- TEST COMPARING THE EXPERIMENTAL AND CONTROL GROUPS IN READING PERFORMANCE

Group	N	M	SD	DF	t value	Significance level
Experimental	20	13.50	2.65	38	3.13	Not significant at 0.05 level
Control	20	13.75	2.40			

Table 1 showed that t- value was (3.13) for the reading performance of the two groups on the pre- test. It was found that the estimated t- value was not statistically significant. Hence, it is concluded that the two groups had a similar level with reference to reading performance before the intervention. Therefore, any significant variance that might occur between the two groups would be attributed to learning reading via motivational strategies.

A. Results Related to the First Research Question

What is the effect of using motivational strategies on developing Saudi EFL university students' overall reading comprehension?

To examine this question, the researcher employed t- tests for independent samples on the students' reading performance on the post- test.

TABLE 2
T- TEST RESULTS OF THE POST- TEST COMPARING THE EXPERIMENTAL AND CONTROL GROUPS IN OVERALL READING PERFORMANCE

Group	N	M	SD	DF	t value	Effect size	Significance level
Experimental	20	33.35	3.88	38	-9.237	2.64	Significant at 0.05 level
Control	20	23.25	2.97			Large	

Table 2 showed that the estimated t value (-9.237) was statistically significant. This meant that the experimental group did significantly better in overall reading than the control group on the reading post-test.

B. Results Related to the Second Research Question

What is the effect of using motivational strategies on developing Saudi EFL university students' each reading skill? T-tests for independent samples were employed regarding each reading skill as presented in Table 3.

TABLE 3
T- TEST RESULTS OF THE POST- TEST COMPARING THE EXPERIMENTAL AND CONTROL GROUPS IN EACH READING SKILL

Skill	Post-test	Mean	S.D.	t- value	Effect size
1-Extracting the main idea of the text.	Exp.	5.87	1.41	4.86	1.98
	Cont.	4.12	1.73		Large
2-Identifying a specific detail.	Exp.	6.98	1.21	6.21	2.03
	Cont.	4.36	1.90		Large
3-Identifying cause-effect relationships.	Exp.	6.62	1.83	4.61	2.05
	Cont.	4.56	1.97		Large
4-Noting significant inferred details.	Exp.	6.97	.93	5.21	1.60
	Cont.	5.08	1.62		Large
5-Drawing conclusions.	Exp.	6.91	1.25	4.44	1.41
	Cont.	5.13	1.40		Large

Table 3 showed that the experimental group performed better on the post-test than the control group in each reading skill. The effect size values were also large and significant for the experimental group students on the post-test.

The two research questions were thus supported by the results. The study addressed the issue of providing reading instruction based on motivational strategies at the university level that bridges traditional instruction to a model of teaching that aims to serve all learners in the reading classroom. The positive findings of the study proved the significant effect of reading instruction based on motivational strategies on developing the experimental group students' overall performance in reading, in addition to their performance in each reading skill. This important role that motivation plays in the EFL reading classroom is supported by previous research (e.g., Dörnyei, 1994; Gardner, 1985). The study is also consistent with the results of previous research which proved the effective role of employing motivational strategies in developing students' L2 performance such as the studies of Guilloteaux and Dörnyei (2008), Deniz (2010), Al-Mahrooqi et al. (2012), and Ajegbomoguna and Popoolab (2013). This registered progress in the experimental group students' reading performance might be attributed to several factors.

First, the students' performance in reading was enhanced through employing varied motivational strategies in the reading lessons. These results receive support from the findings of Arnold and Fonseca (2004) and Dastgoshadeh and Jalilzadeh (2011) that it is necessary to provide opportunities for all learners to represent their aptitudes for language achievement. In addition, supporting the social and collaborative atmosphere was also one of the priorities in this motivational strategies-based reading classroom. In this regard, encouraging student talk was extremely beneficial during the reading process. Reading was viewed as an interactive process that flourished in a social context where much talk surrounded the process of reading comprehension. When allowed to think out loud while reading, the students helped one another clarify meaning by asking challenging questions and offering suggestions or explanations about the ideas presented. Positive outcomes from using motivational strategies also include increased student collaboration, interpersonal relationships, self-reflection, and problem-solving skills. These results are supported by Hoerr et al. (2010) who assert the need to provide learners with sufficient, real-life situations to work independently and to co-operate in different learning activities.

In all stages of reading via motivational strategies, freedom was given to the students to make choices and control their learning. This was reflected in the objectives of the reading lessons, for example to teach the students to learn through helping them plan their work over a time span and set themselves realistic objectives. Accordingly, the students were offered more than one activity to choose from, in addition to allowing them to personalize their learning process.

Another factor was that the students were encouraged to form positive attribution. For example, the instructor expressed confidence in the students' capability and motivated them to express their reading problems and to employ adequate strategies to address confusions they encountered in the reading lessons. As for the students who did their best but the result was not satisfactory enough, the instructor motivated them by stressing their current achievement and confirming that L2 reading development represented a long-term process that required time and sustained efforts. These results are consistent with Weiner's attribution theory (1992) that a person's attributions as to the reasons why they achieve or miss the goal at a task define the degree of endeavor the person needs to engage in in the future.

A final major factor that possibly enhanced the experimental group students' reading comprehension was the stimulating environment that the instructor furnished in the classroom. This result shows that instructors can positively enhance learners' motivation to learn by engaging them in a supportive learning environment. Referring to this idea, Lightbown and Spada (2006) stress instructors' motivational impact on their learners. Meanwhile, when assessing learners' skills, instructors employing motivational strategies should focus on learner strengths and look at a broader range of abilities. In this regard, assessment should be multifocal, tapping as many contexts as possible. This conclusion receives support from Habib (2016) who asserts that assessment of reading comprehension entails using varied techniques and strategies.

VII. CONCLUSIONS

It can be concluded that motivation is vital in reading instruction. It makes L2 learners involved in the learning process and enthusiastic about their reading tasks and activities. Motivation also initiates the impetus in learners to maintain their success in learning the L2 and to engage in effective and productive classroom communication. Besides, experience of fulfillment and achievement has an influential correlation with motivation. Alongside, it is paramount that there be mutual communication between the instructor and learners in the L2 reading classroom.

It is also motivation that assists in preparing and creating efficient reading learners by rooting the seeds of self-confidence and perseverance in L2 learners' minds. Thus, motivation effectively produces learners eager to read and keep learning in the L2 classroom. To achieve these valuable goals, instructors need to employ a number of motivational strategies depending on the specific conditions of their classroom and their learners' characteristics. Another conclusion is that language instructors should be encouraged to construct a versatile view of motivational strategies in the language classroom to ensure involving all learners effectively in the learning process. A related conclusion is that using visual support including pictures, photographs, and graphs significantly facilitates EFL students' reading performance. Furthermore, using a wide range of interesting materials and discussing familiar topics increase students' involvement in the reading process and foster their reading performance. Finally, in order for reading students to become motivated, instructors need to engage them in using diverse motivational strategies appropriate with the context of reading, which might be different from one student to another. It is also necessary to foster multi-mode interaction by building trust between instructors and students so that much communication in the reading classroom is properly developed.

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