Extensive Reading in the English as a Second Language Classroom – Motivating and Engaging Male Emirati Students in a Higher Education Context

Thesis submitted in accordance with the requirements of the University of Liverpool for the degree of Doctor of Education by

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Abstract

The purpose of this phenomenological study is to discover factors that motivate male Emirati ESL students studying in a higher education Foundation program to read extensively in English. Research questions seek to discern motivational factors, underlying motivational constructs, practical strategies used to motivate the male students to read and how these approaches could be utilized in a wider context in the future. The study is novel due to lack of qualitative research from the perspective of students and teachers in the field of extensive reading in differing contexts. The research will also serve to fill the gaps in the area of L2 reading motivation. The data was gathered using semi-structured interviews with male students and focus group with teachers involved in an extensive reading program (ERP) in an attempt to draw on the lived experiences of the participants. The need for the study was apparent due to the perceived lack of reading in English when the male students enter higher education with the aim to study English affording access to undergraduate studies in higher education. The development of reading fluency is considered a requirement for language learning and enhancement of cognition for self-development purposes so that individuals can flourish in higher education. An interpretive phenomenological analysis was adopted using bracketing and reduction of the transcribed interviews and focus groups to develop a table of master themes to explain the phenomenon of reading motivation among male Emirati ESL students. The findings suggest the teacher's role is that of a 'coach', a role much more influential than was once thought. Extrinsic motivation is an essential component of the process of change and once situational interest and stimulating tasks shrouded in positivity are used the transformation of extrinsic motivation to intrinsic motivation becomes apparent. A range of recommendations were made including the implementation of the extensive reading program throughout the whole institution and applying the same methodology in the Arabic language programs. At the same time the intricacies of motivating students in an unfamiliar context needs to be considered. The study concludes by suggesting the issues raised be addressed by institutional administrators so that extensive reading programs in English become an integral part of the reading curriculum in ESL programs throughout the UAE and the wider Arab world.

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The completion of this manuscript would not have been possible without my mother who although she was lost to us at the start of my doctoral journey, has been with me the whole time. I am forever grateful to my husband and my children who despite many ups and downs great things have been achieved by all during the time taken to complete this. I hope they will be proud of me and that I will inspire them to move on to even greater things.

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To my institution, my colleagues, my students and my friends. I would not have been able to do this without you either.

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Chapter 1

Introduction

Background

This study has been carried out in a federal male higher education institution (HEI) in the oil rich Middle East, in a country that remains one of the richest in the world despite the recent fall in oil prices. After a period of rapid modernization and a proliferation of a lucrative public sector employment for nationals, times are changing. Unemployment among the ever-increasing number of national graduates from the growing number of HEIs is on the rise (Daleure, 2017).

Ashour and Fatima (2016) explain that one of the goals of the United Arab Emirates (UAE) government is to develop a "knowledge-based economy" (p. 577), which can only be achieved when the quality of university graduates meets the requirements of the labour market. Currently, the quality of higher education (HE) graduates does not meet these needs, and this could be related to the style of teaching in HE whereby lecturers are not aware of the reading difficulties students face and the tasks required for supporting them (Manarin, Carey, Rathburn, Ryland & Hutchings, 2015). The possession of high-level critical reading skills is essential for success in HE because at this level of education knowledge is usually acquired through written text (Pirttimaa, Takala & Ladonlahti, 2015). Students in the UAE are weak in reading in general at each level of education (Daleure, 2017) and thus have not been provided with the opportunity to develop the higher-level reading skills necessary for success in HE (Grabe, 2014).

The participants in the study are male Emirati students who are studying English as a second language (ESL) in a one-year Foundations program. Founded in 1988, the network of 16 colleges is the largest state-funded education institution in the UAE. In the academic year 2017-2018 there were around 23,000 students enrolled in the colleges across the UAE, and fewer male than female students. In 2017-2018 academic year there were 8,564 male students and 13,473 female students enrolled in six undergraduate programs; applied media, business, computer information science, education, engineering technology and science and health science. The students in the English Foundations intensive program consisted of 12% of the student population and were unable to obtain the English requirement of the high school graduation exam to gain direct access to their chosen undergraduate academic programs, and therefore attend remedial ESL classes in the colleges. The medium of instruction in the institution, except for Arabic studies, is

English and therefore it is essential students are equipped with a suitable level of proficiency in English language and literacy skills for their success in the college.

There is a widely held belief among students that obtaining a bachelor degree guarantees a position as a manager in a publicly owned company or the government, but due to the change in the UAE's economic structure this is no longer the case (Al-Waqfi & Forstenlechner, 2012). It is becoming apparent that there is a need to transform the beliefs about learning and the world of work held by the students so that they are equipped with the full repertoire of skills required for the future (Daleure, 2017). I believe the key to creating this transformation is developing reading skills and changing student and teacher beliefs about students' abilities to read. The first step in doing this requires an understanding of the position of reading in the Arab world.

Reading in the Arab World

In much of the Arab world, reading in the first language (L1) has been problematic for generations because of the disjunction between the spoken language and the written words. Each Arabic speaking country has its own vernacular, and this differs from the written form of Arabic which is referred to as Modern Standard Arabic (MSA), this "situation is called diglossia" (Horn, 2015, p.101). The spoken form of Arabic can be said to be a different language to the written form and this gives rise to the poor decoding skills of young learners, and thus poor reading abilities (Ibrahim, 2011). Given that students in the UAE communicate with a dialect much different to MSA, which is the language taught in schools and printed in books, students find it very difficult to relate to MSA and to read it.

At an early age, students in the UAE begin to dislike reading because they cannot read MSA fluently and therefore start to believe they cannot read anything (Al-Awidi & Ismail, 2014). Such a mindset is carried all through K-12 schools and continues into HE, making reading a very laborious process for students. This also means the students' preferred learning approaches are different to a traditional academic environment (Biggs & Tang, 2007) resulting in a diverse range of abilities in the classroom and if this is not recognised and catered to within HE institutions, it can greatly affect student academic success, especially since reading fluency is one of the fundamental skills required in HE (Iyer-O'Sullivan, 2013; OECD, 2015).

Developing Reading Fluency

Reading in L1 in societies that possess a habit of reading is an automated process, which has been developed over generations (Grabe, 2014). Considering that the human mind is not wired to read, it is necessary for humans to learn to read at an early age to provide them the time to develop fluency in reading so that low level reading skills such as automation of word recognition and vocabulary building can be developed before the time comes for deeper analysis of text (Grabe, 2014).

Reaching a reading level required for deciphering reading texts in any academic context regardless of the language being used is a very complex process that involves many levels of skills and sub-skills (Koda, 2007). Reading fluency is developed as a process with mastery of one phase preceding the acquisition of the next phase (Figure 1). Initially, readers need to be able to develop awareness of phonemes and gain knowledge of letters. Once this stage has been reached, the reader will be able to decode and recognise words. Once the developing reader has mastered this phase, they will start to expand their vocabulary and their knowledge base, which will then enable the reader to use more intricate cognitive strategies and thus make inferences and analyse text critically (Grabe, 2014).

Figure 1. Process of Reading Fluency Development (Grabe, 2014)

A further consideration in an ESL context is that when a student is a fluent reader in L1 there is evidence that the reading construct (Grabe, 2014) can be transferred to reading in the second language (L2) (Koda, 2007) to assist in developing the reading construct in L2. When students do not read in L1 the reading construct will not have been sufficiently developed to enable the reader to decipher the L2 and thus the L2 reading construct will not be sufficiently developed. The complexities of developing reading fluency in L1 and the implications of Arabic diglossia has ramifications for motivating students to read in an L2 in a HE ESL context and thus constitutes a need to study aspects of reading motivation further in the UAE context.

Need for the Study

I believe this research is necessary as it aims to discover the factors that motivate male Emirati students to read in English in HE so that they can be provided with learning opportunities forsaken in the past. The reading curriculum has not provided the basic skills students need when studying a second language, and when preparing for entry into HE. Whilst this study focuses on male Emirati students due to the single-gender basis of the institution within which the study was conducted, the lack of reading phenomenon is not restricted to male students and the equivalent issue is similar among female students. Focusing on male students in the first instance is pertinent because of lower retention rates among male students in HE (Ridge, 2010; Ridge, Farah & Shami, 2013).

When insights from students and teachers are obtained the findings can then be used to develop a more effective reading curriculum in HEIs in the UAE and inform teachers of how to motivate students to read. The new knowledge gleaned would be useful in promoting change in reading methodologies so that teachers can "create a classroom environment to enhance UAE students' motivation to read" (Al Sheikh & Elhoweris, 2011 p. 63).

Aiming to change current practice is something that has recently been highlighted by the introduction of the UAE government's National Reading Strategy (Faham, 2016). One of the recommendations of the strategy is to encourage research on reading motivation in L2 so that specific teacher training programs can be developed (Faham, 2016; Macalister, 2010). There remains a lack of research in the field of reading motivation in L2, especially from a student perspective (Grabe, 2009). This study will aim to fill this gap. There is a plethora of literature on how to introduce extensive reading methodologies in the classroom (Day 2015; Day & Bamford, 1998; Pathare, 2009) so this study will not address these issues, nor will it address issues related to the improvement of individual English language skills. Rather it will recommend how to motivate male Emirati ESL students to read in English the UAE.

Purpose of the Study

The purpose of this study is to obtain a new perspective of reading motivation in a UAE HE context from phenomenological basis (King & Horrocks, 2010). Thus, I will be positioning the study in an interpretivist/constructivist paradigm (Mackenzie & Knipe, 2006) because I will be constructing meaning from student interviews and teacher focus groups. This type of study serves the purpose of filling the gaps in the literature on reading motivation in the UAE context and the gaps in the wider literature related to qualitative approaches to data collection on motivation for reading in L2.

The purpose of a qualitative approach in the design of data collection tools is to allow for deeper analysis, which will enable me as a western researcher in a mysterious, "strange and complex" (Holliday, 2016, p.4) context, to uncover the layers of mystery, which, on a personal level, appear to exist. The viewpoints of the students and the teachers will be matched to identify best practices for the development of the reading curriculum to include extensive reading methodologies. This, in turn, will serve the purpose of generating knowledge in support of the development of a national framework for reading as proposed by the UAE Cabinet (2016) in alignment with the UAE Vision 2021 (2009) national strategy.

In addition, the study will contribute towards further understanding of reading motivational practices within the UAE and thus constitute practitioner research. This is because the research will determine best practices on how to devise strategies to motivate students to read in English and which principles of extensive reading are pertinent for this context (Day & Bamford, 2002). At the same time, new aspects of motivation may come to light, which would provide further insight to the nature of reading motivation in L2. Currently, a comprehensive model of L2 reading motivation does not exist (Jahan Khan, Murad Sani & Shaikh-Abdullah, 2017). Therefore, many L2 studies draw on the seminal works of Wigfield and Guthrie's (1995) L1 reading motivational framework. This was redefined by Wang and Guthrie (2004) who devised an L1 reading motivation framework, which focuses on the interrelations between extrinsic and intrinsic reading motivation.

Researchers are beginning to realise the importance of the effects of socio-cultural factors on L2 reading motivation that are viewed from a qualitative stance (Jahan Khan, et al., 2017). This study will provide fresh knowledge in this area by filling the void in relation to motivating and

engaging students in reading in this specific context and contribute to furthering the quest for an L2 reading motivation model.

Having outlined the perceived need and purpose for this study, which will fulfil the requirement of furthering the understanding of motivating male Emirati students to read in the ESL classroom, it gives rise to the following research questions.

Research questions:

- What factors contribute towards motivating male Emirati ESL students in HE to read in English?
- What are the underlying constructs of L2 reading motivation among male Emirati ESL students in HE?
- What practical strategies do teachers adopt to motivate male Emirati ESL students in HE to read?
- Which practical strategies adopted by teachers can be widely applied throughout UAE HEI in the future?

Personal Motivation for the Study

On a personal level, this study aims to satisfy my deep interest in motivating students to read. People often ask me 'do Emirati students read?' and for many years my answer was 'no, they do not', but just recently I have changed my response. This is because in my personal experience gleaned from working in the UAE context for the last seven years, it is apparent that under certain circumstances most male students will read when a suitable opportunity is provided to them. As a result, my answer of late is 'yes', my students read. Although, I realise this happens when students are encouraged to read simple English graded readers that are of interest to them, compounded with positive reinforcement from the teacher. This informal observation corroborates with some of the principles of extensive reading (Day, 2015; Day & Bamford, 1998, 2002) and other recent studies in extensive reading (Jahan
Khan et al., 2017; Renandya, 2007; Ro, 2016). This experience constitutes a complete change in my perception of male Emirati students and their learning needs, which constitutes a personal transformational learning experience (Mezirow, 2000) and something I would like to share with other teachers as the experience has been very fulfilling.

Since I realised that students in the UAE are not being given the opportunity to develop their reading skills from an early age, either at home or in K-12 schools, I became intrigued with finding ways to motivate students in HE ESL classes to read. I believe that my students cannot move forward with their learning if they lack the basic skills in reading in English. Reading is thought to have transformational properties (Blyseth, 2015), therefore without engaging in this activity how could students be able to develop themselves to a level of cognition required for deeper thought and consideration?

Significance of the study

The study is significant on many different levels. First, on a personal level it is significant because I believe that reading is the key to academic success and future success in the workplace for students in the UAE. This is especially so for those who have reached adulthood without being engaged in a type of reading that caught their interest, or which was deemed to be of value to them. Secondly, the study will be of significance to expatriate teachers new to the UAE, as it will inform them on how to motivate the perceived unmotivated to read. Educational institutions will also find the study significant, as the findings will assist in devising new content for the reading curriculum that will engage students and empower teachers to enact changes in beliefs about reading.

The UAE government has established a reading law in an attempt to rectify the reading void apparent in society. This requires that a National Literacy Strategy be established to assist in instilling a habit of reading among all UAE citizens (UAE, Cabinet, 2016). The strategy also calls for more research in the area of reading motivation from a national perspective, which adds more significance to this study.

Theoretical Framework

A review of the current literature will include an account of the complex nature of the UAE educational context and the extent to which reading is valued by students and teachers. An examination of the literature pertaining to the principles applied to extensive reading and the applicability of the approaches in differing contexts will be discussed (Day & Bamford, 2002). These aspects of reading will then be viewed through a reading motivational theoretical framework using approaches thought to be best suited to the unique context of motivation in the

UAE (Engin & McKeown, 2017), and the extent to which extrinsic and intrinsic motivation constructs can coexist to assist in igniting the process of transformative learning.

Aspects of L2 reading motivational constructs related to extrinsic and intrinsic motivation (Wang & Guthrie, 2004) will be included in the framework so that the underlying motivational constructs existing in the UAE ESL classroom can be teased out through the student interviews and teacher focus groups. In an attempt to understand how extrinsic motivation evolves into intrinsic motivation the theoretical framework will also feature catalysts of transition, such as the inclusion of situational interest and relevancy theory. The amalgamation of the various aspects included in the theoretical framework will act as a lens through with which to view L2 reading motivation in the ESL classroom in a UAE HE context among male Emirati students.

Chapter 2 will provide an account of the UAE education system and the complications of differing forms of languages used in education and at home. An account of pertinent literature on extensive reading will be provided followed by an interpretation of the literature related to reading motivation in the first and second language. The chapter will close by presenting the aforementioned theoretical framework.

Chapter 2

Literature Review

Introduction

The review of the literature will focus on three main areas, and it will include a detailed analysis of the literature pertaining to each area. First, the education system within the UAE will be described, so that an understanding of how reading in the ESL classroom is received within the context. Following on from this, the second area of focus will be a review of the literature related to extensive reading, so that its relevance to the context can be explained. Finally, a review of the literature describing reading motivation will be provided.

The UAE Education System

The UAE education system has existed since 1971 with the inception of the UAE. Since that time developing the education system has been at the forefront of government policy (Ashour & Fatima, 2016). Male and female students are educated separately in all state educational institutions, and thus there is a separate male and female campus for the colleges under review in each of the seven Emirates that make up the UAE. Kindergarten to HE education in state educational establishments is provided free of charge to all Emirati nationals by the UAE government. There is a continual drive to educate and prepare individuals for the workplace so that unemployment of nationals is kept to a minimum, and so that Emirati nationals can contribute to the development of the fledgling nation.

Female student retention is notably higher than male student retention in HE (Ridge, 2010) and female students tend to take more advantage of the opportunities offered to them by the government in terms of access to HE (Madsen & Cook, 2010). This is often attributed to the disjunction between home and college expectations (Hatherley-Greene, 2012), whereby males are legally and financially responsible for the family and attending to these responsibilities often takes precedence over attending college. The K-12 education system prior to entering HE has not always prepared students for HE and this is especially true for male students who are not as easily engaged in the rigours of academic life as female students, because there are more opportunities available to expend their time outside the home (Madsen & Cook, 2010).

In addition, the school system is renowned for fervent cheating and an emphasis on memorisation in teacher-centred classrooms, which results in very few students being prepared

for HE. Jones (2017) claims the scenario is game like where the students "pretend to learn" and the teachers "pretend to teach" (p.84) suggesting that educators in the UAE are not paying particular attention to the needs of the UAE students' transition to the HE context and the skills required (Hatherley-Greene, 2012).

Due to the perceived failure to prepare students for entry into HE, there have been many attempts to reform the UAE education system, but quite often expatriate teachers from neighbouring Arab countries whose teaching styles lean towards teacher-centred rote learning and testing have dominated the state education system (Dahl, 2011; Daleure, 2017; Hatherley-Greene, 2012; Jones, 2017). This teaching style has proved to be popular among the students, as it places less onus on them to learn new ways of learning, as would be expected in a constructivist learning environment (Dahl, 2011). Student engagement is thought to be heightened when the teacher and student have a positive relationship with the teacher acting as a role model, given the UAE students' preference for a teacher-centred approach both teacher and student appear content with the status quo. Although an important consideration is that this type of learning and teaching does not prepare students for the requirements of studying in HE, which involves the development of critical thinking skills and self-reflection through autonomous learning (van Uden, Ritzen & Pieters, 2014).

Languages of the UAE Education System

The teaching of English in K-12 schools has not always proved to be successful. Academics in the English Foundations programs lay the blame on the deficiencies in the primary and secondary levels of education (Lewis, 2010). In response to these deficiencies the Abu Dhabi Education Council (ADEC) introduced a "new school model" (Gallagher, 2011, p.62) for state schools encapsulating kindergarten and primary schools from 2010 in a "bilingual Arabic-English education program" (p.63). This shift from learning in one language to learning in two was a significant decision from political, pedagogical and social aspects of educational reform, and has meant that many Western expatriate teachers and school leaders were employed to develop and deliver the new curriculum in an attempt to encourage change (Gallagher, 2011).

Given the demands on students from learning formal Arabic, due to the phenomenon of Arabic 'diglossia', which can be likened to learning a second language (Gobert, 2009), students in the current K-12 educational system have an increased burden on their intellectual capacities since they are required to function in a learning environment exhibiting linguistic dualism dissimilar to

the language spoken at home and by their peers (Gallagher, 2011). Despite the importance placed on the use and status of MSA (Badry & Willoughby, 2016), it is not used to the extent to which it is revered. Students find it quite difficult to read MSA and the formal nature of the language does not engage students in the reading. This results in students beginning to believe, from an early age, that reading is difficult and boring and in turn they become reluctant to read.

Recently, a description of 'triglossia' has been provided by Carroll, Al Kahwaji and Litz (2017) who suggest three forms of language have evolved in the UAE context which are colloquial Arabic, MSA and English, brought about by the educational reforms. Furthermore, Carroll, et al. (2017) claim that MSA is a modern version of the Arabic found in the Quran, although this is not the case. Arabic speakers need a translation of Quranic Arabic to be able to comprehend it, and it is not a spoken form of Arabic like MSA. In the UAE context, the literature suggests importance has been placed on four forms of language used within UAE society in both written and spoken forms (Table 1).

Table 1

Language Forms Prevalent in the UAE

	Form most Prevalent	Usage
Classical Arabic	Written	Read and memorized to understand the teachings of the Quran
Modern Standard Arabic	Written, spoken	Taught formally in schools. Used in newspapers, official TV channels
Colloquial Arabic	Spoken	Vernacular spoken at home and regionally (all ages)
English	Written, spoken	Medium of instruction in K-12 schools and federal universities in the UAE

Looking at other countries of the world such as Africa, where there are more than three forms of language in use, it is said the situations show forms of "multi-glossia" (Monaka, Seda, Ellece & McAllister, 2010, p. 217). It appears that rather than referring to the UAE context as having diglossia or triglossia, it is more pertinent to view the context as multi-glossic so that the

complexities and uniqueness of the situation are contemplated when designing learning activities. It can be considered therefore that the educational reforms which are intended to improve the quality of education in the K-12 education system, so that students are better prepared for the rigours of HE, have indeed placed a greater burden on students from a multi-glossic perspective.

This phenomenon is not restricted to the education context. Although MSA is the official language of the UAE, English is used in the workplace and in the wider communities as a form of communication between the local Emirati citizens and the expatriate residents, thus often forming the lingua franca of the nation (Liu, 2017). This exemplifies the importance of learning English to function within the community. The multiple forms of language communication can bring benefits and rewards, but if expatriate teachers are not aware of the linguistic problems brought about by the multi-glossic characteristics, deeper problems can ensue (Pathare, 2009). This is especially relevant when developing ESL reading programs within a context where traditionally the citizens do not possess a reading tradition (Pathare, 2009; Shannon, 2003) because huge gaps in knowledge and skills of students entering HE will exist, especially in reading skills.

The multi-glossia and the formal nature of written Arabic, coupled with the lack of a reading tradition and the dynamics of K-12 schools, exacerbated by the fact that reading has not been nurtured within the family context by parents (Ahmad, 2017) means that many students are not fluent readers, especially male students. It is notable that Emirati fathers are less likely to be concerned with their child's schooling and work life, unlike fathers in other countries in the Arab region (Ridge, Jeon & El Asad, 2017).

This was confirmed by Palfreyman (2006) in a study carried out in a UAE female HE institution who claimed that fathers are not a potential source of support in learning English and that older sisters were accessible and able to provide sources of help in learning English, friends were also mentioned as a useful social resource by the females. The study went on to say that older brothers were perceived as proficient in English yet they were not accessible to the females in the household because they were away from the home much of the time. This has ramifications for further understanding of the socio-cultural context in which learning is taking place because of differences in the learning approaches between male and female students outside the classroom, which need to be considered by teachers when designing learning tasks. Whilst female students

are at home capitalizing on social resources available in English, male students are away from the home.

It has been reported that many households do not possess books at home and many students report that their parents did not read to them at home when they were younger. This could be because parents are not aware of the benefits of reading or are illiterate (Ridge et al., 2013). Until recently K-12 schools have not encouraged students to read, nor placed any value on reading in any language due to the socio-cultural environment within which the system exists. This has ramifications for students aspiring to enter HE in the UAE, as at the end of high school they are faced with gateway examinations that focus on English.

Entry to UAE Federal Universities

Emirati students who do not gain direct entry to their Bachelor's degree program after taking the nationally prepared Emirates Standardised Test (EmSAT, 2017) university entrance exam at the end of Year 11 enter an English Foundations program at one of 5 Levels depending on the score obtained in the EmSAT test. In the past, students were required take the International English Language Testing System (IELTS) to gain access to the degree program of choice. Students who choose to study in a government funded HE institution were required to obtain a band 5 in the IELTS examination. After the inception of the EmSAT examination system, which was created solely for UAE students, as IELTS was deemed to be culturally inappropriate (Freimuth, 2016) students can gain entry to the Bachelor's degree program with a score of 1100 on the EmSAT, which is the equivalent score to a Band 5 in IELTS (EmSAT, 2017). Further reforms in the Foundations program policies require students to obtain this level within one year of beginning the Foundations program. This can be challenging for some due to the difficulties faced in the reading and writing section of the examinations.

The reading section of the examination proves to be the most challenging part of the exam for Emirati students and the UAE scores for the reading section in the IELTS examination are the lowest in the world (IELTS, 2015). The Program for International Student Assessment (PISA) exam, administered by the Organisation for Economic Cooperation and Development (OECD), is taken by UAE students at the age of 15 years, and is used by the UAE government as an international measurement for the standard of their education system as set out by the government's Vision 2021 (Ahmed, 2010). The results of the 2015 PISA examination, which focused on science, math, reading and linguistic competence, shows that the standards of the education system are below the expectations of the UAE government aspirations (OECD, 2016). Although it has been

suggested that is too early to see the benefits of the 2010 educational reforms as the exam taken in 2015 was only five years after the start of reform, the 2015 PISA exam results were even lower than the scores achieved in 2012 (Pennington, 2016). The results of the 2016 PISA examination (OECD, 2016) also informed us that, within the countries of the OECD, the "gender gap in reading" (p. 4) is narrowing. That is to say, there is an increase in the number of males reading. This is a positive result, and given the similarities in reading motivation worldwide, the report suggests there is scope for motivating male Emirati students to read.

On the other hand, whilst using such external benchmarking, there is legitimacy in seeking further clarification of the quality of education (Farah, 2012). Sahlberg (2006) suggests at "best these tests represent a rationalistic, partial and very reductionist judgement of the complex processes of education for the knowledge economy" (p. 276). When aiming to improve the quality of education within a context aiming to compete within the global knowledge economy, the greatest strength is the effectiveness of the teacher and the ability of individuals to develop 21st century skills that are vastly different to the hands-on skills required nearly half a century ago (Farah, 2012).

At this point, it is useful to refer to the framework for 21st century learners, which depicts the skills required for the 21st century learners (Figure 2). The framework claims the underlying foundations of the model contain the core skills of reading, writing and math – the 3Rs (Fadel, 2008). This stresses further the importance of nurturing and developing reading skills so that 21st century learning skills can be bolstered.

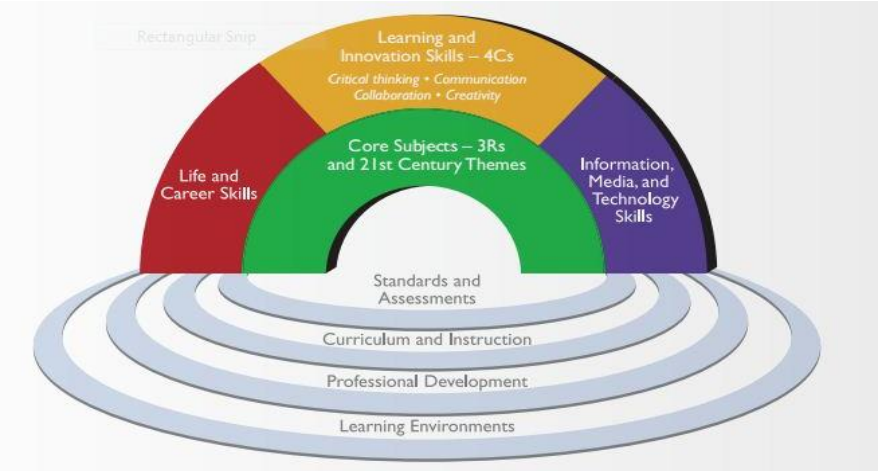


Figure 2. Framework for 21st Century Learners (Fadel, 2008)

There is consistent evidence presented in the literature that shows that competition in a global market, development of a knowledge economy, and a world class education system with graduates prepared to be innovative and creative to suit the needs of the changing markets, is only achievable through developing individuals who possess the skills to read and critically analyse text to enable them to increase their knowledge and understanding of the world (Madsen & Cook, 2010). As the successful development of reading skills appears to be lacking in the UAE educational model, because students entering HE are not prepared for the challenges they will face, it is necessary to review the challenges male students face when attempting to continue their educational journey into HE.

Educational Challenges for Male Emirati Students

This study focuses on male students studying in the Foundations intensive English program in one of 16 state funded HEI in the UAE, the participants attend a men's college. As well as the challenges related to reading and the socio-cultural context already discussed, the retention of male students in HE has also been a challenge since the college was established 30 years ago. In keeping with global trends, the issues associated with student retention and success in HE is related to socio-economic status, family education levels, beliefs about the purpose of education, the lack of teacher support, and badly managed classes (Daleure, 2017; Palfreyman, 2016; Ridge et al., 2013).

There are also additional contextual reasons becoming apparent which have been related to the specific cultural requirements of the male students' family responsibilities, which often affect attendance. The opportunity for the students to remain in college is often forgone when students are required to go to work to provide for a large family or to go on errands on behalf of the father. Taking care of siblings and stepmothers who live in the same household are characteristics of the male student in the UAE context and this inhibits their ability to continue HE studies (Daleure, 2017; Ridge et al., 2013).

The underdeveloped reading skills of students entering HE have been highlighted as inhibitors for success in HE along with gaps in knowledge and the lack of soft skills to support student learning (Daleure, 2017). There is a belief that teachers at all levels of education in the UAE are the ones to assist in developing such skills. Furthermore, the teacher in the UAE needs to be skilled in making more emotional connections with students who need more than just information imparted to them (Daleure, 2017). In a study of male dropout rates in UAE HE, Ridge et al., (2013) report students preferred classroom environments where teachers "would

treat us like their sons and would advise us" (p.32), probably due to the lack of attention and the burden of responsibility at home.

Many teachers in HE believe that developing reading skills is not the role of the teacher (Grabe, 2009) and motivating students using humanistic approaches which mirror positive psychology are not often adopted in the ESL classroom (Al-Beckay & Reddy, 2015). There is consensus within the literature on male student retention in the UAE that a differing teaching style is a necessity in UAE HE classrooms, one which is more supportive and responsive to the specific needs of the Emirati male student (Ridge, et al., 2013). However, teachers still insist on imparting more and more information to students, who memorise it to get through the examinations. This short-term view of learning has not gone unnoticed by the UAE government and there have been recent shifts in policy in an attempt to enact change.

The UAE National Reading Strategy

The changes and the huge investments made in the UAE education system is in essence a response to globalisation and the desire for the leaders in the UAE to be one of the worlds' leading economies by 2021 (UAE Vision 2021, 2009). The introduction of the National Reading Strategy by the leaders of the UAE is evidence that the government is aware that basic education and literacy skills need attention (OECD, 2016). The National Reading Strategy was launched in 2016 by the President of the UAE His Highness Sheikh Khalifa bin Zayed Al Nahyan when he declared 2016 the 'Year of Reading'. During this year many reading initiatives were announced and the preparations for the development of a National Literacy Strategy was initiated. The assumption behind this is his belief that reading is a basic skill required for the newer generation of experts in all fields and the desire to relinquish dependence on expatriate expertise in the workforce (UAE, Cabinet, 2016).

This is a clear government directive stating the requirement for Emirati nationals to improve their basic skills to enable them to compete within the local economy so that they can contribute to the development of the nation and not rely on the expatriate workforce (Daleure, 2017; Godwin, 2006). As well developing basic skills, there is a need to develop a workforce which is proficient at integrating technology as part of their repertoire of skills, which is yet another call to "disrupt traditional notions of teaching and learning" (Gitsaki, Robby, Priest, Hamdan & Ben-Chabane, 2013, p.2).

With the onset of globalisation and the competitive environment to acquire knowledge to develop human capital along with technological advances, quite often the response is to solve the issues within the UAE education system with more innovations and to introduce more technology, which have been applied to teaching advances in countries in the developed world. Given the unique circumstances in the UAE and the gap between basic needs of the students and the aspirations of the government, it would be more prudent for educational leaders to go back to basics and address some of the deep-rooted issues undermining the reforms and innovations (Jones, 2017). Educational leaders in countries where a habit of reading exists are addressing issues related to lack of reading in K-12 schools by employing reading coaches whose role is to support teachers and obtain data on reading performance among students as well as educating learners for the 21st century (Dean, Dyal, Wright, Carpenter & Austin, 2012; Fadel, 2008).

Due to the above mentioned deficiencies in the UAE K-12 education system, despite the reforms made by the UAE Government, the challenges faced by male Emirati students to remain in HE and the aspirations of the UAE Government in response to global competition, there is a need to look at how change can be made to assist in transforming the way students and teachers view their responsibilities in helping students to develop language skills whilst preparing them for the next stage of their educational journey into HE.

Transformative Learning in the UAE HE Context

One of the aims of HE is to transform the way students view the world in preparation for the uncertainties they will face in the future. It is generally assumed that the K-12 education system has prepared students for this change especially during adolescence when they are conceptually mature enough to develop in this way (Mezirow, 2000). The previously mentioned socio-cultural issues and the challenges faced by male Emirati students do not assist in developing the skills required for transformational learning to take place. This is because many of them arrive in UAE HE lacking competence in critical analysis due to being products of an education system that "emphasizes memorisation and recitation as an important modality of learning" (Madsen & Cook, 2010, p. 133). A critical analysis of transformational learning literature over six years, from 1999-2005, showed the need for a "learning process" which emphasises the context and the importance of relationships (Taylor, 2007, p.174). This corroborates the reports in the literature pertaining to the needs of the UAE students (Daleure, 2017; Ridge et al., 2013) and thus supports the notion that changes need to be made to the modality of learning, but this can only be done if the teachers are aware of the socio-cultural context, and the acceptance of the need to change

their own beliefs. Mezirow (2000) states, “we need to focus on who is doing the learning and under what circumstances to understand the transformative learning process” (p.7).

If students in the UAE HE are to be successful they need to be exposed to successful role models and pertinent learning activities that promote transformative learning. Madsen and Cook (2010) carried out a study in the female college corresponding to the male college participating in this study which focused on female students and their transformational learning experience in the college. An online quantitative survey was distributed to around 750 female students in an attempt to assess the extent to which transformative learning takes place and the factors that impinge upon the learning. The study revealed that “students agreed they had significantly changed their opinions, expectations, and views because of their college experience” (p. 138). The female students also claim that influential others, learning activities, and other external influences had aided in their transformation. This suggests that female Emirati students are able to engage in forms of transformation even after negative experiences in the high school context. This study suggests that male students in HE must be offered an opportunity to engage in a transformational learning experience.

The study by Madsen and Cook (2010) also provided a useful adapted transformative learning theoretical model which can be used to interpret some of the many facets of reading motivation in the UAE context. This model (Figure 3) is based on the three main constructs of transformational learning, as presented by Mezirow (1991) and Merriam and Caffarella (1991). The first construct is mental construction of experience, followed by critical reflection and finally thoughts of self-development and action. As reading can be considered a transformative activity for male Emirati students, this model will be incorporated in the theoretical framework through which to view the literature presented in this review related to reading motivation.

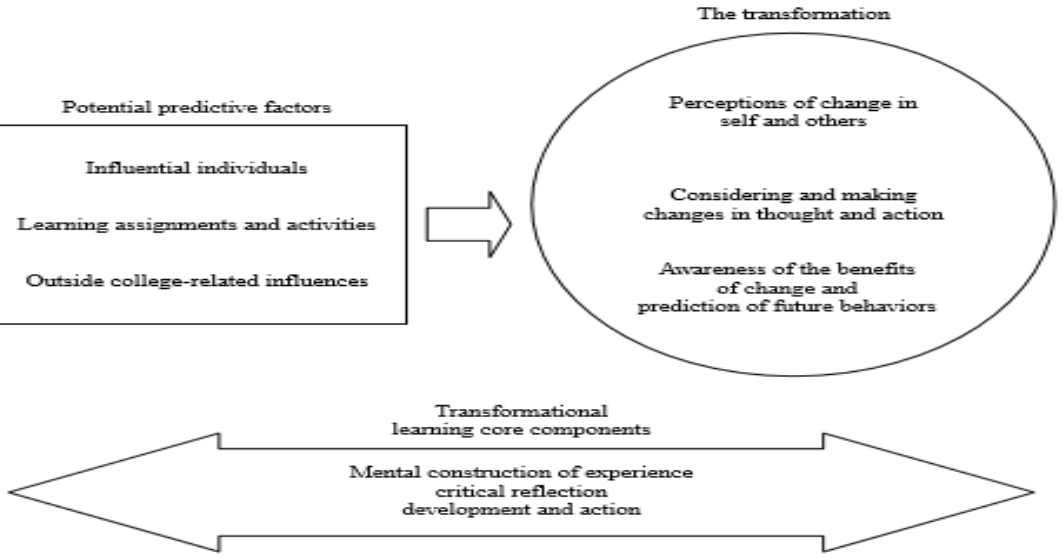


Figure 3. Transformative Learning Model for Women's College (Madsen & Cook, 2010)

Foundations programs are perhaps the optimum time for developing transformational learning experiences for students. Deveci (2014) carried out a study in a university preparation English program in Turkey, which documented the transformational learning processes of ESL students. The study revealed that transformational learning experiences had taken place, but the experiences reduced as students progressed through the 10 stages of transformation as described by (Mezirow, 1991). Deveci (2014) goes on to recommend that ESL preparatory programs have a responsibility to prepare students for HE rather than focus solely on language development and calls for HE language teaching programs to review "their current teaching philosophy, classroom practices and student experiences" (p.5). This would be a pertinent approach in the UAE context and using extensive reading as a way to do this would be beneficial, especially for the UAE government's knowledge economy aspirations.

Blyseth (2015, p. 25) claims "reading is credited with having transformative properties" by assisting the reader to develop their cognitive abilities and being able to understand the perspectives of others which will enable them to change the way they think and approach problems they are faced with in the future. Reaching this transformation requires engagement in deep reading processes where the reader is actively involved in the act of reading by adopting an "array of sophisticated processes that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection and insight (Wolf & Barzillai, 2009, p. 33). The inclusion of an extensive reading program (ERP) into the ESL reading curriculum would assist in improving literacy, ESL skills, and also prepare Foundations students

for participation in HE due to the restructuring of the reading brain brought about by reading in general (Wolf & Stoodley, 2007).

Many students arrive in the Foundations program in the college claiming they have not read a book in Arabic or English (Demirci & Gobert, 2015). Therefore, if extensive reading is not included in the reading curriculum, the program will not have provided them with the opportunity to engage in reading in ESL and thus will have failed to provide the foundations needed for success in HE the future such as the development of critical thinking and analysis skills.

The review will now turn to a discussion on the benefits of including extensive reading as a teaching methodology for developing English skills, reading fluency, and affect in language learning. I believe that through reading extensively in the ESL classroom, male Emirati students can change their basic beliefs about their abilities and their attitudes towards reading which in turn will assist in developing their cognitive capacities to function effectively in a HE context as well as developing their English language skills.

Extensive Reading in the ESL Classroom

Claims about the benefits of extensive reading are not recent revelations. Hagbolt (1925) introduced ER into a first-year German course in the University of Chicago with the belief that if students wanted to learn German and be prepared for subsequent years of study in German the students needed to read "conscientiously and systematically" (p. 295). The rudimentary experimental study encouraged students to read easy books in German, and then, as the course continued, they were asked to increase the number of words they read. Teacher records showed that students who were reading were more successful. Further, the more students read the faster they would read and thus want to read more because the language would become easier. In addition, ensuring the reading materials were related to the students' interests and ease of understanding, the foreign language would fit into the students' known understanding and not appear alien. A student who wants to learn a language needs to practice using the language in such a way as a person learns to "swim by swimming and to ride by riding" (p. 295).

Hagbolt (1925) realised that extensive reading also affords the continued succession of "words, clauses, idioms and sentences, and at the same time an endless wave of sounds and rhythms. In studying a foreign language, we vocalize innerly, pronounce mentally" (p.295) and through this

complex process ER provides the opportunity to develop the language being mastered at a faster pace than studying grammar and other types of reading, such as intensive reading.

Hagbolt's (1925) early account of the benefits of engaging foreign language learning students in ER also claims the "the effect of extensive reading cannot be replaced by any known means in modern language instruction" (p. 295), and since that time a reading intervention with such perceived wide-reaching benefits has not been uncovered, yet extensive reading is still not a prevalent feature in the ESL language classroom (Mikami, 2017). This mixed method study of 141 Japanese students revealed that it was difficult for the students to remain motivated to read in the ESL classroom due to other commitments in and outside of college, much like the UAE context. This suggests that even though extensive reading is thought be beneficial additional attention is needed to catch student interest.

Extensive Reading and Skills Development

It can be argued that the only way to improve students' reading skills and reading fluency is to engage students in reading that is of an accessible nature (Grabe, 2014; Stoller, 2015). Quite often the only reading which takes place in ESL classrooms in the UAE is intensive reading whereby reading texts are chosen by the teacher, which are usually inaccessible to students due to level of the vocabulary in the texts being levelled too high for the student to comprehend (Pathare, 2009). The reading process is slowed down when the level of the text is too high for the student, which in turn results in reinforcing the students' belief that their reading abilities are deficient and that reading is not an enjoyable pastime (Stoller, 2015). When students are allowed to read books that they are interested in and which are at a comprehensible level (Krashen, 1995), they will be afforded the chance to bolster their beliefs about reading and develop skills that are pertinent in improving reading in L2. Without exposure to L2 through extensive reading in an isolated intensive fashion it has been suggested that students will not be able to "comprehend what they read" (Cui, 2008, p.6) even if they have knowledge of grammatical, sentence, and paragraph structures.

The UAE is not the only country in the world suffering from the dilemma of a lack of reading, and therefore it would be prudent to refer to the literature documenting how proponents of extensive reading in other countries deal with reading deficiency issues. There is a plethora of literature on ER emanating from Japan (Renandya, 2007; Robb & Kano, 2013; Waring & McLean, 2015; Yamashita, 2013). A meta-analysis of extensive reading practices collected from data on reading proficiency in 49 ER studies from 1980 to 2014, predominantly in Asia, found

that intensive reading methodologies are the preferred methods of teaching reading in ESL classrooms (Jeon & Day, 2016). This supports the claims made about the proliferation of intensive reading in ESL classrooms in the UAE (Pathare, 2009). The analysis revealed that current approaches to ER were more suited to adult learners and it was suggested that this could be due to adults being more cognitively adept, as they have more life experience and vocabulary to draw on while reading.

Additional benefits documented in much of the literature on ER suggest that introducing ER methodologies into the reading curriculum can result in improvements in the acquisition of English vocabulary (Pigada & Schmitt, 2006; Nation, 2015), improvement in grammar, and improvement in writing (Hafiz & Tudor, 1989). Students need to read a large amount of easy reading material so that words on the page are accessed through automaticity, allowing for less processing of each and every word. This means that gains in reading speed can be made as frequent words are automatized (Tran & Nation, 2014), which can provide students with more time to read and complete the comprehension sections of the university entrance examinations such as IELTS and EmSAT.

Similarly to the findings in the study by Hafiz and Tudor (1989), Park (2016) conducted a study whose participants were from Japan, China and Korea attending a US university. Two groups of EFL students were given pre and post-writing assignments. One group engaged in intensive reading and the other group extensive reading. Intensive reading focuses on the development of classroom-based reading skills such as skimming and scanning for meaning. Short texts, usually selected by the teacher, are used to develop reading comprehension skills (Pathare, 2009). This is in contrast to extensive reading which is based on the development of reading fluency using reading materials selected by the student which are at a language level preferred by the student (Grabe, 2009). At the end of the study, the post-test showed significant gains in writing with students who had engaged in extensive reading. This group of students were able to use new vocabulary in more appropriate semantic contexts in their writing.

A Principled Framework for Extensive Reading

The initial proponents of extensive reading, who set the foundations for an extensive reading theoretical framework, describe it in terms of "reading a great deal, reading quickly, and real-world experiences" (Day, 2015, p. 294). Day and Bamford (1998) identified ten principles they believe an effective ERP should be based upon. The 10 principles were devised by looking at best practices in ERPs at that time. Day and Bamford (1998) purported that effective ERPs include easy reading material (P1), a wide variety of books with differing genres (P2), students select reading materials (P3), student reads as much as they can (P4), the aim of reading is for enjoyment, information gathering and general in nature (P5), reading is the reward itself (P6), reading is quick rather than slow (P7), reading is done alone in silence (P8), teachers orient and guide students (P9) and the teacher is a role model (P10) (Day & Bamford, 1998).

Questions about the applicability of the 10 principles in modern day classrooms encouraged Day (2015) to review 44 extensive reading studies with the aim of discovering how ERPs are implemented and to what extent each of the 10 principles were used. He found that currently the principles are used with varying degrees within ERPs depending on the context. Since the principles were developed in a Western context, some claim that adherence to extensive reading principles and adjustments to extensive reading methodologies need to be judged according to the context (Mori, 2015).

Extrinsic and Intrinsic Reading Motivational Stimuli

Takase (2007) highlighted that student desire to choose their own reading material in high schools in Japan was a strong motivator to read, although the study showed that having a positive attitude towards reading in L1 did not predict the extent to which students would read in L2. Students with negative attitudes towards reading in Japanese showed positive attitudes towards reading in English as they felt a sense of achievement. Another interesting finding in this study was that family involvement in reading was a motivational factor in L1 reading, but not in L2. This was attributed to the age of the L2 language learners, who, during adolescence, prefer not to spend time with parents.

Furthermore, in a quantitative study carried out in Malaysia where there is a reading tradition in L1, Sani, Ariffin, and Shaik-Abdullah (2014) used Wigfield and Guthrie's (1995) Motivation for Reading Questionnaire to discover Malaysian university English for Specific Purposes students' motivations to read, and their findings confirmed that reading materials interesting to students

would be more motivating for students even if the material was challenging for them. Therefore, they suggest that teachers must pay attention to the interests of the students and extrinsic factors, such as recognition for reading and activities that promote social interaction.

In a reading context such as the UAE where oral communication is a tradition (Shannon, 2003), where children have grown up without family or schools instilling a habit of reading resulting a reading void in L1 (Horn, 2015), it is unlikely these findings would be corroborated. Therefore, classroom environments need to be changed to create a supportive environment to develop students' extensive reading skills (Al Sheikh & Elhoweris, 2011; Pathare, 2009) rather than adopting teacher-centred approaches, which do not allow for student independence in the choices they make in reading.

Ro (2016) and Yamashita (2013) researched motivation using quantitative methods and have documented how adopting the principles of extensive reading can dispel students' fears when attempting to read in an environment where students are reluctant to read in L2, either because they are uninterested or because they believe reading in L2 is difficult. One of the participants in Ro's (2016) study mentions "students need to be encouraged or even pushed, especially in the beginning, to start and sustain ER until they get hooked on reading themselves" (p. 36). Hence, expecting students to be interested in reading without any extrinsic support from the teacher in the form of external impetus will not be sufficient in engaging students in reading in the UAE context (Sani, Ariffin & Shaik-Abdullah, 2014).

In Japan, allowing students to read texts which students are interested in without providing additional incentives does not increase intrinsic motivation. Mori (2015) surmises that it is "naïve" (p.133) to think students would be intrinsically motivated to read without some external stimuli. As such, adhering to extensive reading Principle 6, which suggests reading is its own reward (Day & Bamford, 1998), is not applicable in some contexts (Mori, 2015). Stoller (2015) also challenges extensive reading principle 10 which suggests the teacher should model reading, stating that in her experience the teacher should be a facilitator in the extensive reading process and "excite students about reading" (p. 155), as an external impetus.

Practicing extensive reading will "develop autonomous and lifelong readers" (Huang, 2015, p. 11), which is one of the basic skills necessary for 21st century learners (Fadel, 2008; OECD, 2015). Wigfield, Gladstone & Turci (2016) remind us that "poor reading comprehension is an integrated component of the structural inequalities that can block access to fruitful careers and higher education" (p.191). The claims made here suggest there is a pressing need to discover the

nature of L2 reading motivation in the ESL classroom in the UAE as there are far wider reaching aspects to consider when developing reading skills in a language than simply learning the language (Deveci, 2014).

The above studies have explained the all-round benefits of introducing an ERP into the ESL reading curriculum, how extensive reading can be used to develop a range of English language skills and reading fluency, and the potential for extensive reading to change student attitudes and beliefs towards reading through adopting extrinsic and intrinsic motivational activities. On the other hand, there are studies that have suggested the benefits of extensive reading have not resulted in the gains some have proposed.

Alternative Views of Extensive Reading

Al-Homoud and Schmitt's (2009) carried a study out in Saudi Arabia where the students coming into HE experience similar conditions to the UAE HE students. This study involved both male and female students engaged in reading using differing modalities of reading instruction. One group engaged in intensive reading and the other was an extensive reading group. The final analysis showed that for reading comprehension, reading speed, and vocabulary acquisition there were no differences between the two groups. The authors claim that adopting extensive reading methodologies does not provide any benefits in term of language skill acquisition, although students in the extensive reading groups gained a more positive attitude towards reading.

Similarly, de Morgado (2009) carried out a study in a Venezuelan university scientific reading program and discovered that there were no differences in reading comprehension gains between those students engaged in intensive reading compared to those engaged in extensive reading, although students acquired a positive attitude toward reading and they believed their skills had improved which helped them to feel more confident about their reading capabilities. This provides evidence that extensive reading is also beneficial for affect when learning a language. Paying attention to these aspects of reading in another language would be a suitable consideration when developing the reading curriculum in the UAE HE context because this would suit the teaching approach preferred by the students in that they expect a more supportive and nurturing classroom environment (Ridge et al., 2013).

The literature on extensive reading thus far discussed suggests that in some instances gains in L2 reading skills (Pathare, 2009; Ranandya, 2007; Robb & Kano, 2013; Waring & MacLean, 2015; Yamashita, 2013) are reported and thus increases student motivation to read in L2 and

conversely there are studies which suggest that improvements in English skills are not observed, yet students feel more positive about reading after engaging in the extensive reading programs (Al-Homoud & Schmitt, 2009; de Morgado, 2009).

The relationship between the modality of instruction and the differing motivational dimensions and beliefs related to the benefits of extensive reading methodologies need to be positioned within the realms of the literature on reading motivation. This will assist in gaining further insights into the motivational constructs behind the actions of the students and teachers in the studies. Consequently, the next section of the literature review will provide an overview of the literature related to reading motivation in L1 and L2.

Reading Motivation in the First and Second Language

Motivation can be defined as "to be moved to do something" (Ryan & Deci, 2000, p. 54) from an extrinsic or an intrinsic stance. In the context of reading motivation, intrinsic reading motivation can be defined "as the willingness to read because that activity is satisfying or rewarding in its own right" and extrinsic reading motivation is tied to a factor outside the activity of reading itself or the results of the action (Schiefele, Schaffner, Möller & Wigfield, 2012, p. 429).

Over the last 20 years, reading instruction has focused on teaching reading strategies and the teaching of how to read, little has been done on what interventions can be implemented to motivate students to read and to keep them reading in any language (Wigfield, et al., 2016). An additional overarching similarity emanating from studies worldwide appears to be related to the teachers' beliefs and abilities in the level of commitment they would like to apply to reading in general in L1 (Wigfield, et al., 2016), and extensive reading in L2 (Grabe 2009; Macalister, 2010; Ro, 2016). How the teacher does this should be specific to the context because teaching approaches pertinent in one country would not be appropriate in another (Mori 2015; Ro, 2016), or even in a particular organisation when gender segregation exists (Al-Homoud & Schmitt 2009). This is also complicated by the literacy traditions of the country (Shannon, 2003) and the socio-cultural environment (de-Burgh- Hirabe & Feryok, 2013) which impinges on the ability of the students to spend the time required on developing reading fluency (Grabe, 2009).

From this standpoint it is necessary to ensure that teachers in the ESL classroom are not only versed in extensive reading methodologies (Macalister, 2010), but also be provided with the necessary training enabling them to engage students in learning effectively. Given the unique qualities in the UAE context and the differing culturally appropriate lifestyles of male and female

students it is necessary for specific learning modalities be adopted by teachers (Palfreyman, 2016). Whilst Borg (2015) describes at length about how to teach reading in the ESL classroom, there is a belief that reading fluency "is caught not taught" (Nuttall, 2005, p. 229) and therefore suggests the need for the adjustments to the way reading development is approached in teacher training programs and continued professional development (CPD). Englund, Olofsson & Price (2018) purport that a deeper understanding of the socio-cultural environment and the ways this affects teacher beliefs and conceptions related to teaching is necessary. Considering reading development is highly embroiled in differing socio-cultural aspects emanating from institutional norms and teacher versus student beliefs and conceptions, the literature suggests teachers are required to engage in forms of CPD which engages teachers in dialogue and sharing of experiences in relation to extensive reading within the ESL department so that a community of practice forms.

Even when teachers are experienced proponents of extensive reading, "environmental realities" (Borg, 2015 p. 139) can stifle teacher beliefs and result in teachers reverting to the traditional methods of teaching reading as this is believed to be more conducive to passing the reading exam at the end of the teaching period. Much of the literature on reading in the ESL classroom focuses on teaching strategies related to intensive reading (Borg, 2015; Pathare, 2009) rather than extensive reading and accounts of practical teaching strategies for reading which assume ESL students are skilled readers, especially in a HE context. Considering extensive reading teaching methodologies rely on engaging students in the act of reading, practical teaching strategies for the extensive reading ESL classroom will differ to those related to intensive reading and thus the beliefs and conceptions of the 'reading teacher' outlined by Borg (2016) appear inappropriate. Practical teaching strategies for engaging students in extensive reading are outlined in the 10 principles of extensive reading (Day & Bamford, 2002), but it is emerging from the more recent literature that the extensive reading principles need adjustments in relation to the socio-cultural influences impinging upon the development of reading fluency in the ESL classroom and motivating students to read (Mori, 2015; Ro, 2016; Stoller, 2015).

In Japanese universities, students are extrinsically motivated to read by grades and often students are given a grade measured by the number of words read during the course (de Burgh-Hirabe & Feryok, 2013; Kitao, Yamamoto, Kitao & Shimatani, 1990; Robb, 2013). More recently, Ro (2016) endorsed the application of the grade motivator as a way to encourage students to read in ERPs in Japan, but the study also suggested more input from the teacher was needed. The study monitored extensive reading classroom activities of two EAP teachers using a variety of

methods, surveying and interviewing students on their motivation to read. The attention teachers paid to extensive reading practices were perceived of value according to students from both extrinsic and intrinsic motivational perspectives. Students became aware of the benefits of ER and both teachers and students were aware that more time needed to be spent on extensive reading in the classroom because of the demands placed on their time outside of class (Ro, 2016).

A quantitative study carried out by Meniado (2016) in Saudi Arabia, where interest in reading is low, similar to that of the UAE, focused on the teaching of metacognitive reading skills to improve reading comprehension. This study suggested that reading motivation increased once students perceived the value in reading. These students showed more interest in reading entertaining texts rather than academic texts and thus a recommendation for adopting an ERP alongside formal reading skill instruction was put forward.

Carrying out qualitative research in the UAE among male students will fill the gaps in the literature in this area and in this context. This method of study will help to tease out common factors that motivate male students to read in the ESL classroom, and this will assist in redesigning the ESL reading curriculum to include an ERP pertinent to motivating male Emirati students to read. Alsheikh & Elhoweris (2011) suggest that some teaching practices suited to motivating female high school students to read may decrease motivation in male high school students, and therefore motivating male Emirati students to read needs to be investigated further.

For instance, male students in the UAE appear to be motivated by competition (Demirci & Gobert, 2015), but in places such as Japan (de Burgh-Hirabe & Feryok, 2013; Kitao, Yamamoto, Kitao & Shimatani, 1990; Robb, 2013) and Taiwan (Hueng, 2015; Sheu, 2003) competition may not reap the same benefits as attributing grades for the number of words read, which appears to be an overarching motivational factor in Asia (Robb, 2013).

Although, more recently Liu and Young (2017) monitored extrinsic and intrinsic motivations for male and female Taiwanese high school students through an online community where the students engaged in an extensive reading contest. The mixed methods study revealed that both male and female students were motivated to read by the contest, but there were differences in other areas of motivation. For example, the male students showed higher motivation using the technology than the females and also scored higher on the interactive activities in the contest. The researchers considered that the extrinsic motivators drew the students to “interactive interpersonal motivations” (p.59), which contributed to enjoyment in learning and thus activating

intrinsic motivational constructs. This has implications for teachers in devising engaging learning environments conducive to a particular context and for the development of teacher training and CPD in HE institutions (Englund, et al., 2018)

In the UAE, competition has been part of the heritage of the country and both male and female students appear to be motivated by competition as shown in the various national competitions organised by government bodies to develop skills and encourage creativity (Jones, 2017). Female students the world over are thought to be more intrinsically motivated to read than male students, and therefore it is believed that male students should be encouraged to read much like female students have been encouraged to engage in science (Wigfield, et al., 2016).

Harris (2009) observed Emirati students in HE and their motivations to read articles from the news and articles related to their courses in a move towards developing an L2 motivational framework. Currently a complete reading motivational framework for L2 is lacking in the field and therefore in an attempt to discover the students' reading motivation Wigfield and Guthrie's (1995) L1 reading motivational framework was used to obtain the motivational constructs in relation to the framework. The observations revealed that many students were motivated to read the articles to improve their grades and few were interested in the "task-contingent competition" (p.113), which students could complete if they read the newspaper articles. Reading a news article was considered ER on the condition that students were selecting reading materials of personal interest, ER principles 2, 3, 4 (see previously). In this case Harris (2009) concludes that the intensive reading students engaged in with the belief that it would increase grades "created negative backwash" (p.119). The continuous exam practice affected student beliefs about reading and their abilities. Harris' (2009) observations suggested that activities created to extrinsically motivate students to read have a negative effect on intrinsic motivation.

Others have found that reading motivation using extrinsic motivators may decline over the years (Lau, 2009). Yet findings have emerged that the relationship between intrinsic and extrinsic motivation is not as straightforward as was once thought, and ideas about what factors are detrimental to intrinsic and extrinsic motivation are changing (Park, 2011). This relationship is further complicated when strategies which are aimed at promoting reading motivation are applied in non-western contexts because 'reading is its own reward' (P6) may not be initially activated without first introducing extrinsic motivation in cultures where individuals are more "interdependent" (Mori, 2015, p.133) such as in Korea and Japan where much of the ER research has been carried out. Ro (2016) supports the idea that the research on extensive reading has been

focused mainly on these contexts within ESL settings and very little of this research has focused on eliciting teacher interventions that place value on extrinsic and intrinsic motivation to read extensively.

When researching the complex nature of reading motivation and motivating students to engage in extensive reading, manipulation of the reading motivational model to suit the context may be necessary because Western views of motivation are not applicable in all contexts. In recognition of this, an L2 reading motivational model was devised (de Burghe-Hirabe & Feryok, 2013). Qualitative data from student interviews and journals in a New Zealand context was collected from participants who were learning Japanese as an L2. The participants entered the project with awareness of the benefits of reading and displayed autonomy in their actions. Therefore, they were able to reflect on the process, and this afforded the opportunity for students to change the way they think about reading at the end of the process.

The study presented a model for extensive reading in Japanese which consists of three phases; project-pre-actional phase, project-actional phase, and project post-actional phase. Within each phase are sub phases that relate to specific aspects of motivation related to the context and the needs of the student. Whilst this study sheds light on establishing a framework for interpreting the complex nature of reading motivation in L2, it would be difficult to apply in a context where students are not aware of the benefits of reading, nor had practice in reading in L1, as is the case in the UAE with the current cohort of students.

Park (2011) suggests that the interplay between extrinsic and intrinsic motivation are not as was once thought. There are suggestions that in East Asia where individuals are less independent, intrinsic motivation is enhanced when learners are encouraged to read more using classical extrinsic motivators such as "recognition from teachers or peers, competition and grades (Mori, 2015, p.133). It was recognised in Ro's (2016) study that students often needed to be encouraged to read using extrinsic motivators before any value could be perceived from students, especially those who are new to reading in a second language and those studying for high stakes ESL examinations that stand as a gateway to access HE.

An emerging argument from current literature in other contexts suggests that the teacher is instrumental in motivating students to read using extensive reading coupled with various extrinsic motivational measures (de Brugh-Hirabe & Feryok, 2013; Sheu, 2003). Whilst extrinsic motivation is often deemed to be unsuitable for encouraging independent life-long learners, some think that extrinsic rewards are necessary to "kick- start" (Johnson, 2009, p.109) intrinsic

motivation. This is because intrinsic motivation cannot be achieved where the task has not been done before and where the task is thought to be difficult (Marinak & Gramble, 2008). This scenario is applicable to the UAE.

The interrelationship between extrinsic and intrinsic motivation needs to be investigated further within the UAE context because the paradigm in relation to motivation and learning is quite unique (Engin & McKeown, 2017). Thus, continuing with Park's (2011) suggestion that the relationship between extrinsic and intrinsic motivation is not what it was once thought, and that rather than extrinsic motivation and intrinsic motivation residing on the verges of the interests of the self, the two may work in harmony (Covington & Mueller, 2001). Literature suggests attributing rewards for tasks completed are significant elements in triggering interest in learning where initial interest is lacking or when the task is thought to be unachievable (Marinak & Gramble, 2008).

When deliberating about motivation from a Western perspective of individualism within a context where traditional values of collectivism have been prevalent (Mori, 2015), it is necessary to be cautious when making assumptions about activities which can be used within a learning environment to motivate students to read. In a motivational study carried out in a HEI in the UAE, Engin & McKeown (2017) demystified the complex nature of the uniqueness of the HE students' motivation to learn in the UAE. In the study it was highlighted that the UAE student in HE is motivated both intrinsically and extrinsically through the self, who is influenced by both individual desires to be successful professionally, and also influenced by the collectivist social and family expectations. These findings are useful when devising an L2 reading motivational model applicable for the UAE context, as this "will replace certain stereotypes that teachers may have about their students and their motivations for studying" (p. 678).

Towards an L2 Reading Motivational Framework in the UAE

Over the years, the development of an L2 reading motivational framework has been the aspiration of many L2 researchers (Apple, 2005; Mori, 2002, 2015; Kondo-Brown, 2009; Takase, 2007) and most studies have sought to discover the extent to which Wigfield and Guthrie's (1995) extrinsic and intrinsic motivational constructs developed in an L1 context, exist in an L2 reading context and questioned to what extent additional motivational constructs are apparent.

Wang and Guthrie (2004) proposed a two-factor motivation measurement model of text comprehension to measure the existence of motivational constructs relating to "the covariance" (p.166) of extrinsic and intrinsic reading motivation. This was done in recognition that the two types of reading are related to the academic requirements and personal requirements of reading. The intrinsic motivational constructs were classified as curiosity, involvement and challenge whilst the extrinsic motivational constructs were classified as recognition, grades, social, competition and compliance.

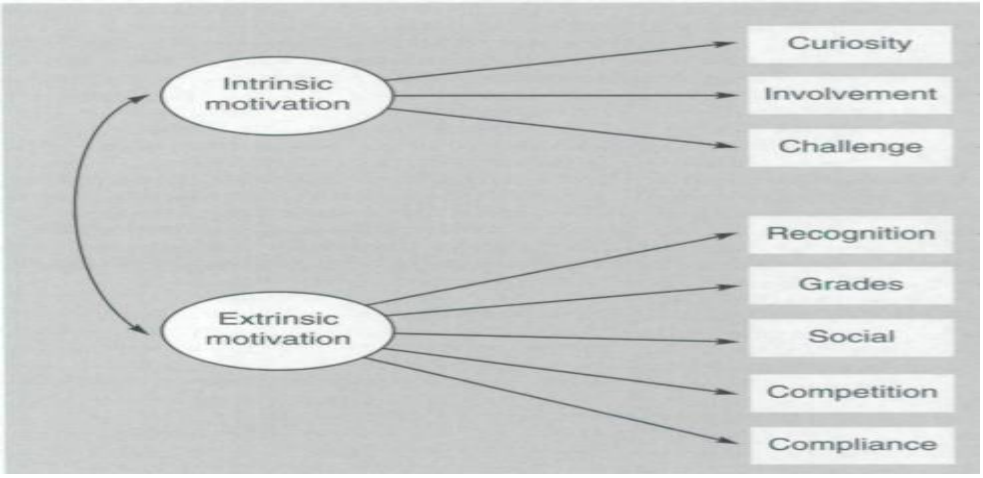


Figure 4. Two Factor Motivational Measurement Model (Wang & Guthrie, 2004)

The Wang and Guthrie (2004) study was carried out using the model with the aim of further understanding the interrelationship between the two forms of motivation to read in L1 and also to discover cultural factors impinging on reading motivation. The participants of the study were 4th grade US students living in the US, and Chinese students living in Taiwan, who completed the Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1995). The results showed that there was a correlation between both forms of motivation in both groups and that the participants were motivated to read for a variety of reasons. Although the children were from different cultures, this did not affect their motivation to read. It was noted that Chinese children dwelling in Taiwan experience a socio-cultural environment similar to the children in the US. It was suggested that the culture related to motivation in schools can be related to the instructional methods adopted and the school context and that teachers should devise interesting and supportive activities to assist in overcoming difficulties students may face.

Dhanapala (2008) applied Wang & Guthrie's (2004) model by administering the MRQ to Sri Lankan and Japanese students in a HE ESL context and found that both groups were motivated to read in English through integrating extrinsic and intrinsic motivational constructs highlighted in the model, although differences were apparent in the way each construct affected the students. For example, both groups were extrinsically motivated to read, but in the Sri Lankan context students were keen to read for grades and competition, whilst in the Japanese context students read for compliance.

The motivational reading studies in L2 reinforce the reports that reading motivation is multifaceted, which changes depending on the context and the individual student, teachers' beliefs about reading, and its relevance to the student (Huang, 2015). Once students have been initially engaged in reading using extrinsic factors, the initial momentum needs to be sustained through continual reminders of the relevancy (Frymier, 2002) of reading as the needs of the student change by using different stimulating activities to sustain situational interest (Hidi & Renninger, 2006). In a context such as the UAE, this process constitutes a transformative shift in learning from the student, teacher and organisational perspective.

Transformational Learning and Reading Motivation

Transformational learning theory is related to the idea that when students enter HE one of the aims is to change the way they think, so that they can challenge past assumptions they bring to the HE context. The cultural beliefs and past experiences from social and educational interactions influence the way in which the individual responds to learning. The key to transformational learning is the development of critical thinking skills and critical reflection, which allows for the development of autonomous learning (Mezirow, 2000). Students in the UAE enter the HE from an "unsupportive socio-cultural environment" (de-Burgh-Hirabe & Feryok, 2013, p. 89) with underdeveloped critical thinking skills (Madsen & Cook, 2010), which inhibits their abilities to engage in any activity from a reflective point of view.

The change in oneself needs to come from inside; learning for oneself can occur when the inner self connects with the outer world. Dirkx (1997, p. 85) refers to "learning through soul" which can be facilitated by reading, as the famous author Joyce Carol Oates mentions "reading is the sole means by which we slip, involuntarily, often helplessly, into another's skin, another's voice,

another's soul" (as cited in Prior, 2013, para. 2). Understanding the world from the perspective of another provides the opportunity for students to reflect on their own beliefs about the world and their learning. The teacher-centred rote learning modality of classroom design endemic in UAE high schools (Jones, 2017) does not provide an opportunity for students to reflect on their learning. Teachers need to provide students a means to develop themselves rather than hold the belief that the teacher is in control of students' learning (Rogers, 2007). If English Foundation programs are to act as a bridge between high school and HE, it follows that learning activities relevant to developing critical thinking skills and reflection should be incorporated into the programs (Deveci, 2014). Incorporating an ERP in HE ESL programs would constitute a suitable type of learning activity due the potential for extensive reading to enhance critical thinking and reflective practices (Blyseth, 2015).

Motivating Emirati male students to read is a transformational process which can be difficult to achieve because it is a form of learning that challenges the students' values and beliefs about what learning entails. The belief that male Emirati students do not read is not just a belief held solely by teachers, students believe this themselves partly due to the oral traditions, the examples from family and society, and their past educational experiences. The government interventional strategies support the idea that UAE nationals do not possess the habit of reading and this is a cultural and cognitive shift which teachers and society have been tasked with changing (UAE Cabinet, 2016). The transformation from a non-reader to a reader can be a tremendous struggle when faced with an external world that does not support the activity (Mezirow, 2000) and many teachers in the UAE are unable to engage students in reading although they are aware of the benefits that ER (O'Sullivan, 2009; Pathare, 2009) can bring to the development of the individual.

Taylor (2007) suggests that when transformational processes are in action, the "role of the context" and "the importance of relationships" (p.174) needs to be considered. Ridge et al. (2013) has noted that students in the UAE engage more effectively with teachers who form close relationships with them and help them learn. Yet, many teachers are unaware of this or that they believe that this is not their role. Similarly, teachers in HE also believe that motivating students to read is not their role (Grabe, 2009). This reminds us of the multifaceted nature of reading motivation and, more specifically, extensive reading in the ESL classroom and the need for

contextual competence on the part of the expatriate teacher and administrators so that learning modalities which mark relevancy to students can be developed.

Relevancy Theory and the Motivation to Read

A further area to consider when discussing motivation is relevancy theory and learning (Frymier, 2002). Due to the onset of globalisation and access to technology, the worldwide gap between what is being learned and how it is valued by students is widening. Narrowing this to the relevance of reading for UAE students, who do not have a traditional habit of reading (Shannon, 2003), and due to the socio-cultural challenges mentioned previously, making reading relevant and of value to male Emiratis is a necessary requirement for the UAE ESL teacher.

Frymier (2002) contends that when a student sees relevance in the subject matter they will be motivated to learn and that when relevancy to the student's learning is understood the student feels "empowered" (p. 85). Given that students in the UAE are not confident readers, it would follow that providing such relevance would be an appropriate approach for teachers in the UAE context. Frymier (2002) goes on to explain that teachers need to "have some knowledge and understanding of their students" (p.88). The UAE employs many expatriate teachers who are often disengaged (Madsen & Cook, 2010; Ridge et al., 2013), and often do not take the time to learn about the students' needs, but prefer to continue with the stereotypes and anecdotal explanations of the student body from sub-cultures of teachers within the teaching departments. The teaching approach adopted by the teacher is very much dependent on the level of motivation and commitment of the students (Daleure, 2017). The expatriate UAE teacher needs to be aware that not all students come to the classroom with the same cultural paradigm, values, and interests as the teacher regarding reading.

Relevancy is also related to student interest in learning, both of which are directly related to student motivation. Finding relevancy in learning will also stimulate interest in learning. Hidi and Renninger (2006) suggest two forms of interest in learning; individual interest and situational interest. Individual interest stems from something students are willing and interested in carrying out for themselves, much akin to intrinsic motivation. As interest increases the learner becomes more skilled in completing the task and as more knowledge is gained about the

subject and competence levels increase, “positive affect” (Harackiewicz & Hulleman, 2010, p. 43) drives the learner to discover “personal meaning and relevance in the activity” (p. 43).

Situational interest is stirred when students are stimulated by interventions within the learning environment that can trigger an affective reaction, which may or may not cause lasting interest (Hidi & Harackiewicz, 2000). In the case of reading in the classroom, Paige (2011) informs us that situational interest can be stimulated by a piece of writing which is of specific interest to the learner, or if the activity in the reading interests the learner. Hidi and Renninger (2006) present a four phase model of situational interest development which correlates to the recent literature emerging from ER (Day 2015; Liu & Young, 2017; Mori, 2015), which suggests that for reading to occur teachers need to use extrinsic motivators to stimulant interest in reading especially in contexts where reading has not been a valued pastime (Daleure, 2017; Jones, 2017; Pathare, 2009; Shannon, 2003).

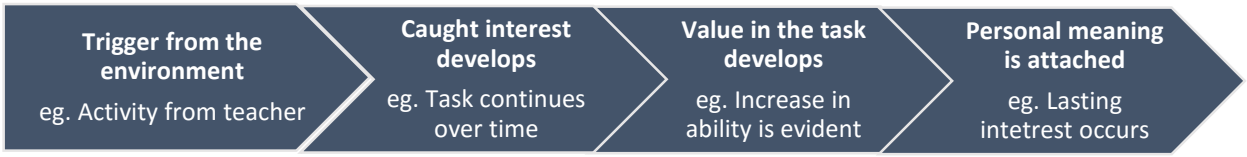


Figure 5. Development Phases of Situational Interest (Hidi & Renninger, 2006)

The phases depicted in Figure 5 suggest an approach that UAE ESL teachers need to adopt to stimulate interest in reading. A trigger from the environment is the required motivational push towards intrinsically motivating students to read in English especially since this approach has been deemed pertinent in other contexts (Liu and Young, 2017; Mori, 2002; Ro, 2016).

Implications for Motivating Students to Read Extensively in the ESL Classroom

Motivation is a requirement for learning anything in any discipline. Motivating students to read in any context is also a challenge due to the value placed on reading given the ease of obtaining information and socialisation opportunities afforded by technology (Alkaabi, Albion & Redmond, 2017). Students tend to lose motivation for reading during their teenage years (Grabe, 2014), and this is when learners in the UAE are faced with their most challenging time, due to pressures from the external environment that impinge on their efforts to transfer to, and remain in, HE (Ridge et al., 2013).

The literature strongly suggests that extensive reading in the ESL classroom can reap benefits for students, as they will be exposed to large amounts of comprehensible input (Krashen, 1997) needed to acquire a foreign language. A comparison of the ideas expressed in this review of the literature can help to explain the connections between extensive reading methodologies and the extrinsic and intrinsic dimensions reflected in reading motivation theories, making ER relevant to students and the complexities of transforming learning in the UAE context.

Firstly, self-determination theory (SDT) suggests that competence, relatedness and autonomy (Ryan & Deci, 2000) are motivating factors, although when SDT was applied to the UAE context the theory was deemed an inadequate motivational theory to explain the factors which motivate individuals in the UAE (Engin and McKeown, 2017). This is due to the contextual uniqueness emanating from the dualistic forces attributed to family and societal traditions in contrast to the individuals' commitment to the development of the country and placing oneself in the labour market.

Turkdogan & Sivell (2016) mapped the dimensions of SDT to the 10 extensive reading principles (Day & Bamford, 2002) and concluded that each principle is appropriate in fulfilling the SDT framework and that "selective adoption of them may inadvertently undermine intrinsic motivation" (p.175). Conversely, Mori (2015) states that adhering to the principles without taking the context into account can also inhibit intrinsic motivation. The literature suggests that it would not be appropriate to adhere to the extensive reading principle model in the UAE due to the uniqueness of the context. Therefore, expanding the knowledge in this area pertaining to the UAE is necessary.

Turning to the second language acquisition theories (SLA) from Krashen (1995), we can deduce that extensive reading will fulfil the requirement of ensuring learners are exposed to large quantities of comprehensible input as they choose interesting books at their own level (extensive reading principles 1-4). Taking into consideration that reading in general reduces stress (Rizzolo, Zipp, Stiskal & Simpkins, 2009) the affective filter, which Krashen (1995) explains can hinder SLA, can be alleviated when students are engaged in extensive reading, as anxiety levels will reduce and students can become autonomous learners and thus gain more self-confidence. Although the depth to which the learner will be engaged and the length of time the interest will

remain will be determined by the stimulating activities and situational interest created by the teacher (Hidi & Renninger, 2006).

Activities may be needed to extrinsically motivate students from a behaviourist theoretical perspective as in some cases, such as in the UAE, students have not been afforded the opportunity to read in L1 and thus have not developed skills to transfer to L2 reading skills development (Koda, 2007), which can adversely affect motivation to read and inhibit success in HE (Grabe, 2009). It has been suggested that teachers adopt an approach from positive psychology into extensive reading practices, as this will increase positive attitudes in the way students feel about themselves as they engage in activities (Jacobs & Renandya, 2016). According to Seligman (2008), people feel happier when they are engaged in meaningful activities, when they are engrossed in the activity, and when their interest is captured in games. Daleure (2017) supports this idea and comments that students in the UAE are often not motivated to learn because teachers present them with activities that constitute empty work, and thus perceived as being irrelevant. Therefore, paying particular attention to the activities that would stimulate interest for male Emirati students is an essential feature of the L2 reading motivational model for the UAE.

A Theoretical Lens for ESL Reading Motivation in the UAE

The review of the literature has provided a theoretical lens through which it is possible to view Emirati male students' motivation to read in the ESL classroom in a HE context**.** Through my experience teaching ESL to male Emirati students in the HE Foundation program, I believe that the study of ESL in the Foundations program will be improved by including extensive reading in the ESL program and, at the same time, improve students' critical thinking and self-reflection skills. It is not enough to focus on the teaching of language in a void (Deveci, 2014). An integrated approach to learning and teaching linguistic, reading, and personal development skills is needed, especially for male Emirati students who have missed out on developing these skills through their formative years due to the debilitating socio-cultural demands placed upon them. I personally believe that teachers and administrators in HE contexts need to change their beliefs about their role, as teachers and start to develop their cultural competence skills so that they can provide liberating opportunities related to students' learning abilities, which may have not been availed to students in the past.

The literature on reading motivation has shown that a range of L2 studies adopted the two-factor model presented by Wang & Guthrie (2004), which highlighted the interrelationship between extrinsic and intrinsic motivation, but this model does not help in deciding how to transform the extrinsic motivation into intrinsic motivation, especially in a UAE context. Initially, it is necessary to view this study through a lens that begins with applying contextual competence to transformative learning constructs, the beginnings of which can be compared to extrinsic motivational constructs presented by Wang & Guthrie, (2004). The process of transformation leads learners to a point where intrinsic motivational constructs spur the learner on to deeper levels of thought (Madsen & Cook, 2010).

Transformative learning theory and its application in a federal women's college in the UAE (Madsen & Cook, 2010) provides a comparative model to the Wang and Guthrie (2004) model which can be used to set the basic guidelines of how to approach such a change, and which can be incorporated into the theoretical lens of the literature review pertaining to reading motivation. Although, during the transformation from extrinsic motivation to read to being intrinsically motivated to read, additional factors and approaches need to be considered because of the particular demands placed on male students in the UAE and the uniqueness of the context (Engin & McKeown, 2017). Therefore, aspects of the development of situational interest (Hidi & Renninger, 2006) and relevancy theory (Frymier, 2002) need to be assimilated into the theoretical framework for the study (Figure 6).

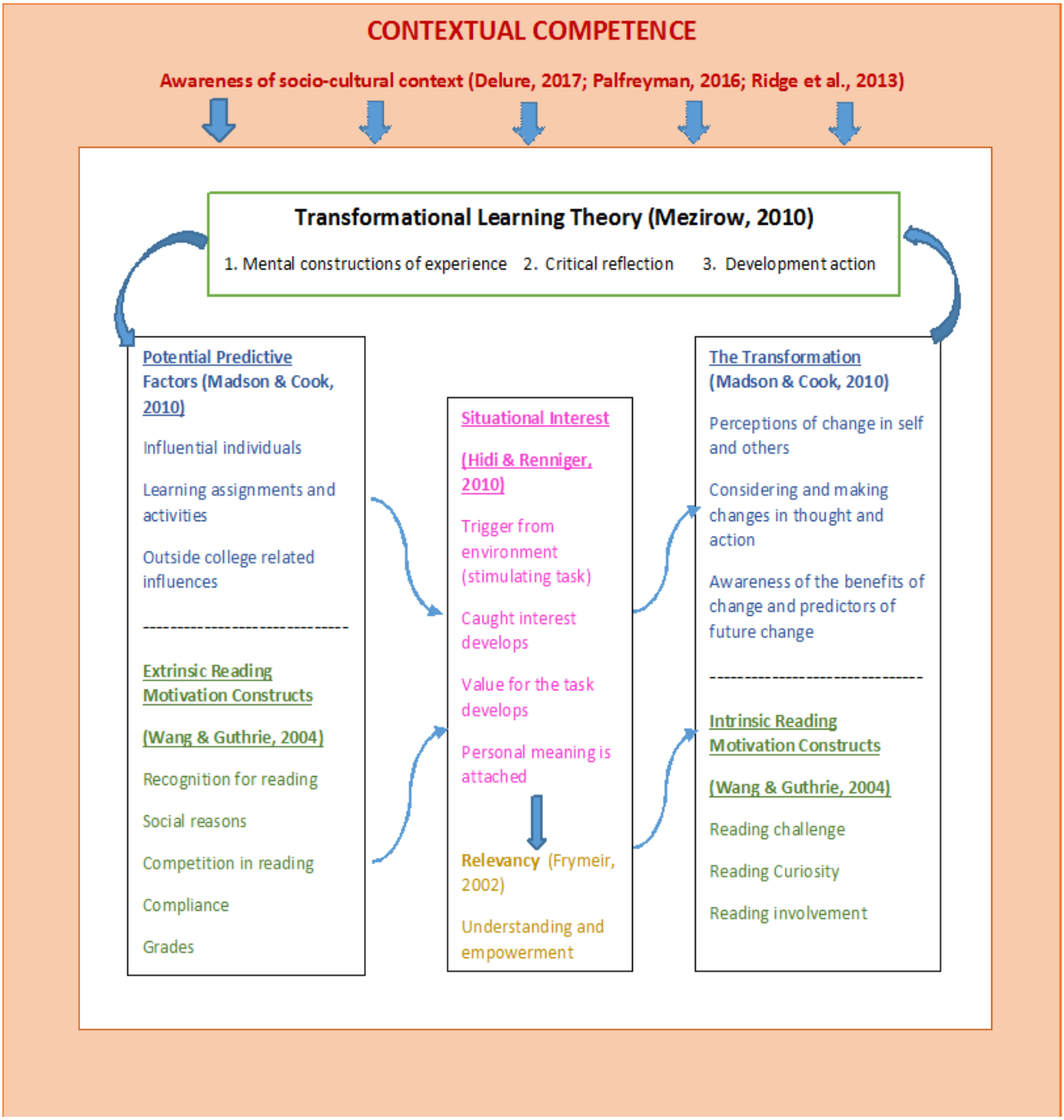


Figure 6. L2 Reading Motivational Model Theoretical Framework

Conclusion

Following the review of the literature we can come to the conclusion that motivating students to read is fraught with challenges. The context in which teachers are aiming to engage students is an important consideration, and when cultural competence has been mastered, a decision must be made on how to motivate students to read by making the reading relevant to them (Frymier, 2002) and by implementing simulating tasks (Hidi & Renninger, 2006). There is an abundance of reports on how to implement extensive reading practices in general (Sheu, 2003; Renandya, 2007; Pathare, 2009; Robb & Kano, 2013; Yamashita, 2013; Day, 2015; Waring & MacLean, 2015; Jeon & Day, 2016) with some related to the UAE context (Pathare, 2009; Alsheikh & Elhoweris, 2011; Al Murshidi, 2014), but most of these report on what activities students have been engaged in. The findings of the studies do not explain in detail, strategies UAE ESL teachers in HE have used to motivate students to engage in the activities. More importantly the literature is very sparse in relation to discovering how to motivate students to read in the ESL classroom from the students' perspective, which gives this study more credibility.

The literature review has documented the issues related to reading in Arabic and the multi-glossic nature of society in the UAE due to the dualistic nature of the UAE education system and the importance placed on English as a lingua franca. This has been related to the literature on motivation to learn in general in the UAE context and more specifically to reading motivation in L1 and L2. The review of the literature also reveals that whilst there is a reading motivational framework for L1, a comprehensive L2 reading motivational framework applicable for leaners of English does not yet exist (Jahan Khan et al., 2017). Therefore, confusion remains about what the underlying constructs of reading motivation are in L2 non-Western contexts (Wigfield, et al., 2016), and as research furthers in the realm of L2 reading motivation researchers are beginning to realise the importance of the effects of socio-cultural factors on L2 reading motivation from a qualitative stance (Jahan Khan, et al., 2017).

The 10 principles of extensive reading when mapped to motivational theories lack consensus on the extent to which the principles should be applied because of the differing contexts and the experiences students bring to the classroom. The 10 principles of extensive reading and its philosophy related to implementing an ERP have been challenged (Mori, 2015; Stoller, 2015) in that researchers have begun to realise that some principals may not be applicable to certain contexts. This resulted in the principles being reviewed by one of the creators (Day, 2015), who agrees that changes to the methodology may have to be made in certain contexts. Yet, there are

still postulations that all 10 principals are applicable to SLA and therefore necessary for an ERP to be effective (Turkdogan & Sivell, 2016). This disagreement suggests further work needs to be done in this area to reveal which of the extensive reading principles are relevant in the UAE HE context so that recommendations can be made when developing a reading curriculum.

There are beliefs in the UAE context that students are weak in reading, and external international examinations corroborate this (IELTS, 2015; OECD, 2016). The UAE government has also acknowledged this deficiency and encourages research in the area of reading motivation (Faham, 2016). Whilst there are many suggested extensive reading activities presented in the literature, few explain how to motivate male Emirati students to read in the UAE HE context and none of the studies use qualitative methods. This study aims to fill the gap in the literature by interviewing male Emirati students in HE about their motives to read in English. In addition, the same issues will be discussed in focus groups with ESL teachers employed in the UAE HE context. Filling this gap in the literature will assist in discovering factors which motivate male Emirati students to read in English in HE and the underlying L2 reading motivational constructs which exist. Both students and teachers will be asked about the strategies used to motivate students to read so that applicability to the wider UAE education system can be assessed.

The review of the literature supports my belief that it is essential to encourage students to read extensively in ESL classrooms in the UAE so that students can reach their full potential from both linguistic and cognitive aspects of self-development in readiness for the transformational shift in cognition required for effective learning in HE. In preparing students for HE, educators will be fulfilling their role as contributors to the aspirations of the UAE government (UAE Cabinet, 2016) by preparing students for workplace readiness.

The literature has suggested a requirement to gather qualitative data from students and teachers in an attempt to discover beliefs held about reading motivation and the factors which motivate male Emirati students to read in a HE context in the UAE. The way in which this information was collected will now be explained in the following chapter where details of the methodology used to proceed with the study will be given.

Chapter 3

Methodology

Introduction

The purpose of this phenomenological study is to identify factors that contribute towards motivating male Emirati students in HE to read in the ESL classroom and to discover the underlying L2 reading constructs derived from the L1 reading motivational framework. At the same time, further use of the study is to pinpoint practical strategies that teachers use in the ESL classroom to motivate male Emirati students to read. Once the many facets of reading motivation and the strategies adopted to promote reading motivation have been identified, the findings will be related to the processes of transformative learning to provide a deeper theoretical basis from which to interpret reading motivation in English in the UAE. This will then assist in suggesting reading motivational strategies pertinent for wider application throughout the UAE.

The chapter will explain the rationale behind the epistemological basis for the study and the research design followed by the research questions. Following on from this, a description of the sampling methods used and details of the research methods will be provided. This will include details of how the semi-structured interviews and the focus groups were arranged and executed. Furthermore, an account of how the interview protocol and the focus group protocol were developed in relation to issues discussed in the theoretical framework presented in the literature review will be offered. This will be included to provide support for the validity of the data collection tools.

Subsequently, the data analysis procedures will be discussed and the limitations of the methods and procedures adopted will be addressed. In addition, consideration of the ethical issues embedded within the study will be highlighted.

Research Aim

The aim of this research is to discover factors that motivate male Emirati students in a HEI English foundation program to read in English. This will assist in informing teachers, administrators and curriculum developers on the most effective ways of engaging students in extensive reading in English so that ERPs can be devised which assist in instilling a habit of reading in UAE students. This in turn, will generate knowledge in support of the development of

a national framework for literacy proposed by the UAE Cabinet (2016) in alignment with the National Strategy Vision 2021 (2009).

The research questions were devised in keeping with the phenomenological principles underlying the study. The questions use an open-ended style employing exploratory verbs such as 'what' and 'how' (Creswell, 2013). The openness of the research questions will lead to revealing tenets related to the phenomenon of reading motivation under scrutiny in the study. The specific nature of the questions relates to the literature on reading motivation (Wang & Guthrie, 2004) and the processes that promote transformative learning (Mezirow, 1991) reviewed in Chapter 2.

Research questions:

- What factors contribute towards motivating male Emirati ESL students in HE to read in English?
- What are the underlying constructs of L2 reading motivation among male Emirati ESL students in HE?
- What practical strategies do teachers adopt to motivate male Emirati ESL students in HE to read?
- Which practical strategies adopted by teachers can be widely applied throughout UAE HEI in the future?

The research questions posed lend themselves to adopting a qualitative approach to data collection because conducting student interviews and focus groups with teachers allowed me to tap into "the world of human experience" (Cohen & Manion, 1994, p. 36) and obtain the participants views of the situation being studied (Creswell, 2013). This is an essential part of the study because of the Middle-Eastern setting and the expatriate nature of the English language teachers. As mentioned in the literature review, the incongruence of the National cultures and experiences of the students and the teachers, coupled with problems related to the transition from high school to college can impede student progress (Hatherley-Greene, 2012) and also cause misunderstandings on behalf of the expatriate teacher in relation to the students' reading abilities in English and their motivation to read.

Study design

The philosophical assumptions of the study lie in an interpretive framework necessary for the design of a quantitative research study. After living and working in a variety of differing cultural contexts, I have become to realise that there are many interpretations of what expatriate teachers believe to be reality or even if there is such a thing (Gallagher, 2011). Therefore, attempting to define the situation in relation to motivating male Emirati ESL students in HE will assist in constructing a meaningful reality that is appropriate for the context at the current moment. Interpretive research needs to be designed through experience and interactions with individuals within the context being studied to be meaningful (Creswell, 2013). Having taken this into consideration, the epistemological basis of the study is focused on phenomenology, so that the research obtains the viewpoints and experiences of the students and the teachers (Groenewald, 2004) who are involved in the ERP in the English foundations program at a HEI in the Middle East.

The phenomenological basis will encourage a new perspective of reading motivation in a UAE HEI (King & Horrocks, 2010), which will be "co-constructed between the researcher and the researched" (Creswell, 2013, p. 36). It follows that in this sense the study is positioned in an interpretivist/constructivist paradigm (Mackenzie & Knipe, 2006) because the aim of the study is to construct new meaning with regards to the transformation processes related to reading motivation in English from the student interviews and teacher focus groups. It is my belief that the phenomenological basis of the study will reveal the complex nature of motivating ESL male students to read in the UAE context from the student and teacher perspectives. This will assist in furthering my view of the world of reading motivation and highlight the distortions brought about by my Western outlook.

The phenomenological underpinnings of the study afford the advantage of bringing into view the experiences of the individual from the perspective of the individual themselves. The perspective of the individual will assist me in questioning my own views on the phenomenon of reading motivation under scrutiny. In addition, an interpretive stance encapsulates the practicalities needed to start informing those who are involved with changing and developing current practice (Lester, 1999). Van Manen (2016) claims that individuals are able to challenge their assumptions about their experiences only once they have lived through them. When individuals are asked to

recount their actions and experiences through reflecting upon them, they are then able to challenge their assumptions. Therefore the benefits of adopting a phenomenological approach will allow deeper meaning to be drawn from the data collected and assist in eradicating bias on the part of the researcher (Lester, 1999).

I believe a phenomenological approach to be pertinent because the students and teachers are interacting in a unique context (Engin & McKeown, 2017), and therefore this approach will reveal the participants' views of the situation and provide a clearer interpretation of how teachers can motivate students to read in English. Once the experiences have been deconstructed and explicated by the researcher and then shared with the participants, a new consciousness will have been aroused amongst the researcher and participants, through their involvement in discussions in the interviews and the focus groups. Thus, this research aims to encourage students and teachers to consider changing their ideas and beliefs about what reading motivation entails, and how this might support transformative learning in the UAE context.

Positioning the study within the context

Considering the study was carried out in a government HEI in the UAE, I had to bear in mind that legislation in the UAE restricts individuals from reporting negatively on the government or government entities (Chen, 2015), therefore I was obliged to design the study employing an appreciative inquiry (AI) approach (Cooperrider, Sorensen, Whitney & Yaeger, 2000) intertwined throughout the methodological framework (Clouder & King, 2015).

AI has been described as "the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential" (Cooperrider, Whitney & Stavros, 2008, p.3). AI approaches are considered appropriate for enacting change by interpreting a reality that focuses on effective action being taken and the capabilities of those involved. A deficit approach to the study would not be conducive to the values of the institution and government policy and therefore it was decided that it was necessary to approach the study from an appreciative inquiry (AI) stance which suggests that change can be more effective when we emulate what is going well (Cooperrider et al., 2000).

The methodological assumptions in the model suggest a 4D cycle to the practice. The initial *discovery* phase in the cycle emerged when I realised that when students were given the opportunity to read, some students chose to read in English. This suggested to me that others were looking at the situation from a problem-based approach because most interactions among teachers focused on complaints about students' lack of reading. This in turn, prevented any form of positive action being taken.

The following three phases of the AI methodological model include a *dream* phase where the most effective motivational strategies are placed in a "vision" (p. 174) of what would be the ideal situation. Then the design and destiny phases would take the form of preparing the "bridge" (p. 174), or the next step to implementing a change that would be the "destiny" (p.174) of the project. The dream phase is my desire to find the most effective and appropriate motivational strategies for students and teachers so that they can acquire the contextual competence to allow for moments of realisation about the value of reading in English. The design and destiny phase of AI adhere to the research and its ability to change practice by changing beliefs and suggesting effective strategies to motivate students to read within my own institution and beyond.

Incorporating AI into the research design framework also provided a more level platform from which all participants could feel empowered rather than having the researcher appear as a figure of authority because of my role within the institution. This also prevents ideas related to "prejudices and stereotypes" (Holliday, 2016, p.153) on my part and the part of the participants. This was especially true among the teachers, as I did not want to appear to be an expert in this field because this would inhibit the discussions.

Some would argue that applying an AI approach could lead to mindless and invalid findings because when adopting this approach consideration of the real issues are not properly addressed (Clouder & King, 2015). This could be due to the belief that a lack of attention is being paid to the multiple realities of experiences and unrealistic perceptions (Pratt, 2002), and because some find the approach a little "too Pollyanna-ish" (Grant & Humpries, 2006, p. 404). AI protagonists suggest a reflective and reflexive approach be adopted throughout the process, yet critics purport this in itself could provoke negativity suggesting a further flaw in the AI approach and a risk associated with "rigour, trustworthiness and authenticity of findings" (Clouder & King, 2015, p. 184). Despite these potential drawbacks, there is justification for choosing such an approach.

It was assumed that approaching the issue from a positive stance would match the context and the organisational requirements because ethical clearance would not be obtained using "problem solving models" (Clouder & King, 2015, p.171), as this approach would assume a problem existed. This could be construed as students in the UAE do not read and this would shed a negative light on the UAE government and the institution, which is not permissible by law (Chen, 2015). Thus, due to this requirement the research questions were posed from a positive perspective where answers to questions were sought which focused on narratives and stories describing the 'what' and 'how' students are motivated to read in English rather than the 'what does' not motivate them to read and why they do not read in English (Clouder & King, 2015). I have provided detailed information about the problem of the lack of reading engagement in the region in the literature review and therefore I believed the issue needed to be approached by looking through a positive lens so that the successful strategies used by students and teachers could be emulated and used to change practice within the organisation.

Much research on extensive reading focuses on problems that seek to find solutions to solve the problems related to why ESL students do not read in English (Johnson, 2009; O'Sullivan, 2009; Macalister, 2010). Recently, more qualitative research is beginning to incorporate AI approaches within the research design (Clouder & King, 2015). Therefore, this study refrains from approaching the research through a negative lens which would mean attempting to identify what is not taking place or what deficiencies exist (Johnson, 2009; O'Sullivan, 2009; Macalister, 2010). I believe that identifying what actually takes place, from the lived experiences of the participants themselves provides more validity rather than trying to speculate on what should be taking place from a Western researcher's perspective. The phenomenological paradigm guiding the study attempts to provide a mechanism to clear the cultural presuppositions that obscure my view through my perspective of what is happening in the ERP (Smith, 2015). This aspect of the study design leads to the necessity to articulate the ethical issues impacting the study.

Reflexivity, Position and Ethical Considerations

Throughout the research process I attempted to reflect on the nature of my position as a practitioner researcher within my own teaching context. At each step of the research procesI adopted a systematic approach to constructing knowledge in keeping with the nature of the setting. I was mindful that as a researcher I was to behave in such a way as to unobtrusively uncover what is taking place (Holliday, 2016). The decision to adopt an appreciative inquiry approach to the research design is an example of one of my reflexive considerations at the outset of the study which was in keeping with the setting. My perceived position as an insider researcher within the institution afforded me the benefit of gaining access to the participants, institutional facilities and reading records without facing too much bureaucracy, but I was aware this could also mean I might overlook something an outsider would perceive as important.

The insider position provided me with the practical knowledge related to the context which in turn facilitated the practitioner research approach. As it is often the case, in this instance my role of an insider and outsider researcher is not clear cut because considering I am a female western non-Arabic speaking teacher I am an outsider to the students due to my lack of familiarity with the local culture, language and lifestyles of the students outside college (Merriam, Johnson-Bailey, Lee, Ntseane & Muhamad, 2001).

A further step in the systematic reflexive process I adopted relates to making the decision to choose a phenomenological approach to the study design. This was done, not only to assist me in uncovering what is taking place from the viewpoints of those involved, but in an attempt to overcome the cultural bias I might bring to the research so that I could try to lay my assumptions about male Emirati students' motivation to read and my assumptions about teachers' beliefs aside by bracketing them off. I also tried to overcome the "cultural and cross cultural factors" (Cohen, Manion & Morrison, 2011, p.165), which can be deemed unethical, by seeking the assistance of a bi-lingual Arabic speaker in the student interviews. In addition, this facilitated overcoming the language barrier and the potential for linguistic misunderstandings (Davies, 2011). Each of the Arabic bilingual teachers signed the participant consent form that stated the need for confidentiality of the contents of the interview and the anonymity of the students.

As an insider researcher, I have the advantage of gaining easy access to the participants yet I am aware that the preunderstanding (Holian & Coghlan, 2013) I take with me into the interviews and focus groups can affect my objectivity and in turn can affect the credibility of the research. Bracketing and reflecting on the assumptions taken with me during the phenomenological data

explication process aims to reduce this. There are also ethical issues in relation to role duality (Holian & Coghlan, 2013). Therefore, during the interviews and the focus groups I clearly explained my role as a researcher to the participants. In this way the potential researcher impact and perceived power I had over the students as a teacher was diluted. In addition, I ensured that the students contacted were not currently attending my classes. With regard to power relations with teachers in the focus groups, I believe that any power or authority over the teachers I might have had was minimised because I do not hold a position of responsibility within the department (Mercer, 2007).

Overall, it is thought that encouraging an ethos of collaboration and learning together to create the knowledge sought should facilitate reducing the perceived power the researcher has over the participants. For example, allowing participants to decide "when and where" (Merriam et al., 2001, p. 413) interviews and focus groups took place was a procedure I encouraged to equalise the power relationship, making the experience more equitable.

Although many steps were taken to reduce the researcher's potential impact, limitations lie in the underlying phenomenological base because it is not possible to enact pure bracketing (Creswell, 2013) which means there will be some interference from my assumptions about reading motivation and the way teachers encourage students to read. As an insider researcher I cannot guarantee that certain aspects of "social desirability" (Miller, 2012, p. 30) can be eliminated. Social desirability can affect how the participants respond to the interview questions and which in turn can "challenge validity" (Van de Vijver & He, 2014, p.6). Students and teachers may want to be seen in a positive light and students may not feel they can be completely open about their experiences.

Applying for ethical clearance for conducting research within my institution in the past has been fraught with challenges due to ethical regulation brought about by the ethics committee (Hammersley & Traianou, 2012). The challenges range from requests to change the research design to complete rejection to reflect restrictions on reporting in Federal institutions by the UAE government and the institutional requirement to focus on the positive aspects of educational practices within the college. In many contexts this could be perceived as controversial, but although the study has been designed in such a way to ensure ethical clearance would be obtained there remains validity in the way the study has been designed. Reporting from a

positive stance will "make a worthwhile contribution to collective knowledge" on ESL extensive reading motivation in the context (Hammersley & Traianou, 2012, p. 134).

My past experience in applying for ethical clearance and receiving a rejection within my institution had prepared me for this application so I was clear about my intention to report on the development of knowledge about how students are motivated to read which implies they are readers. The fact that the research is related to a 'hot' topic within the realms of government strategy development added to the validity of my application. The committee is also notoriously slow in responding to ethical clearance applications, so I was prepared to wait. The positive response to my ethical clearance application was received within one week, so I was very relieved that my past experience and the change in my way of thinking to adapt to the context had reaped benefits. After receiving approval from my institution I was able to obtain ethical approval to carry out the study from Liverpool University Virtual Programme Research Ethics Committee (Appendix 1). The next step involved inviting students to participate in the study as informants of their lived experiences in the ERP.

When students were invited to participate in the study a batch of anonymous emails was sent to students in English and in Arabic using the college email which is prefixed by the student ID in an attempt to secure anonymity. The email contained an explanation of the aim of the study and an invitation to participate in the study at the will of the student (Appendix 2). As the study progressed to the interview stage, students were ensured of their anonymity by the use of their student ID, and then as each interview took place a sequential number in the form of S1, S2 etc., and these codes were also ascribed to each interview recording and the subsequent interview transcript. When the findings were reported, each participant was allocated a pseudonym for reference purposes protecting anonymity through to the data analysis phase.

With respect to confidentiality, I attempted to overcome this issue by reporting how confidentiality would be ensured on the participant information sheet (Appendix 3). The document reassured participants that no personal information will be recorded and that the information will not be shared to a third party. Through this medium the participants were all fully informed of the reason for their involvement in the study and that they were free to retract their cooperation at any time.

The aforementioned consideration of the aim of the research, the study design and the ethical issues impinging on the research means it is now pertinent to describe the methods used to collect the data.

Data Collection Methods

The study utilised both semi-structured interviews with students and focus groups with teachers as the data collection methods as they allow for the fulfilment of the underlying phenomenological assumptions inherent in the study. The inclusion of two differing data collection tools was considered to be appropriate so that the viewpoints of students and teachers could be obtained for comparative purposes in an attempt to enhance the validity of the study (Maxwell, 2005). Semi-structured interviews were employed because they are suited to the phenomenological underpinnings of the study as they "allow researchers to develop in-depth accounts of experiences and perceptions with individuals" (Cousins, 2009, p.71). This is an appropriate format for the cultural context of the UAE society, as Emiratis tend to be very social, and favour discussions due to the predominantly oral culture (Shannon, 2003). Focus groups will be used as they encourage discussion around issues and responses can be respondent-led. Teachers are comfortable talking and sharing ideas in collaborative environments, and thus focus groups were considered the most suitable methods to collect data on their experiences.

Semi-Structured Interviews

Semi-structured interviews allow for the extrapolation of the lived experiences (Van Manen, 2016) of the students in the ERP and their motivation to read in English from the perspective of the student. The flexibility inherent in the semi-structured interview format allows for students to express their ideas through the way they personally perceive the situation. This can result in spontaneous responses and open the way for unique ideas to develop (Merriam & Tisdell, 2016).

Although semi-structured interviews provide the relevant means to extrapolate information suited to a phenomenological study, arranging the interviews and carrying out the interviews can be very time consuming. This is often considered one of the major drawbacks in utilising them. A description of how this was evident in this study is described in the 'interview preparation and procedure' section below. It is often thought that the time to transcribe interview data is also a huge drawback in adopting them, but with the advancements in technology this can be accomplished much more efficiently if the researcher chooses to use professional online translation services.

Whilst the flexible nature of semi-structured interviews is one of the advantages of employing them as a data collection method, there are shortcomings because the flexibility in itself may be viewed as a lack of reliability. There can also be difficulties comparing the data collected

because the questions in the interviews are not standardised. Semi-structured interviews can also be viewed as being less objective than other methods and not useful for obtaining the facts of the situation under scrutiny. Generalising the findings is also difficult because of the sample size is usually small (Merriam & Tisdell, 2016).

Focus Groups

The focus groups allowed teachers to engage in discussions surrounding their experiences engaging students in reading extensively in English and to discuss the strategies they used to motivate students to read in English. Adopting focus groups to collect rich data pertaining to the teachers' experiences provides for deeper reflection among the teachers, which emulate their everyday practices. The conversational approach adopted in focus groups allows for reflection and critical analysis of the topics discussed which would not be appropriate in a face-to-face interview with the teachers (Kidd & Parshall, 2000).

Teacher focus groups were included in the study as it was thought that this would allow teachers the freedom to speak openly in a safe environment. The social nature of the interactions can stimulate thought "at another level" (King & Horrocks, 2010, p. 61), as teachers interact and reformulate ideas. Participating in a focus group mirrors teacher everyday encounters and therefore the discussion will seem more natural (King & Horrocks, 2010). This in turn will influence the interactions and it was thought that in this way richer data could be obtained. There is controversy about the results of focus group research, in that "dominant individuals can influence the results" (Krueger & Casey, 2009, p.15). In this case some remain dubious about the results of collecting data in focus groups, but used in collaboration with other forms of research, such as the semi-structured interviews, can "yield overlapping and confirming results" (p.15).

Phenomenology and focus groups have in the past thought to be incongruent, but recently marrying the two has proven to be an accepted method of data collection because the ideas discussed in the focus groups can be developed as the participants talk to each other and reflect on their experiences (Bradbury-Jones, Sambrook & Irvine, 2009). This is especially relevant to this study as the aim of the focus group is to extract the lived experiences of the teachers and the successful teaching strategies adopted. The more open and less formal approach of the focus group will allow for teachers to come forward with their stories about engaging students in reading extensively in English. When teachers listen to alternative accounts of experiences, they tend to be encouraged to be more open about their ideas as they realise that not all aspects of

classroom interacts are perfectly executed. A face-to-face interview without feedback or input from others would not tease out the perceived reality in the classroom.

The next section will continue by describing how the student and teacher samples were selected and then an account of how the data collection tools were prepared will be given. This will also include an account of the procedures followed in the interviews and the focus groups.

Sample Selection

The student and teacher participants in the study were all based in one of 17 HE colleges in the Middle East. This particular college is a male only college where students aged 18 and above are accepted having completed high school. Most of the participants studied ESL in the college Foundations program and one participant had acquired the English entry requirement and thus was not required to enter the college ESL Foundations program. The level of English of the students ranged from Common European Framework (CEFR) A2+ to B2 level. This meant they had the ability to converse in English in the interview. Although to reassure students and to make them feel more relaxed in the interview, an Arabic bilingual teacher was present at all the interviews.

I used a purposive sampling technique for the selection of students and teachers (Cohen, Manion & Morrison, 2011), whereby participants were chosen for a specific purpose using data on reading preferences provided by the library. This was considered appropriate because I was trying to obtain insights into reading motivation, therefore to gather this information the participants would need to have displayed a penchant for reading in English or displayed a belief that reading in English is beneficial to them. The teacher participants also needed to have displayed a desire to engage students in reading extensively in English to be able to report on their experiences.

The AI approach, which has been interwoven throughout the study, purports that for positive change to occur the actions of those who engage in activities in a positive or successful manner need to be investigated so that their actions could be emulated (Cooperrider et al., 2008). With respect to this way of thinking, both students, and teachers displaying positive reactions to reading and engaging students in the ERP, would have to be selected purposefully rather than randomly (Cohen, et al 2011). This allows for those who "have had experiences related to the phenomenon to be researched" (Kruger, 1988, p. 150).

Student Selection

The student participants I purposely selected have been successful readers in the college ERP, which is based around a competition (Demirci & Gobert, 2015). The competition rewards students for the number of words they read and the students and classes who read the greatest number of words receive certificates, medals and trophies at the end of a 4-week cycle. Therefore, students who had read the highest numbers of words were targeted as potential participants in the study because this suggested they were reading extensively in English.

The college library was able to provide the college ID number of the students who had read the greatest number of words. The number of words each student reads is stored in a free online tracking program administered by the library staff. The program, M-reader, provides a quiz for most ESL graded-reader books in the college library. After a student has read a book the student enters the program using their own password and takes a quiz pertaining to the book they have read. If a grade of 60% or above is achieved on the quiz, the number of words in the book is attributed to the students' account. When subsequent books are read and quizzes passed, the number of words increases. From this data held by the library, I was then able to contact the students anonymously via email (Appendix 2). This is possible because all college emails bear the same suffix (@xxx.ac.ae) and use the student ID number instead of a name. The information in the invitation to participate email was written in Arabic and English so that students could clearly understand the intent of the study and the procedures. Furthermore, the participant information sheet, written in both English and Arabic, was attached to the invitation to participate email. Students were asked to respond to me via email within 5 days if they were interested in participating in the study, and arrangements to meet to carry out the interview were made via subsequent emails.

Teacher Selection

Teacher participants in the focus groups were those who regularly participated in the college's ERP, and thus exhibited a desire to encourage their students to read extensively. This information was provided by the college library, and I was able to be selective on the invitations sent with reference to my "knowledge about the type of participants and the situation". This approach assured "homogeneity" (Krueger & Casey, 2009, p. 65) within the group so that effective and meaningful discussions would be encouraged.

Whilst the individual selection of the teacher sample was purposive, once teachers accepted the invitation to participate email they were put into a pool (Krueger & Casey, 2009) which was later split into two groups according to the time and day they were available to join the focus group meetings. Initial teacher availability to attend the focus groups was obtained using the online scheduling tool 'Doodle.com' and once the teachers' preferred times and dates to meet were obtained, the two separate groups were defined. This approach meant that the group was homogeneous in that it consisted of teachers who supported the ERP, yet the teachers were dissimilar in that they taught different levels of students. Approaching the formation of the focus groups in this manner also avoided dealing with pre-established small groups. Teachers who teach the same level of students tend to form small groups which have their own ways of thinking about dealing with issues in the classroom because of the students' level of English (Krueger & Casey, 2009).

Arranging the focus group meeting time and date proved to be problematic because of differing schedules and other commitments. Teachers were allowed to choose a day and time most suited to them and after several attempts at scheduling the focus group meeting a suitable time and place was arranged. I carried out two focus groups containing 5 teachers in each group. The main condition for being assigned to one of the two groups was teacher availability. Initially, six teachers were scheduled to attend each meeting, which is often mentioned as a suitable sample size to extract meaningful data. On the day of each of the focus groups, the sample size reduced to 5 participants, this was not viewed as a set back because often 'mini focus groups' of 3 or 4 people have also proved to be effective when participants hold similar and in-depth knowledge of the phenomenon being discussed (Krueger & Casey, 2009).

The size of the focus groups ensured that each member of the group was able to voice their opinions and share their experiences in a friendly and familiar atmosphere. The topic of discussions was familiar to all the teachers and they have the specialised knowledge to be able to reflect on their experiences in the ERP. Therefore, the size of the group was not considered too small. The inclusion of fewer participants also allowed for each participant to take part in the discussion without feeling threatened or overpowered by outspoken participants (Krueger & Casey, 2009).

Selecting the samples and arranging the interviews and focus groups consumed much time and patience. It was apparent that my view of arranging and planning the sessions was not viewed in the same way as students, interpreters and other teachers, therefore I had to take a step back and

reflect on the experience rather than judge the way people approached the adoption of their responsibilities and commitments. This stage of the study reminded me that I was conducting my actions using the Western consciousness I brought with me to planning and arranging events. This window to the world was again tainted and I realised I needed to gain a fresh view of how to approach the arrangements so that I could continue the study.

In this instance, gaining access to either group of participants was not problematic because the research was conducted in my own organisation and within the department I currently teach. As a faculty member, students are familiar with me because they see me around the college, even though they were not in my class. I have a supportive line manager who has encouraged my research throughout the process, and therefore I was given allowances to be away from my classes to arrange the interviews and focus groups and to carry out interviews.

The next section will continue by adding further details about the preparation of the semi-structured interview and the focus group protocols. A description of the semi- structured interviews and the focus groups will also be included.

Preparation and Procedures of the Research Tools

Semi-Structured Interviews

During the student interviews a bi-lingual Arabic speaker was present so that the questions posed by the researcher could be clarified when students could not understand or were unable to articulate their answers in English. There was evidence of misunderstandings in the interview when questions were posed that related to abstract ideas, and students frequently asked for translations of certain vocabulary words. Quite often students would say their answer in Arabic and the translator would translate their answers for me. This suggests that it is essential to have a speaker of the native language of the participants in the study when the researcher is an outsider in terms of nationality and language.

The first step in preparing for the interviews was to devise an interview protocol. This was designed using an adaptation of the motivation for reading questionnaire (MRQ) created by Wang & Guthrie (2004) and referred to in the literature review. This was adapted to suit the context and to suit the phenomenological underpinnings of the study. The semi-structured interviews served the purpose of "gathering experiential narrative material, stories or anecdotes" (Van Manen, 2016, p. 314) from the students. The adaptation was also constructed to "employ

only positive questions" (Clouder & King, 2015, p. 174) and the underlying assumption was that students were reading in line with the AI stance being taken.

The items in the MRQ were originally devised by Wigfield & Guthrie (1995), and then a shortened version was used by Wang and Guthrie (2004), which focused on a two factor motivational measurement model. The original questions in the MRQ focus on a range of motivational constructs (Wigfield & Guthrie, 1995) related to reading in L1, yet the questions in the more recent revised version of the MRQ focuses specifically on extrinsic and intrinsic reading motivational constructs (Wang & Guthrie, 2004). Given that the two factor motivational measurement model was more specific and applied more recently, it was decided that this should be used as part of the theoretical framework for the study and the basis for the design of the interview protocol.

Table 2

Contents of the Student Semi- structured Interview Protocol

Two Factor Motivational Measurement Model (Wang & Guthrie, 2004)	**Motivational Construct**
Extrinsic Motivation	Recognition for Reading • How important is it for you to be a good reader? Reading for Grades • How important is it for you to get a good grade in reading? Social Reasons for Reading • Who do you read with and where? How do you feel reading with others? Competition in Reading • How important is it for you to read more words than your friends? Compliance • Why do you read?
Intrinsic Motivation	Reading Challenge • Do you read English books? Why/Why not? • How do you learn new vocabulary? Reading Curiosity • What do you like to read about? Reading Involvement • When you read do you make pictures in your mind?

Once a student agreed to participate in the study, a time and date was arranged through email communication. The interviews took place on the college campus in rooms in the college library. The reading room or the research room in the college library were selected as the most suitable places because there are "conducive to thinking about the experience" of reading (Van Manen, 2016, p. 315) and also because the rooms are for quiet study, shared by faculty and students on an equal basis. These rooms can be reserved for meetings and collaborative work and reserving the room ensured that the interview was free from interruption and that it was private. The rooms were reserved for one hour each so that the participants did not feel a sense of urgency enabling them to talk freely in a relaxed manner about their experiences (Van Manen, 2016).

When the student entered the interview, they were welcomed and introduced to the Arabic bi-lingual translator. I explained to the participant that the translator was taking part as a facilitator and that if at any point in the interview the participant needed to speak in Arabic they were free to do so. I also explained that if the participant did not understand a question then the translator would be on hand to help with understanding the question.

After the introductions and an explanation of the rationale behind the research, I presented the participant and the interpreter with a consent form and a participant information sheet (Appendix 3), telling them both that the contents of the interview would remain confidential and that the transcripts will be available for them to review within one week.

The students were encouraged to talk about their experiences, with the questions in the interview protocol used as a guide to the discussion. Questions were adapted as the discussion unfolded so that a deeper analysis of the lived experiences of the students could be extrapolated. Considering this is a phenomenological study a total of 15 interviews took place and the average time for each interview was 30 minutes. This breadth and depth of interviewing fits what deems more than appropriate for a phenomenological study, which Creswell (2013) suggests "the process of collecting information primarily involves in-depth interviews with as many as 10 individuals" (p.161). An audio recording of the interview was taken using my iPhone with the permission of the participants and each recording saved as S1, S2 and so on as I progressed through the interviews to ensure anonymity.

When the students' interviews were complete, the next stage in the data gathering process was to carry out the focus groups with the teachers.

Teacher Focus Groups

The teacher focus group protocol was prepared at the same time as the semi-structured interview protocol drawing on the Wang & Guthrie (2004) two factor motivational measurement model. A small pilot was carried out with one colleague and changes were not deemed appropriate. The library provided the emails of teachers who had actively participated in the ERP and an invitation to participate (Appendix 2) and was sent to 20 teachers. I had anticipated carrying out two focus groups with 6-8 teachers and therefore sent emails to a larger number of participants in the hope of receiving the required number for an effective discussion to take place (Krueger & Casey, 2009). I anticipated that some invitees would not be able to remain in college to participate, and as expected, I received 12 positive responses (Krueger & Casey, 2009) from the 20 invitation emails sent. After more than two attempts to arrange the meetings two dates were finalised and the location arranged.

As with the interviews, the focus group meetings took place in the college. A room with Zoom video conferencing software was chosen and this was used to record the video, enabling me to save the recording on my laptop immediately. Using a video recording was considered to provide a more accurate account of the discussion because using video makes it easier to differentiate between speakers when transcribing the recordings. The room was located in close proximity to the IT department and they were on standby to assist if there were any problems. This particular room is not regularly used for meetings by the teachers, so it had a fresh constructive feeling. Moreover, the room is located away from the public areas in the college so that the discussion would be free from distractions (Krueger & Casey, 2009).

Two 60 minute meetings were held on separate days because of the teachers' preferences and because I believed I needed time in between the discussions to reflect on the experience. As a novice researcher, I was quite nervous before the first focus group meeting and wanted time to overcome that feeling.

The focus group meeting followed the process suggested by Krueger & Casey (2002), which involved an initial welcome where I formally introduced myself as the moderator and gave an overview of the topic of the research and the aim. I informed the participants of the need to keep the discussions confidential and asked them to sign the consent form (Appendix 4) where the aspect of confidentiality is broached.

Next, I explained the ground rules by informing the teachers that there are no right or wrong answers. I also mentioned they do not have to agree with each other. I explained my role, as a moderator, which was to guide the discussion. During the discussions I tried to avoid participating and asked questions to involve each of the teachers. At the end of the focus group discussion, I asked a summary question and then reviewed the aim of the discussion allowing people to be reminded of the topic and asked if they wanted to add anything further.

The student interviews were uploaded from my iPhone directly to the TranscribeMe online transcribing service and the teacher focus groups uploaded to TranscibeMe from my laptop. Once the transcriptions were complete, they were made available on my personal TranscribeMe online account to which the user name and password is known only by myself. The transcriptions are also stored on my personal password protected laptop and were available for students to review at any time upon request. I was unable to actively share the transcriptions because the email IDs were anonymous. I mentioned to participating students whom I saw around college that the transcripts were available to view, if they wished to see them.

When all the student interviews and the teacher focus group transcriptions had been prepared, each student participant was allocated a pseudonym for reference purposes and so that their anonymity is not compromised (Given, 2008). These names were referred to when aspects of their experiences were quoted. The next step was to analyse the data, and a description of the procedure adopted for this study follows in the next section.

Data Analysis Procedure

The data analysis procedure constitutes a form of thematic analysis (TA) in that I am "identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). Although, according to Hycner (1999) the term data analysis per se is not congruent with phenomenology as this suggests dissecting the data into individual parts. Analysis of phenomenological data involves obtaining the 'essence' of the message being communicated from the participant. This process is referred to as 'explication', which involves looking at the data as a whole to obtain an overview of the meaning the participants want to bring to the interview. In effect the researcher's aim is to interpret the "personal and social world" (Smith, 2015, p. 28) of the participant whilst the participant is reflecting on their experience interacting with the phenomenon.

Bracketing oneself from the phenomena under scrutiny is a requirement for phenomenological data analysis (Hycner, 1999). Whilst analysing the data it was important for me to be aware of the necessity to suspend all my judgements regarding the discussions about reading motivation. I attempted to extract a version of events from the lived experience of the students that was free from any assumptions on my part by adopting the 'bracketing' approach. Van Manen (2016) defines bracketing as "parenthesizing, putting into brackets the various assumptions that might stand in the way from opening up access to the originary or the living meaning of a phenomenon" (p. 215).

Furthermore, the AI approach intertwined throughout the study has to some extent facilitated the 'bracketing' process because the research elicits why students read rather than why they do not read. The AI approach has enabled me to reflect on my negative assumptions about students and teachers involved in the ERP and this in turn has lead me to cast aside some of the assumptions I brought into the study. I am aware that this cannot be done completely, but taking time to reflect on my own experiences in relation to male Emirati students' motivation to read in the ESL classroom will assist in redirecting my focus on the participants (Creswell, 2013), so that I am better placed in "identifying unanticipated phenomena and influences" (Maxwell, 2005, p. 22) during the data analysis process.

In order to achieve rigor within the research, the data collection method and the data analysis are both required to follow phenomenological approaches (Mercer, 2007). In light of this, the data analysis process I decided to adopt was an interpretive phenomenological analysis (IPA) because this process suits the study design in that throughout the data analysis process the lived experiences from the viewpoints of the students and teachers are illuminated (Lester, 1999). Figure 7 shows a summary of the IPA analysis process and can be seen that the process has four distinct stages.

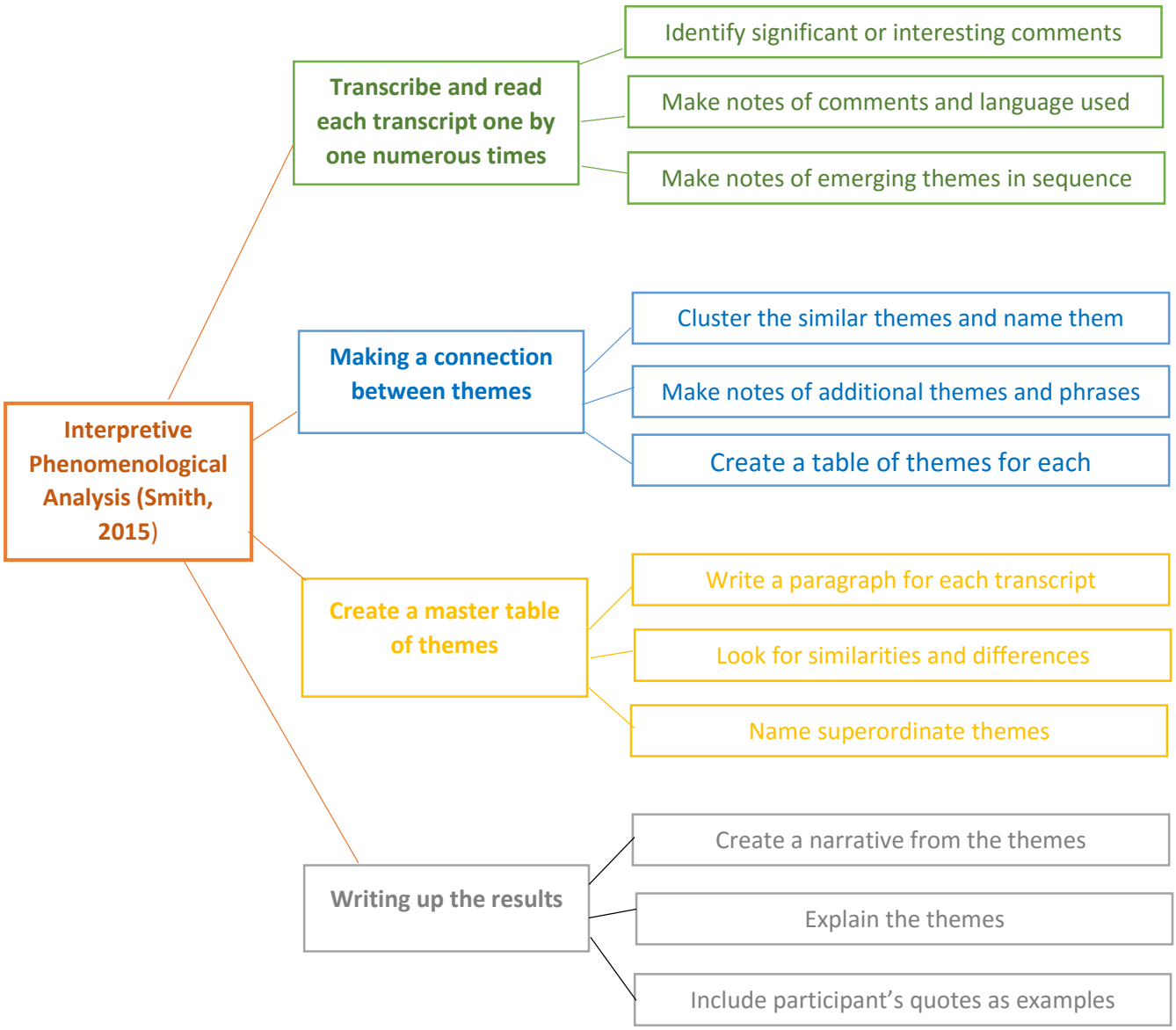


Figure 7. Summary of Interpretive Phenomenological Analysis Adopted (Smith, 2015)

IPA assumes both the researcher and the participant are involved in sense making of a particular phenomenon. This means that the participants are trying to share their experiences and the researcher is attempting to understand what the participants understand about the phenomenon (Smith, 2015). In this case, the aim of the researcher is to understand reading motivation in English among male Emirati students in HE and the extent to which reading motivation changes from extrinsic motivation to intrinsic motivation thus constituting a transformative learning

process. IPA will facilitate in-depth insight of "who is doing the learning and under what circumstances to understand the transformative learning process" (Mezirow, 2000, p.7). Using IPA provides a means to focus on the transformation of the mental processes of the participants and this provides a useful alliance with the theoretical framework presented in Chapter 2. Further justification for adopting an IPA data analysis procedure lies in its suitability to the theoretical nature of the research questions, as it "assumes a chain of connection between people's talk and their thinking" (Smith, 2015, p. 26). This type analysis is necessary to understand the transformation of motivational constructs in relation to extrinsic and intrinsic motivation.

The first stage of the IPA analysis process involves reading and rereading the transcriptions one by one and noting "significant statements" (Creswell 2013, p. 193) and language used in sequence so that emerging themes could be identified. The list was reviewed repeatedly so that coinciding statements were eliminated and so that recurring comments were not included. Once the significant statements had been noted they were clustered together as "meaning units" (Creswell, 2013, p. 13) and connections made between the themes that had emerged. When the clustered list of themes had been established for each transcript a description of what each participant experienced while reading in English or what the teachers experienced when involved in the ERP was written and quotes from the interviews and focus groups included.

The process of IPA data analysis continued by writing a paragraph explaining the experiences of each participant engaged in reading in English and what the groups of teachers experienced while involved in the ERP. When this process was completed for each of the interviews and the focus groups and a table of themes was produced for each transcript, it was necessary to search "the themes common to most or all of the interviews and focus groups as well as the individual variations" (Hycner, 1999, p. 154). This iterative process enabled me to move on to creating a master table of themes that contained a final table of superordinate themes (Smith, 2015) from this I wrote a "narrative argument" (p. 49) explaining the themes and used participants quotes to support my interpretations.

Summary

The description of the methodology adopted to execute the study explained the purpose and design of the phenomenological study and the reasons behind adopting such an approach in the design of the research. This stems from my epistemological belief that interpreting reality through the lived experiences of those involved with the phenomenon is pertinent, especially

when there are differing viewpoints of reality. An AI approach intertwined within the phenomenological underpinnings of the study was used in an attempt to focus on the positive aspects of reading motivation.

The aim of the study was to garner information related to motivating male Emirati students to read in a HE ESL context in the Middle East and to gather teacher perspectives on effective strategies used to motivate male students to read extensively. These strategies then need to be considered within an L2 reading motivational framework and consideration given to the wider applicability of the strategies in the future.

The research questions supported this quest, and the student semi-structured interviews and teacher focus group data collect methods alluded to this. Care was taken to ensure data collection methods suited the design of the study (Creswell, 2013) and were explained in detail. How these were developed and carried out was also explained in an attempt to enable others to replicate the procedures, should it be necessary.

The data elicitation process pertinent to the phenomenological basis of the study was explained so that the "essence of the experience" (Creswell, 2013, p. 104) could be obtained from the participants' perspectives. Having deliberated about the basis of the study, the design of the study, the research questions and having discussed how the data was collected and explicated, it is necessary to report on the findings of the study in the next chapter.

Chapter 4

Findings

Introduction

The chapter will provide an account of the findings organised according to the themes which emerged from the data analysis processes outlined previously. The methods and approaches defined were adopted to support the overarching phenomenological nature of the study which was to obtain the students and teachers "lifeworld, the world of everyday lived experience" (Van Manen, 2016, p. 313) whilst involved in the ERP in an attempt to respond to the research questions posed.

The methods and approaches are apt in that they assist in answering the following research questions, which support the research framework underpinning the study.

- What factors contribute towards motivating male Emirati ESL students in HE to read extensively in English?
- What are the underlying constructs of L2 reading motivation among male Emirati ESL students in HE?
- What practical strategies do teachers adopt to motivate male Emirati ESL students in HE to read?
- Which practical strategies adopted by teachers can be widely applied throughout UAE HEI in the future?

Before explaining the themes and subthemes that emerged from the interpretive phenomenological analysis approach, it is considered useful to present an account of the findings related to students' prior reading experiences from the student and teacher perspectives and certain details about student reading preferences. This will provide the reader with a deeper insight to the context and the situation alluded to in the review of the literature related to the context and the position of reading in both Arabic and English presented in the literature review.

Reading Background

The student participants were all studying in a male federal HE institution in the UAE. 14 students had studied in the Foundations program in the college because they had not obtained the English requirement to enter the Bachelor of Applied Science (BAS) program directly after high school and 1 student had entered the BAS program directly because he had achieved the English

requirement. Thirteen students were aged 18-20 years old and two students were aged 25-30 years. All the students had obtained IELTS Band 5 which allowed them access to the BAS program, 14 after completing the English Foundations program and one directly after high school and this student was an accomplished reader.

The initial questions in the interview protocol focused on what students had read before entering the college, who read with them or encouraged them to read, which I termed ‘influencers’, where they read, what they liked to read and who chose English books for them. This background information provided a springboard for the more in depth discussion during the interview. The responses are directly linked to Research Question 1 and 2, which relate to the L1 motivational constructs presented by Wang & Guthrie (2004) in their L1 two factor motivational measurement model. Table 3 depicts a tabulated summary of the responses from the students.

Table 3

Summary of Initial Responses from Students

Student	Reading in English Before College	Influencers	Reading Interest	Reading Location	Book Selection
1. Ahmed	Yes	uncle	crime	alone in his room	student
2. Abdulla	No	college	action	alone in college	teacher then student
3. Saif	No	college friends	adventure	college	student
4. Khalid	No	college friends	history	college then home	student
5. Faisal	No	wife other students	non-fiction	at home in a quiet place	student
6. Mubarak	No	sister	other countries and cultures	alone in his room	student
7. Saoud	No	sister himself	politics history	quiet place	student
8. Saeed	No	sister teacher	classics	in a quiet place own room	student
9. Omar	No	family college teacher	action non-fiction	quiet place	student
10. Nawaf	Yes	sister	action adventure	quiet place	student with teacher input
11. Rashed	No	college	adventure self help	alone where not seen at home	student with teacher input
12. Hasan	No	sister brother	self-help	alone	student
13. Saleh	Yes	male colleague	history culture work related	quiet place at home	student with teacher input
14. Sultan	No	sister	places war	quiet place	student with teacher input
15. Tawfeeq	No	sister	romance crime action	alone in a quiet place	teacher

Student Prior Reading

Ahmed, Nawaf and Saleh claimed to have read English books before they entered college, having been influenced to read English books by an uncle, a sister and a male colleague. Those who had read in Arabic had also done so because of an individual who influenced them to read. This person tended to be a female, with the majority of the influencers being a sister. The predominance of female influencers are in the home and these women would either read to the students or tell them that reading would be useful for them in the future. One student commented that his mother read to him as a child, but on the whole parents were not hugely influential in the development of a habit in reading with their children. The importance of this finding resulted in a theme based on the external influencer emerging and will be elaborated on later in the thematic explanation of the findings.

One of the three students who were fluent readers in English before attending college was Ahmed, who had achieved the English requirement for direct entry to the BAS. His uncle had encouraged him to read when he was 14 years old by saying, "Try to read more because you are now at the age" (p. 1). Saleh was another fluent English reader, having read English books before attending college, he was also one of the mature students and he explained, “I work in offshore so I have more time there. My colleagues there advise me to read a book” (p.1).

Four students who had not read an English book before enrolling in college claimed that the college environment, the teachers in the college and their friends in college had influenced them to read. Abdulla revealed, “actually, I read only two books in my life” (p.1). These students had not been given any encouragement to read in their former years spent in school, nor were they influenced by anyone in the home. Three students who had not read an English book before entering college, learned about the relevance and the benefits of reading when they arrived in college.

Reading Interest and Location

With respect to reading interests, it is apparent that there are a wide variety of reading preferences among the students with a slight preference for non-fiction. Students mentioned that reading about new places and different cultures was engaging and one student imagined walking around the places he was reading about with the people in the story. Most of the students prefer to read in a quiet place, preferably at home. Although when reading at home two students mentioned that family members laughed at them. Tawfeeq quoted his brother “Oh, Tawfeeq

you're reading, really? No, it can't be. Come on. No. Are you hot?" (p. 6). Another student claimed he read at home where no one could see him. Some students were distracted by others chatting in classes, or during the extensive reading class session in the library, so they preferred to read at home alone in a quiet place. Conversely, two students mentioned that it was too noisy for them to read at home so they preferred to read in a quiet place in college such as the library. Saif's comments show that there is not much encouragement to read in the home, so he likes to read in the library because it is noisy at home "yeah. But it's better in here because at home my brothers need to play and there it's noisy and stuff. I don't like it" (p. 9).

The students who appeared to have developed to a fluent reading level in English preferred to read alone at home, while some students with less well developed reading skills wanted to be among their peers and teachers to scaffold the reading. The emergent readers liked to be able to ask friends and teachers for meanings when they couldn't understand vocabulary. Students noted that seeing others read in class or in college encouraged them to read more and starting to read a book in college and continuing to read it at home was a motivating strategy.

Reading Choice

Most of the students preferred to select their own reading books, suggesting that the teacher would not know what they preferred to read. Omar explains, "I don't think the teachers know what I was thinking about. Maybe the teacher likes some other books, but I think the students should choose his own book" (p. 7). Saif strongly believes that the student should choose the story "because I know about this book and I like it. If the teacher choose for me, maybe I not like it or maybe I not read because I not like" (p. 6). Sultan also prefers to choose the books himself with support from the teacher who can advise him about the level and about the types of books available. "If the teacher choose them, the student will not like to read it, but if he chooses it he will be interested by it" (p. 6).

Conversely, others stated that they liked to have the teacher's input in the form of book recommendations because they believed the teacher knew more about the books than they did. Nawaf reports, "the teacher gave me the book, so he knows it's a good book" (p. 5).

Teachers' Perceptions of Student Reading Background

All teachers tended to believe that students did not possess a habit of reading, which they claimed stemmed from the oral traditions embedded in the culture and the style of teaching students had been exposed to in the years prior to entering the college. This belief concurs with the literature (Daleure, 2017; Shannon, 2003) related to this area. One teacher mentions, "you ask them, 'Did you do any reading?' It's this look on their face like, 'Why would I do that?' What's the logic behind it?" (FG1, p. 1). Some teachers mentioned the lack of reading within the Emirati family group and that this was different from the Western family approach or to what teachers had experienced when they were children. Teachers also mentioned the lack of reading in Arabic as something that inhibited developing a reading habit in English. Some teachers were clearly interested in the differences between Arabic and English and were trying to use this information to understand why students were having issues in reading and writing in English. Other teachers were not aware of these differences. All teachers were in agreement of the benefits of ER, possessing the belief that "the more reading they do, eventually they will reproduce some of what they read" (FG2, 2:02).

Three teachers had been involved in ERPs in previous places of work; one of them in a HE institution outside the UAE. The other two teachers had worked in a primary school and a high school and instigated the set-up of ERPs. Although the teacher went on to say, "at the point when I left that school, it hadn't been really fully established" (FG 1, 05:24).

The interview protocol and the focus group protocols asked the participants about their lived experiences in the ERP and about their extensive reading journey. Therefore, it is now necessary to report the essence of the student interviews and the teacher focus groups through the themes and subthemes that emerged. This exemplifies the student and teacher perspectives of their lived experience in the ERP, along with their significant comments correlated with the themes and sub-themes (Smith, 2015).

Emergent Themes from Students and Teachers

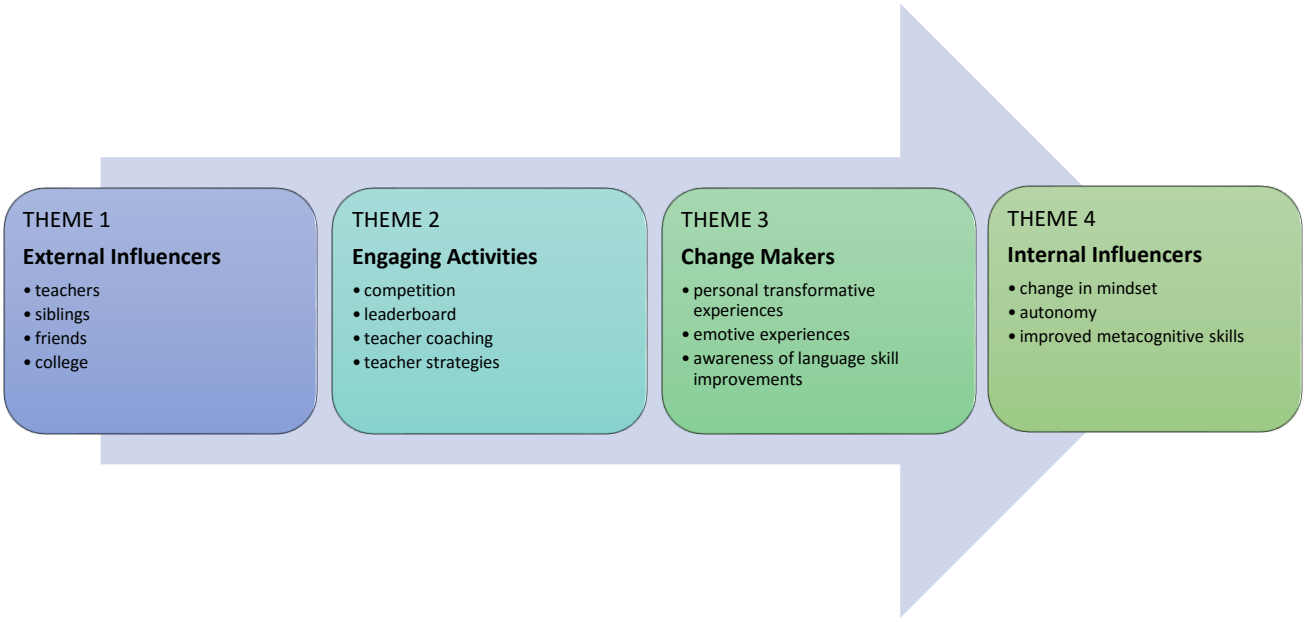
An interpretive phenomenological analysis (IPA) approach (Smith, 2015) was used to obtain the 'essence' (Creswell, 2013) of each of the lived experiences of the students and the corresponding experience of the teachers because IPA assisted me in delving deeper into each individuals' experience in the ERP. During the IPA process I took a step away from my personal perspective

of the ERP in the college by 'bracketing' myself off from my current believes and experiences (Hycner, 1999).

Clustering and making connections between the themes that emerged from the student interview and the teacher focus group transcripts meant that the phenomenological delineating process I had engaged in brought about the creation of a master table of themes included in Table 4. A total of 14 subordinate themes that were reduced to four main themes after the clustering process was applied are presented on a continuum related to the transformation process.

Table 4

Master Table of Themes and Sub-themes Emerging from Students and Teachers



The chapter will now explain the findings from the student interview responses and the teacher focus group discussions. Each theme and will be explained followed by evidence collected from both students and teachers. The themes emerged after analysing the data acquired in the student interviews and the teacher focus groups. The findings will be presented according to the themes which emerged and listed in the order of a continuum in relation to the transformation of the reader through the constructs of extrinsic and intrinsic motivation as reading fluency develops as depicted in Figure 6 in Chapter 2.

Theme 1: External Influencers

The external influencer theme emerged when it became apparent that students who had not read before attending college mentioned an entity involved in introducing them to reading. It was found that teachers, siblings, friends and college all played a part in motivating the participants to read. The initial findings depicted in Table 3 show specifically that there was a significant other who instigated the reading journey for the students, and this was the basis for the development of this theme. During the data gathering processes for both students and teachers, and the subsequent process of horzontalization of the data, further aspects of the role of the external influencer emerged. The findings suggest that the teacher, siblings, friends and college were all instrumental in the process of engaging students to read extensively in English from the outset and thus needs further consideration.

External Influencer – The Teacher

First, the teacher was reported by all students and teachers as having a strong influence on student motivation to read. Ahmed, who was the only student who engaged in deep reading before entering college commented "I think reading allows you to discover new things. Teach you new things, it's changed your way of thinking" (p.5). Deep reading refers to instances when the reader adopts a range of complex cognitive processes such as inference, critical analysis and reflection while reading (Wolf & Barzillai, 2009) and related to the latter processes in the development of reading fluency (Grabe, 2014). Having had such insight, Ahmed suggests that if students were influenced to read at an earlier age then they would have the interest and the desire to read when they are more mature. Abdulla claimed he developed a love of reading once the teacher explained the benefits of reading when he came to college.

When Khaled arrived in college he was very excited because there were many people reading books. He didn't know there would be books in college and he had never read an English book. He claimed that "without teacher I can't do this" (p. 11) because it was the teacher who explained the benefits of reading. Faisal "loves the teacher to motivate the students by pushing them, encouraging them to read" (p. 15) and Mubarak believes the teacher should encourage students to read saying, "if it's up to me I don't read" (p. 10). Similarly, Saoud said, "it's about the teacher, what he will do to tell them that the reading is okay, important" (p. 11). The

comments from the students highlight the importance of external influence from an individual after the student enters college.

The teachers discussed the need for students to be given specific attention from teachers, especially students who have low proficiency levels in English. There was agreement that students offered little resistance to reading when provided with encouragement, but students could not be expected to read independently. T5 mentioned, “I do think that there’s something that they like because very few students are reluctant to read and nobody refuses” (FG1, 32:30).

The teachers also agree with the students in that, “they (students) certainly won’t read on their own” and motivating students to read “has to come from the teacher” and so “it’s up to us, the teacher to convince them of the value of reading in the whole language learning process” (T5, FG2, 23:48). The teachers were aware that they are at the beginning of this process. T4 explained, “I think like everyone said, we’re starting. We hope that by laying the foundations with what we are doing we give them the tools and give them technique to carry the reading forward” (32:59). This was mentioned in relation to student reading and in developing ERPs.

Whilst on the whole teachers were in agreement about the teacher’s role in motivating students to read, one teacher stated, “I'm not a 100% clear on what we're actually supposed to do with the extensive reading” (FG 1, 59:14) suggesting that there is need for clarification of the process and dynamics of the ERP among teachers. It appears that the teacher is not the sole external influencer, as siblings and friends and the college itself play an important role in motivating students to read giving rise to subsequent sub-themes.

External Influencer – Siblings and Friends

Siblings were also found to be important influencers for student engagement in reading. These external influencers in the home were mostly sisters. They would assist students with reading when they were struggling and Mubarak explained, “my sister do reading with me and she teach me like child” (p.2). This finding shows that parents are not highly influential in developing a habit of reading within the family group as far as the students were concerned.

Some teachers perceived that there was a lack of reading within the Emirati family group in that the role of Emirati parents differed to the teachers’ experiences as children growing up in Western societies. Teachers also thought, “we’re enforcing our culture, as such, on them, telling them this is the way to do it. Well that’s hard” (FG3, 18:09). Another teacher thought, “reading

was discouraged in this society" (FG2, 19:11) due to the cultural norms which were viewed as a "spiritual and rote approach" to reading the Quran (FG2, 19:28).

Both students and teachers explained how friends influenced each other to read extensively in English and to participate in the ERP. Abdulla says, "my friend would look me, tell, 'Why you read?' I tell him, 'Because it's important to improve my language'. And after that, even my friend did it" (p. 8). In this instance, it was found that students are positively influencing each other to read in English. At the same time the readers were motivated to read when friends commented on their achievements. Saif happily mentions, "there is many students, my friend, tell me, 'You is good. You is good. You is interesting to study'" (p. 8).

This provides evidence that there is a strong sense of support and camaraderie among the students, especially from, and for, successful readers. Faisal and Hasan are both pleased to have been able to help their friends to become better readers by setting an example. Teachers identified this aspect of student behaviour as they noticed how some students enjoy sitting in groups reading and helping each other with difficult words. The teachers believed this was beneficial yet they were unaware that some students preferred to read alone as shown in Table 3. Tawfeeq claims he received more support from his classmates than his family because when students see each other reading they want to read more.

External Influencer – The College

The college has been considered as a sub-theme of the external influencer because it was discovered that the majority of students embarked on their reading journey after they entered the college. Hasan claims, "I wasn't read that much, I started to read (English) books when I came to college" (p. 2). Teachers believe the college is important in providing an environment conducive to encouraging reading because they are aware that students arrive at college lacking a habit of reading. One teacher explained the need to "create a new pastime or habit for them that they might hold on to if we do this in a nice way and if we help them" (FG2, 12:05). The college environment and reading in college were perceived by the teachers as giving the students "the chance to get hooked on it (the book) in the classroom" (FG1, 29:15) before going on to read it at home.

Theme 1 has recounted how the theme emerged as the initial step forward for students as readers and has exemplified the importance of recognising the vital role played by each of the participants. Once students are 'hooked' and teachers are aware of their influence upon the

students, the influence of engaging activities within the process of reading transformation became apparent and thus emerged as Theme 2.

Theme 2 - Engaging Activities

The second theme to emerge from the horizontalization process of analysis was 'engaging activities' because these were found to be advantageous in that they support students to continue reading once the initial spark for reading had been ignited by the external influencer. It was also clear from the findings that the activities were clustered into four areas. The areas included actual activities such as the competition, feedback in the form of the leader board (Appendix 5), teacher coaching and teacher strategies.

Engaging Activity – The Reading Competition

Throughout the ERP, the competition was reported by all participants as being the most popular activity to motivate students to read and to sustain reading when the will to read diminished. On all accounts, students communicated that the competition pushed them to read when they didn't feel like reading. Nawaf recounted that in the past "there was nothing to keep me reading. When it came to college, the competition makes me want to read. I want to win, so the competition was the main thing to make me improve this, to read" (p. 4). Rashed said he liked to be in the competition "to give me a push to read and it excite me to read" (p. 12) and Hasan was adamant in that "they will never read if there's no challenge" (p. 8). Faisal thought the competition helped him to read more and remember the meaning of words, he said, "if there is no competition, I will do nothing and I can't remember the meaning of the words" (p. 12).

Many students explained how the competition assisted them to read for themselves as they expressed a desire to win, but at the same time students were reading for the class. Saoud says, "I was in the competition with my people in the class" (p. 6). Tawfeeq started to read in the college because of the competition between himself and his friends.

Teachers also agreed about the benefits of the competition as an engaging activity. T6 thought the students loved the competition and T4 stated, "I think they like the team aspect of it… so that incites to do a little better" (FG2:18:59). Students are encouraged to participate in the competition on an individual level and on a team level. The information contained in the rankings is communicated through the college leader board, which in itself is an external influencer and an engaging activity and thus been included as a sub-theme.

Engaging activity – The Leader Board

It was found that the leader board (Appendix 5) depicting the top readers in each class, as per the number of words read and the total number of words read for each class, was also perceived as a highly engaging activity. The leader board is prepared by the college library each week and Abdulla believes the leader board "is really, very, very, very, important" (p. 11). The findings show that students enjoyed having their name appearing on the leader board and looked forward to viewing individual and class progress because this helped them to read more. Sultan stated, "that help me. I see my class improving and myself involving and that make me happy and read more" (p. 8).

The number of words read was useful feedback for students to gauge their progress. Rashid explained, "when I see my scores-- for example, it's 20,000 (words read), the next week, when they put the names on the leader board, I think to get a high score than before" (p. 12). This means that he wanted to see his score each week so that he can do better the next week. This finding shows the usefulness of the leader board in providing important feedback to the students about how much they are reading and about how their reading is developing. Hasan says the leader board, "makes me feel like I want score now, get more scores. And it's like that, so it encourage the person to read more" (p. 12). This was done each week as the students saw the benefits. Saleh suggested, "I did, I think 96 or 90,000 (words). I want to reach 100,000. When you reach 100, you want to reach 200, or 300,000 like that. That's good" (p.10). Possessing this information meant he aspired to be the number one reader in the college. Following on from this he hoped to be the number one reader on the leader board published on the M-reader website. He claimed that would make him the number one reader in the world.

The findings show the leader board is essential for the competition to be effective and teachers have found ways to incorporate it into activities within the classroom. Teachers perceived the leader board as being very useful in motivating students to read. Some teachers created their own classroom leader board so that the whole class could see their individual reading gains. This was thought be useful in taking the attention from the top readers and to include those who were progressing somewhat slower, but yet still achieving gains in reading. This was perceived to be a concern for the teacher, but when the classroom focus was on individual improvement and collaboration, the teachers agreed that the activity was a useful one.

T5 in FG1 explained, "I would often do a leader board within the class, and I would group them kind of those, say, who've read between 2,000 and 10,000, and these guys would be there. And

then, between 10 and 15 thousand would be there, and then there's the top. So sub-divide what they were doing in the class, and then see who moves the most within the league and stuff like that" (47:08).

The attitudes of the teachers in dealing with the competition and the leader board meant the teaching approach towards extensive reading had to be adapted to suit the needs of the class and this led to the next sub-theme, teacher coaching as an engaging activity.

Engaging Activity - Teacher Coaching

Rather than teachers behaving as models or facilitators, it was found that students wanted teachers to behave as a coach 'cheering' them on. The competition provided a means to do this. Students explained that this would happen when the teachers talked about the competition and showed the leader board in class, the constant reminders about the pacing and ranks in the competition were necessary for the student engagement and participation no matter the ranking. Tawfeeq explained that even though the teacher talked about reading and explained the benefits he also found the "she (the teacher) tells me (to read) just to cheer me up" and this is "because sometimes, some boys just-- okay, he want to read but he feel bad and he think he's in a bad mood" and the teacher says "Okay, guys. You're ready." (p. 9) and then the students would feel like reading.

The findings suggest students want their teachers to encourage them to read when they didn't feel like reading. Saeed says that "the teacher was keeping me excited about this competition and also every week she show us the result to keep us on the road" (p. 7). Teachers are aware that talking to students to learn about students' reading interests and talking to students about the books they read was effective. T6 observed that, "some students really wanted to tell me. They wanted to impress the teacher" (FG2, 05:57).

It was also mentioned frequently by students and teachers that continual reminders about the benefits of reading were provided by the teacher. Sultan believed that teachers needed to tell students about the benefits of reading continuously and when "they know the benefit of the reading, I think it's enough to encourage them (to read)" (p. 11). The 'coaching' approach to teaching is often used with younger learners and teachers thought that some strategies which are used for children would be suited to the context because the teacher thought "a young child and a very low-level reader have a lot of things in common when it comes to language (FG2: 4:03).

Further findings related to engaging activities used by the teacher to coach students along their path to developing their reading fluency will be mentioned under the next sub-theme, 'teaching strategies'.

Engaging Activity - Teaching Strategies

Both students and teachers explained a wide range of teaching strategies emanating from the teacher and from the dynamics and procedures of the ERP (Table 5). The activities were found to be related to three areas. The first area was the actual actions carried out by students instigated by the teacher, the second was feedback from individuals and the ERP dynamics and the third was the teacher. The 'teacher' strategies were all found to be pertinent to the role of a coach, and thus supporting the development of the previously mentioned sub-theme.

The teaching strategies were found to be dependent on the teachers' ability to engage and sustain student engagement. When engaging students with low level English skills and under-developed reading fluency, it was thought pertinent for teachers to "go round and read with each student" (FG2, 10:18). This was perceived as providing a "totally different experience for them" (FG2, 11:22). When teachers engaged in 20 minutes silent reading, teachers believed it was effective because "they didn't want to stop reading" (FG2, 05:36).

Table 5

Teaching Strategies Adopted in the ERP

Action	Feedback	Teacher
The competition – personal, in class and interclass	Leader board, trophies, medals, certificates	Teacher reminding students about the benefits of reading
Time to read in class – silent reading	Information on number of words read from the online tracking system	Explaining to students how to choose books
Students reading aloud to class and students reading aloud one on one with the teacher	Photographs of successful moments	Teacher encouragement and support
Setting a minimum weekly reading word limit	Development in reading skills and habits	Telling students they are good readers
Completing a vocabulary notebook	Grades for extensive reading (more from students)	Teacher knowing the student's reading preferences
Discussing the books among students and with the teacher	Support from peers (more for emergent readers)	Teacher addressing the individual needs of the student
Completing book reports		

The teaching strategies found to be useful and engaging appear to draw the students into the ERP to a deeper extent and thus a change in behaviour becomes apparent which lead to the inclusion of the next theme, 'change makers'.

Theme 3 – Change Makers

It was found that once students were initiated into reading in English due to the external stimuli from the influencers and the engaging activities adopted by the teachers in the colleges, changes in student behaviour became apparent. This theme was identified as evidence of a realisation where the 'penny dropped' in relation to the awareness of reading. It is at this point that extrinsic motivation appeared to begin the transformation into intrinsic motivation. At the same time, occurrences of deeper reading were apparent, exemplifying further change in that preparedness for study at a higher level was developing. The three subcategories constituting this theme are personal transformative experiences, emotive experiences and awareness of skills.

Change Makers – Personal Transformative Experience

This theme emerged after finding students mentioned improvements of their understanding of the process of reading and how it had benefitted them by improving their own understanding of how reading could bring gains in terms of acquiring new knowledge and skills, rather than just improvements in English language. Nawaf believed that when students "improve your skills and your language…you will start to know she (teacher) was right" (p. 10), he also claims "it's something for yourself, I know. You will learn how to speak. You will learn how to talk with people. You will know a new thing. You improve yourself, as well" (p. 8). Saleh said, "I like to read to increase my knowledge" (p. 1). He has also learned that he is able to learn new words from the context and so he doesn't stop to read unfamiliar words because he knows he will understand them as he reads. These findings suggest that these students are beginning to engage in deeper reading and thus have achieved a personal transformation in their reading fluency and have developed to the subsequent phase.

The teachers were also aware that "there is another layer" (FG2, 04:54) related to reading- the development of world knowledge- although teachers were much less vocal about what students were learning apart from language. Teachers focused more on language skill development rather than developing skills unrelated to language development. Teachers also seemed to think that students took a longer time to "get over that hump" (FG2, 15:05) in relation to where students could perceive the benefits and change in themselves. Students claimed that they were able to see the change after reading 3-5 books, whereas teachers believed this realisation would take longer. These findings suggest that teachers need to pay more attention to the students' personal development, rather than focusing solely on language development to facilitate the personal transformative experience of the student.

Both students and teachers agreed that once students had been involved in the ERP from the start to the end of the reading period culminating in the rewards ceremony, only then would they realise the full impact of the change in their personal development. The teachers agreed that "when they see all the classes getting up on stage and getting their medals and trophies and everything, then they realise" (FG2,19:34). Involvement in the activities and the positive feelings received from the success of the individuals and others were found to have a profound emotional effect on the students, which lead to the inclusion of the next sub-theme.

Change Makers – Emotive Experiences

The changes which were apparent in student motivation to read and the enhancement in student awareness of language development and personal knowledge development were found to be shrouded in emotive experiences brought about by the external influencers and the engaging activities. From the moment some students arrived in college and saw the availability of English reading books and students reading they felt very positive. Khaled emotionally explained (through the translator) that when he is told he is a good reader "he is so happy that he doesn't know how to explain in words".

Abdulla revealed that winning the reading competition made him feel very happy, but knowing himself is enough to feel content. This finding supports the idea that external motivation is a prerequisite for progression to the next phase in the transformation of student reading development driven from numerous sources. The teacher discussions do not exhibit such deep emotions about student involvement in the ERP. One teacher indicated that students love to be told they are good readers, and students "get the idea that sometimes it's cool to be a nerd, they like that too" (FG2, 12:25). There was an indication that teachers were more focused on the teaching of English to the students.

Improvement in linguistics skills was also relevant in evoking a change in the students' and teachers' attitudes towards the students reading development, and this gave rise to sub-theme 10.

Change Makers– Awareness of Linguistic Gains

The discovery that improvements in linguistic skills among students after engaging in extensive reading came as no surprise, but the discovery that students were able to articulate their awareness of the changes in their language abilities was enlightening. Both students and teachers were aware that vocabulary acquisition was expanding. Subsequent to vocabulary enhancement, many students noticed writing and reading improvement. Hasan said, "I'm learning a new sentence and new word every time that I am reading in English" (p. 3). Tawfeeq also became aware that "when you read a lot you will start writing a lot and maybe you will have things in your mind so you can speak and when someone says new words you will understand all of it because you are reading a lot" (p. 10). Sultan said, "I know that I am good in

speaking. In writing also" (p. 4). These findings show that students believe reading had a direct effect on improvement in their linguistic skills.

A teacher suggested when students selected books to read at the correct level and interest the student is motivated to learn new words. The teacher claimed she "knew he (the student) was learning vocabulary because at least two or three times a week he would come up with some new words" (FG2, 22:16) during the classroom discussions. Another teacher said, "I'd be doing something in class, discussing some topic or whatever. He would come up with these words. And I would say, 'We didn't do this in class. How did you know that word?'…. 'From my reading, Teacher'" (FG1, 22:16). Students noticed how this extended into their writing, Tawfeeq explains, "but in my case, I think it helped me a lot in writing because I have a hard time in writing" (p. 3).

There was a clear message from the student interviews and from comments made by teachers that the majority of the feedback emanating from personal transformative experiences, emotive experiences and awareness of linguistics gains, furthered the change in student behaviour and appeared to push students to read more, and thus ignite a catalyst to create instances where intrinsic motivation was mobilised. These findings gave rise to the fourth theme, internal influencers and the final stage on the thematic continuum.

Theme 4 – Internal Influencers

Theme 4- internal influencers- emerged as a result of the further transformational processes students, and to some extent teachers, described during the data gathering procedures. The findings show that students who had been caught up in the process of reading through the previously identified thematic interpretations were internalising the benefits of reading explained to them by the teachers and, more importantly, becoming aware of the changes in themselves. Therefore, internal influencers represent the aspects of the data where intrinsic motivational constructs are acting upon student attitudes and beliefs about themselves and their abilities. In recognition of the subsequent findings, the sub-themes identified are, change in mindset about reading, autonomy and improved metacognitive skills. These will be explained in this section.

Internal Influencers - Change in Mindset

The initial findings presented earlier and shown in Table 3 exemplified that most of the participants had not been afforded the opportunity to engage in reading in English prior to entering the college. This situation gave rise to a fixed mindset (Dweck, 2006) with regards to student and teacher beliefs about students' abilities to read. Before students came to college they had no experience of reading and thus no idea how reading could change the mind. Nawaf explained how reading allows him to be "connected to myself so I start reading and after that I feel very different after reading" (p. 10). Rashed explains how he changed his ideas about how reading can help him saying, "at first when I read, the reading is like watering the trees. If you're water the trees (with) your reading, it will grow your mind" (p. 3). Omar remarked, "when I see my name on the leader board, I was really proud of myself. I did not think I will get my name there because before I did not care about it" (p. 12). This also suggests that the change in mindset is a result of the previous experiences in the external environment.

Saoud believes engagement in the ERP has helped him to improve his attitude towards reading. He now has the confidence to read every book, although when he was in high school he thought his English was bad. Similarly, Saeed currently thinks reading is easy and achievable unlike before he entered college. The findings show that when students are provided with an opportunity to develop and grow with the correct support and encouragement from the external environment they are able to change their view of themselves as a reader.

Students did not view themselves as readers before they came to college and their family members were also surprised when they were seen reading at home. Khalid explained, "my brother, he said you are always in the home, you read books. What's happened to you? What's happened? So before you come to college, you didn't read book and now you read a lot. What happened?" (p. 7). This finding suggests that when students are engaged in extensive reading in the college the behaviour can permeate into the family home and provides evidence that students have the inclination to read independently at home.

Teachers discussed how they notice that students realised the benefits and obtain a feel for what it is like to be involved in the ERP. A teacher commented, "when they see all the classes getting up on stage and getting their medals and their trophies and everything, then they realise" (FG2, 19:34). There was little discussion among teachers related to students changing their beliefs about reading, but teachers were aware that students were reading more. Teachers appeared to

believe they are solely responsible for teaching aspects of language, rather than discussing students' feelings about reading and their involvement in the ERP.

There is reference to "a struggle" (FG2, 17:48), in encouraging students to read because "reading was discouraged in this society" (FG2,19:28), but as the teachers believe that students could not be expected to read alone, they agreed that teachers are the ones who need to start the process. At the end of FG2 a teacher said, "I think like everyone said, we're starting. We hope that by laying the foundations with what we are doing we give them the tools and give them techniques to carry the reading forward" (32:59). Whilst this is extremely pertinent it does not suggest that teachers are involved, or believe there is a need to be involved on a personal developmental level.

Internal Influencers – Autonomy

This emergence of this theme transpired from student and teacher comments about how once students had been guided in choosing their own reading materials they were motivated to read more. Given the nature of the ERP, students are at liberty to choose their own books and are given the freedom to choose the level of book they want to read. The initial findings shown in Table 3 outlines the broad genre of reading preferences the students possess, which does not correlate with the narrower view of the teachers' perceptions of student reading preferences.

It was also apparent from the students that they enjoyed the opportunity to choose the level of book that suited them at that particular moment. Abdulla said, "the first time, I choose the easy book. And (then) hard, hard, hard" (p. 2), and he would continue to read even if he found the book to be difficult for him because he liked the challenge of reading a hard book.

Table 3 shows that some students prefer the teacher to help them choose books and teachers mention the importance of training students to choose books for themselves, as they hadn't engaged in this activity in the past. Teachers mention that it is difficult to explain what extensive reading is to the students. "It's quite difficult to explain to them what extensive reading is, why they're going to the library to do this activity. It's a hard job to convince them, especially from the rote-learning background they come from in secondary school" (FG2, 15:54). Therefore, it is evident from the teachers that students need to be guided and trained to choose books independently and some students need more guidance than others.

The findings show that when students are given the opportunity select their own reading materials they begin to use higher level thinking skills as they reflect on books they like, gauge the level and decide the number of words they want to read. As well as developing autonomy, students are using metacognitive strategies when choosing books.

Internal Influencers - Improved Metacognitive Skills

In addition to the student being aware of the linguistic skills gained, a further understanding of the benefits of reading emerged from the data that was connected to internal influences such as enhanced cognitive abilities and metacognition. There are occasions where students thought about their perception of reading. Accessing a higher level of cognition when reading is congruent with deeper reading and an improvement in reading fluency. This was evident from Mubarak who claims, "I read faster. Yeah. And I understand when I read it" (p. 4) Rashid said, "I read for myself because I want to get more information. That's why. It's for me. It's for all of us" (p.13). This means that students are aware that reading extensively has definitively improved their reading skills and cognitive abilities. One of the more fluent readers, Saleh demonstrated an ability to step inside the story and feel empathy with the characters. He said, "Your mind will be open and also will increase your skills by reading and you will speak to other culture also when you read" (p. 6). The student is able to fully engage with the story and with the characters using his imagination, further evidence of deeper reading and reading fluency development. As Faisal developed his reading fluency he was able to discern that if he persisted in reading he would be able to infer meaning from the context and he knew that as he read he would be able to "catch some word that's difficult to me" (p. 12).

Students mentioned being able to acquire information about themselves from reading and use this to think about the next course of action. Khaled was influenced this way. He mentioned, "now I'm on number three (level), but I think in future I will go to number four and five and like that" (p. 3). He also said, "yes, I think it's improved because now when I choose book, I finish it quickly than before" (p. 3).

As previously mentioned, teachers were aware of the linguistic gains the students were acquiring, but there was a lack of discussion in the focus groups related to the development of deeper reading and reading fluency. Although, one teacher in FG2 was aware that students could also attain more knowledge of the world when engaging in ER, which was beneficial because they have a "limited world knowledge" (FG2, 04:57).

The evidence from teachers in relation to the internal influencer themes is much less prevalent than the evidence for external influencer themes, suggesting that teachers are more concerned with developing English language skills rather than developing reading skills to the extent where the change in the student can occur.

Improving metacognition, whereby students are aware of their thoughts about language learning, reading benefits where they are reflecting on the next course of action to develop reading fluency, are prevalent occurrences. This provides an appropriate place to end the thematic presentation of the findings. The findings have provided evidence of the necessity to improve English language skills through reading extensively, and the required transformational cognitive shift required for readiness in HE is apparent. At the same time, the findings have provided insight to the research questions.

Findings in Relation to the Research Questions

After documenting the findings of both the student interviews and the teacher focus groups through the emergent themes, the findings will now be related back to the research questions before progressing with the discussion of the findings.

Figure 8 shows the main findings in relation to the four research questions. In research question 1, the role of the teacher and the stimulating tasks used, are considered powerful influences when considering the factors involved when motivating male Emirati students to start reading in the ESL classroom, especially when students have no initial interest in reading in English (Day & Bamford, 1998; Hidi & Renninger, 2006). The findings in theme 1 and theme 2 provide most of the evidence for this. As students read more, understanding of the benefits of reading from a linguistic perspective results in a change in the students' beliefs about their abilities to read. Therefore theme 3 also provides evidence to respond to research question 1. Likewise, theme 4 also contributes to offering a response to research question 1 due to the continuum exhibited from the development of the themes in that the more students engage in reading the more they read. Thus theme 4's internal influencers are also factors contributing towards motivating male Emirati ESL students to read in the ESL classroom.

With regards to research question 2 and motivational constructs, the findings strongly highlight that there is a covariance between extrinsic and intrinsic motivational constructs existing within the UAE context (Wang & Guthrie, 2004). Given that the themes emerged as a continuum, showing how the external activities precede the internal influences, there is a correlation between

extrinsic and intrinsic motivation and the covariance, which was alluded to in the literature review (Wang & Guthrie, 2004) and the L2 motivational model also presented in the literature review.

The instances where changes in student attitudes and beliefs about reading are referred to in theme 3- change makers- are where the two motivational constructs act together in harmony. Research question 3 elicits practical strategies used to motivate male Emirati students to read in English. Theme 2 highlights this information and from the activities outlined; providing time to read in the classroom in college, selecting an appropriate task for the context and beliefs in the relevancy of reading are thought to be practical strategies that can be applied throughout UAE HI in the future thus addressing research question 4.

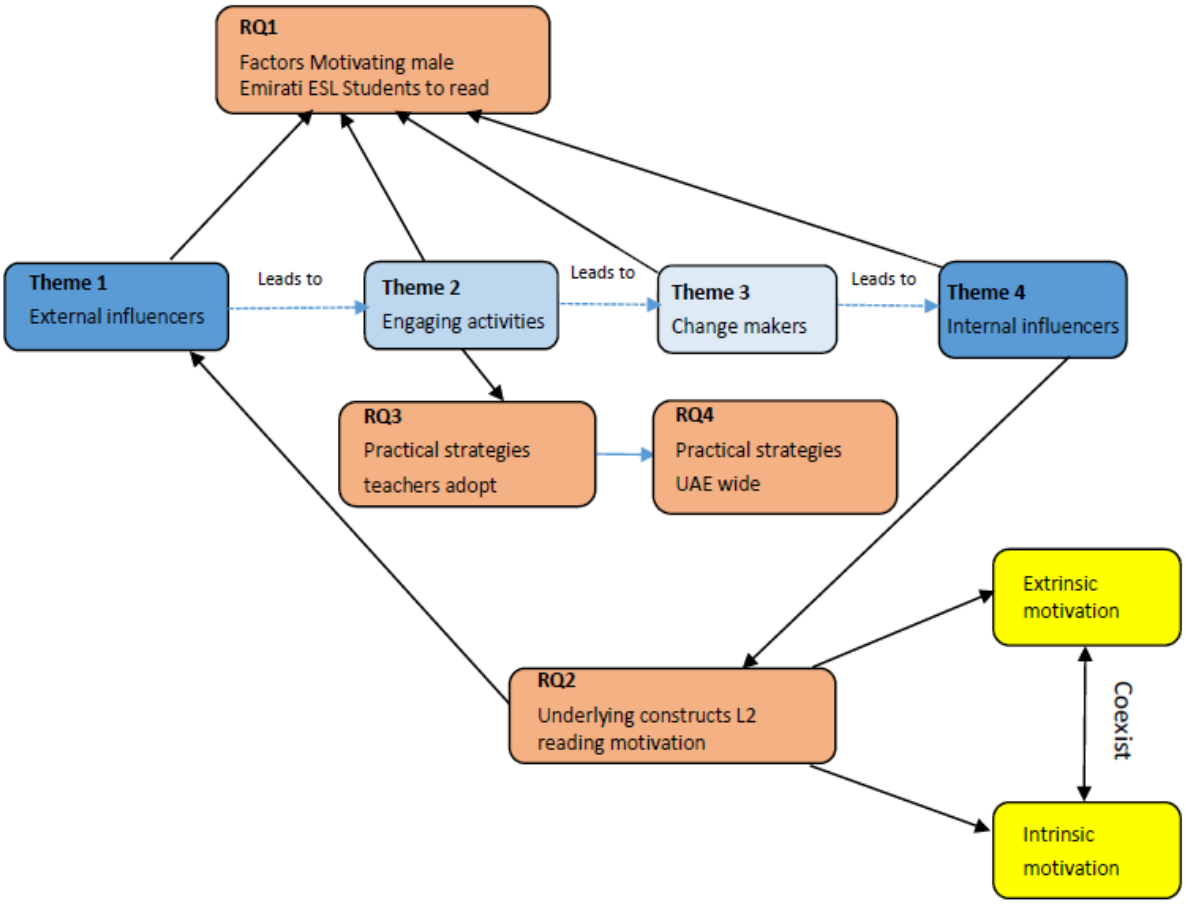


Figure 8. Summary of Main Findings from the Themes Related to the Research Questions

Conclusion

The chapter discussed the development of the themes that emerged from applying an IPA analysis to the data collected. This is considered conducive to the epistemological underpinnings of the study, which aims to reveal male Emirati students' motivation to read in English in a HE ESL classroom.

The initial findings suggest that many students entered the Foundations program in the college having not read English books and most teachers had not been involved in an ERP before teaching in the college. The findings also suggest that there are areas that both teachers and students agree upon when developing strategies to motivate students to read in English although there are some differences, especially where personal skills development is involved. Both students and teachers agree that the teacher plays a pivotal role as the instigating influencer and the sustaining influencer of engaging in reading extensively, but the students placed more importance on this role than the teachers appeared to. The student interviews and the teacher focus groups revealed that various aspects of reading motivation were apparent, which were clustered into four main themes; depicting the transformation of students, reading attitudes, abilities and beliefs about reading and themselves.

The first of the four themes termed 'external influencers' includes subthemes that relate to people who have encouraged students to read. The second theme is engaging activities, which relates to actions undertaken that promote reading engagement in English. Both these themes foster extrinsic motivation. The third theme is 'change makers', where students exhibit a change in their actions or beliefs. The fourth theme 'internal influencers' exhibits the position where internally created meaning is developed and applied. The fourth theme exemplifies where the transformation of students' mindsets from a non-reader in English to a reader in English is apparent. Figure 8 shows how the themes are developmental, the coexistence of intrinsic and extrinsic motivation and how sometimes the process starts again when a 'push' to go on is needed.

The next chapter will interpret the findings in relation to the literature discussed in Chapter 2 and will highlight some contentious areas and areas where adjustments to the current ways of thinking about extensive reading in the UAE HE context needs to be made whilst relating to other studies in the realm of extensive reading.

Chapter 5

Discussion

Introduction

The findings of this phenomenological study exemplify the complexity and multifaceted nature of motivating male Emirati students to read extensively in the ESL classroom and have provided insight into the research questions posed. The findings to some extent are unlike previous notions of reading motivation presented in the L1 reading motivation literature and the extensive reading literature (Day & Bamford, 2002; Wang & Guthrie, 2004) in that socio-cultural factors play a larger role in the UAE context. Moreover, the contextually competent teacher has an overarching influence on the whole process of motivating male Emirati students to read in English that had been considered in the past.

The discussion will assist in providing an explanation of teachers' interventions required in the UAE context in relation to extrinsic and intrinsic motivation which is consistent with Ro (2016), who explains interventions are necessary to improve contextual knowledge in the realm of the extensive reading literature due to very little focus on extensive reading literature in contexts outside Japan and Korea.

In addition, the findings concur with the proposed L2 reading motivational model presented in the review of the literature in Chapter 2. The model suggests that the external influencers, the most instrumental of which is the teacher, must develop stimulating tasks for students to create situational interest (Hidi & Renninger, 2006) for reading in English. At the same time the teacher needs to continually remind students of the relevancy (Frymier, 2002) and the benefits of reading in English and provide feedback to them on their progress. This assertion echoes the findings of Pirih (2015) who claims ESL students with restricted opportunities to extensive reading in schools would exhibit higher levels of extrinsic motivation for learning a language rather than intrinsic motivation.

It became clear that teachers must also possess a high level of contextual competence so that teachers have a deep understanding of the challenges that students face on the Foundations program (Daleure, 2017; Hatherley-Greene, 2012; Ridge et al., 2013). Teachers need to be prepared to walk in the students' sandals for a while so that the teacher is able to tune into the context, rather than importing their own ideologies and beliefs about male Emirati ESL students and their levels of reading development pertaining to ESL students in HE. The findings suggest it

is not until students are caught up in reading that they can understand for themselves that they have the ability to read in English, and knowing there are supportive external influencers available, will they be more likely to succeed in becoming fluent readers in English. This approach will result in the transformation of the learners' beliefs and attitudes about themselves (Mezirow, 2000). This phase in the process is essential within the UAE context so that the students who read in English can become role models for their siblings and peers.

The main findings through the phenomenological underpinning of this study were intertwined with an appreciative inquiry approach and suggest that male Emirati ESL students require external influencers (theme 1) to extrinsically motivate them to "kick start" (Johnson, 2009, p. 109) reading extensively. When coupled with engaging activities (theme 2), such as including stimulating tasks and teacher coaching tactics with reminders of the relevancy of the benefits of reading, students appear to change their ideas about reading in English. This was evident from the findings through the descriptions extracted related to change makers (theme 3) and this, in turn, lead to the emergence of internal influencers (theme 4).

Most of the participating students entered the HE Foundation program without having ever read a book in English. This was reiterated by the teachers and echoes the claims made by Demirci & Gobert (2015) and Johnson (2009). This means during their former 12 years in education they had not been engaged in any form of extensive reading, and no one had encouraged them to do so. Surprisingly, despite the UAE Government mandate regarding the instilling a habit of reading among its citizens, many students are still slipping through the crack (UAE Cabinet, 2016).

Some of the participating students had also not been engaged in reading in Arabic (Demirci & Gobert, 2015; Johnson, 2009; Pathare, 2009; Shannon, 2003). This means such students will not have developed their reading fluency to the extent required to function successfully in a HE context, and it also transpires that students will lack reading skills in Arabic to transfer to reading in English (Koda, 2007). This phenomenon could explain why students are still required to enter the Foundations programs, as they have not developed their linguistic and cognitive skills to the level required for successful participation HE nor in relation to learning English. One of the reasons globally for lack of student retention in HE is poor preparation for succeeding (Thomas, Crosling & Heagney, 2009). In the UAE context, the lack of well-developed reading fluency among male Emirati students will exacerbate the issue of being unprepared for higher level studies and this contributes to the high attrition rates among male Emirati students (Ridge, Farah & Shami, 2013).

Next, the findings will be discussed in relation to the themes that emerged from the interpretive phenomenological analysis (IPA) presented previously. This discussion forms part of the process described in Figure 7 (Smith, 2015). The themes were drawn from an iterative process of reading and re-reading the student interview transcriptions and the transcriptions of the teacher focus groups. During this process it became apparent that there were instances of activities and reactions that pertained to the motivational constructs found in the L1 two factor motivational measurement model (Wang & Guthrie, 2004) presented in the literature review and will be discussed below.

Furthermore, the extent to which the external influencers identified in the themes developed into internal influencers are also in accordance with the transformative learning model presented by Madsen & Cook (2010), the development of reading fluency exemplified by Grabe (2009) and the development of situational interest Hidi & Renninger (2006). The aspects of these developmental processes (Figure 9) provide the missing links in understanding how to motivate male Emirati students to read in the ESL classroom. Each of the processes exemplify the transformation from non-readers to readers and from learning on a rote basis in a teacher centred environment (Dahl, 2011; Daleure, 2017; Hatherley-Greene, 2012; Jones, 2017) to learning on a personal autonomous level in a supportive environment bringing about personal developmental experiences (Deveci, 2014; Madsen & Cook, 2010). The developmental nature of each process suggests a transition from one stage cannot be achieved until the previous stage has been mastered, and thus supports the notion that students need to be provided with the time and opportunity to do that by the teacher.

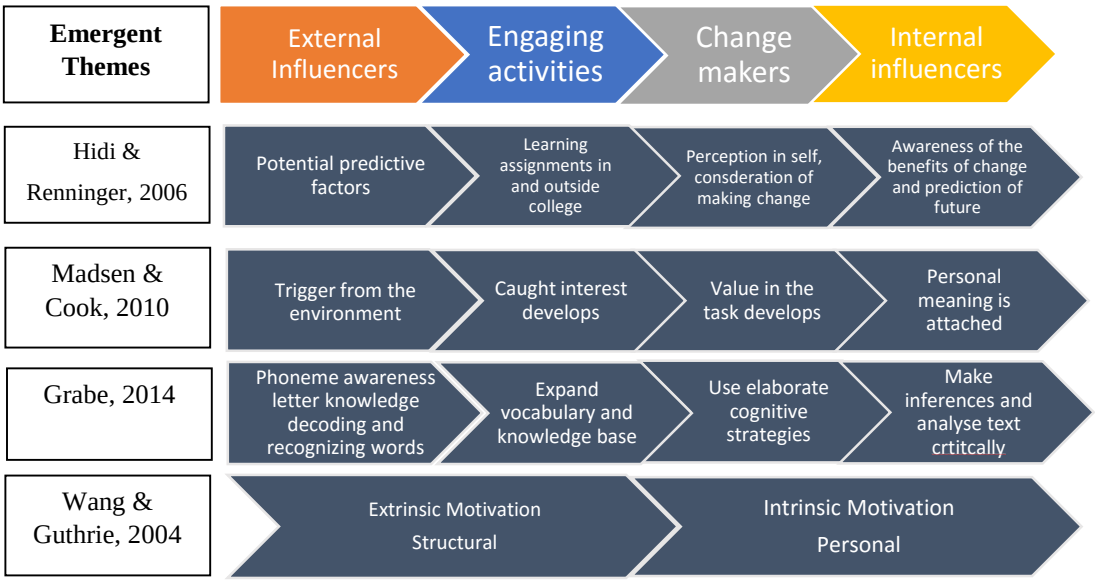


Figure 9. Developmental Comparison of Emergent Themes and the Literature

The chapter will continue by discussing the findings through each of the emergent themes while comparing and contrasting student and teacher perspectives. At the same time, the discussion will refer back to the contextual knowledge provided in the introduction and connect the findings to support or refute the current state of academic affairs in the world of extensive reading motivation in the ESL classroom.

Discussion of the Emergent Themes

Theme 1 - External Influencers

The first theme that emerged from the IPA relates to external influencers. These were teachers, siblings/friends and the college. It was found that parents were not highly influential in motivating their children to read, which concurs with what has been documented in the past literature (Ridge, Jeon & Al Asad, 2017) and the beliefs of the Western teachers who participated in the focus groups. The finding that siblings influenced the students to read suggests that educational decision makers and teachers must refocus their efforts on informing siblings about the benefits of reading rather than approaching and encouraging the parents to do so. This interesting finding has not been addressed in the literature to date.

It is generally accepted that the Emirati father is often absent from the household as he maintains the role of the provider (Ridge, Jeon & El Asad, 2017), therefore challenging this role would be an inaccurate choice at this time. However, if the younger generation is informed and encouraged

to read then when the current generation has children, they will be able to make more informed choices in developing a habit of reading in their own children. In the meantime, it is the responsibility of the educators to provide opportunities for students to engage in reading, who in turn would be a reading role model for other students.

This means it is essential for schools and colleges to encourage students to read extensively so that the message can permeate to the family via siblings. There were instances in the findings where students relived their experience at home whereby family members showed surprise at their newly-formed habit of reading.

This finding is particularly poignant in that it explains a new approach to tackling the required change in socio-cultural behaviour with respect to reading, and also exemplifies the advantage of using a phenomenological approach because the accounts from the students of their lived experiences uncovered aspects of reading motivation in the UAE, which has not been uncovered in the past. The findings related to the experiences of the students' pre-enrolment set the stage for the issues faced when they entered the college and could explain why the students perceived the teacher as an important external influencer.

Sub-theme 1: The Teacher

From the students' perspective, it emerged that the teacher has a key role as an external influencer in motivating students to read, yet the teachers appear to underestimate their role even though teachers agree students will not engage in reading alone. This concurs with Grabe's (2009) claim that the ESL teacher in HE does not feel that they are responsible for developing reading fluency.

The teacher acting as a role model for the students does not only require the teacher to sit and read while students read, as the literature related to extensive reading principle 9 (Day & Bamford, 2002) suggests and as Lau (2009) has recommended. Extensive reading principle 8 recommends teachers orient students into extensive reading, which was evident from the accounts provided by the students and the teachers. Both students and teachers have explained the strategies required to inculcate a habit of extensive reading in English among students, but certain strategies and activities would not evoke the required transformative experience if they are not steeped in positive psychological attributes emanating initially from the teachers. This assertion concurs with Daleure (2017) who suggests effective teachers are those who are skilled at making emotional connections.

Students are clear about the effects that positive encouragement and feedback have on their experience, but teachers are not as comfortable using such approaches. When referring to the positive encouragement and feedback, teachers are aware that "students love it, they lap it up" (T3, 12:22), but there is a sense hesitation on the part of the teacher. One teacher mentions, "I would say crazy, crazy things like, 'Oh, you read those sentences really well,' or, 'You should keep trying to do that." (FG, 1) which motivated students to read. This statement suggests the teacher feels that this type of discourse is considered inappropriate when addressing an adult male in HE. Often ESL teachers in a HE environment believe that developing reading fluency is not their role (Grabe, 2009), but in this context it is an extremely effective strategy.

The effects of teachers and administrators acting as role models for student engagement has been well documented (Lau, 2009; van Uden, Ritzen & Pieters, 2014), but much of this literature relates to engaging children in learning. The findings show that male Emirati students have not been exposed to the required role models in the past, and in essence, the development of reading fluency needs to be restarted using strategies to coax and cajole the fledgling readers much as is done with children. Teacher 4 in FG2 recognises "a young child and a very low-level reader have a lot in common when it comes to language". This finding concurs with Lau (2009) who suggests that teachers must present tasks with enthusiasm and interest, whilst stating the importance and explaining the benefits of extensive reading for the students.

This aspect of the findings reinforces the L2 motivational model presented in the literature which starts from external stimulation supported throughout the process with coaching in the form of the development of situational interest (Hidi & Renninger, 2006), whilst at the same time invoking aspects of relevancy theory (Frymier, 2002) until the students are able to draw on internal influencers to take them to the next developmental level in reading fluency and deeper reading.

The findings show that the teacher is not only instrumental at the former stages of the transformation, but throughout the extensive reading experience by behaving as a coach rather than a role model who sits passively reading while students read. Certain areas of the extensive reading literature challenge extensive reading principle 9, suggesting that the teachers' role in motivating students to read is that of a facilitator (Stoller, 2015). The involvement of the teacher in promoting reading and the competition by cheering students on is also a key finding in that suggests the teacher needs to be much more than a facilitator or a role model. Tawfeeq explains, "she was cheering us up to read more and more and more" (p. 3).

Student participants were more vocal than teachers regarding the belief that the teachers' role is to continuously remind students on a daily basis about the benefits of reading and its relevancy in their lives until the students could understand this for themselves. The teachers appear to forget how important this is on an individual level. The findings illuminate that idea there is a need to continuously create an environment where students can view themselves as successful readers, the student participants were aware of this, but it was not so apparent to the teachers. If students are encouraged to become active in reading then it can set the stage to overcome future challenges. Teachers need to be reminded that reading is a skill that can also improve cognition and transform the students' mindset in ways the teacher cannot perceive physically (Wolf & Stoodley, 2007).

Sub-theme 2: Siblings and Friends

The students, more than teachers, mentioned a range of individuals who informed students about the benefits of reading. Teachers believe that parents are responsible for this, but it appears from the student accounts that with respect to the family, parents have not had an influential role in promoting reading. This has been explained in detail at the start of this section, and evidently expatriate teachers appear to have generally held beliefs that parents need to be involved in the school life of the student, much as in the western societies where the teachers grew up. In the UAE context, this is not the case and therefore suggests the contextual competence and understanding of the socio-cultural environment in relation to the role of the siblings and friends among the teachers is inadequate. Teachers who participated in the study are not aware of the far-reaching effect the influence of siblings and peers can have on each other within this context.

Students repeatedly recount how proud they are when friends ask them about their reading, and this has a positive influence on the classroom community. The readers are aware of their influence on the other students and they feel it is their responsibility to encourage their peers to read. This situation is very empowering for students because they know they are not only helping themselves, but at the same time they are helping their peers be successful in their studies. Abdulla recounts how he became an example to his friend, saying, "my friend would look me, tell 'why you read?' I tell him 'because it is important to improve my language. And after that, even my friend did it" (p. 8). This exemplifies the existence of cultural dualism explained by

Engin & McKeown (2017) where one aspect the UAE culture is bound towards individuality to be the best, but this is so because collectively individuals strive to be their best for the good of

the nation. This is yet another socio-cultural aspect of the UAE student of which the expatriate teacher may not be aware of.

Teachers describe how students like to read together in groups and they believe this provided scaffolding for the weaker students. Saif also likes to read with his peers because, “team work and understand together” can help himself and others improve”. Conversely, many student participants claimed they liked to read at home alone. It appears likely that once a student reaches a level of competence they are comfortable with, and when they realise the benefits of reading for themselves, they then prefer to read alone at home. Students talk about starting to read in the college and then being allowed to read alone at home or in a quiet place (Table 3). The implication of this for the teacher is that they need to provide the time for students to read together in class to provide opportunities for students to learn from each other. The teacher also needs to recognise when a fledgling reader is ready to leave the nest and go it alone, they still need to provide support when needed. The college itself has a part to play in supporting the teacher from the point of view of materials and a suitable space to read.

Sub-theme 3: The College

Students reported that it was not until they arrived at college that they feel motivated to read in English mainly because they had not been encouraged to read extensively in the past (Table 3) The college affords the means to provide the situational interest in reading by facilitating stimulating tasks in the form of the reading competition (Hidi & Renninger, 2006). Some students felt that the college was an important place to encourage them to read because it is noisy at home and there are too many distractions for them to focus on reading.

The findings also suggest that students do not possess reading material in English at home, although some students mention they bought books after they started reading in English in college. This implies that the college is also a key external influencer for the students and that it has a responsibility to provide a quiet space for those students who need it so that the ‘readers’ could be visible to others who had not seen anyone reading in English in the past. It is clear that the college also has a responsibility to provide a range of interesting accessible reading materials to students. The findings show that students prefer to read a wide range of genres, much wider than teachers had believed they would be interested in. This finding confirms that interest in

reading would encourage students to read extensively, which is a basic tenant of extensive reading principle 2 (Day & Bamford, 2002), and a requirement reiterated in the literature (Ewert,

2017). It also confirms the requirement of an external stimulus to begin the process of engagement in reading extensively in English, and the need for a fresh approach to the relationship between extrinsic and intrinsic motivation in the realms of extensive reading when applied in a differing context from where it emerged (Ewert, 2017; Mori, 2002). Whilst the actions of the key external influencers were found to be of significance at the same time, certain engaging activities were also thought to be essential.

Theme 2: Engaging Activities

The literature suggests that when attempting to increase motivation in an academic context, it is necessary to increase situational interest by introducing a stimulating task which results in an immediate affective reaction, and which would foster student involvement (Hidi & Harackiewicz, 2000). The findings revealed that an array of tasks or strategies were being adopted by teachers, but the most stimulating task that produced an affective reaction was the extensive reading competition.

Sub-theme 4: The Competition

The findings suggest that the competition has, by far, the greatest influence on male Emirati student motivation to engage in extensive reading in English. The importance of traditional competitions organised by the UAE government (Jones, 2017) could have influenced the success of the competition. UAE citizens are encouraged to compete with each other and to do well for their country on an individual and collective level (Engin & McKeown, 2017). The Western perspective that competition in learning has a negative impact on extrinsic motivation appears not to be pertinent in the UAE context because all the participating students claim the competition pushed them to read and gave them a target to work towards even when they didn't feel like reading. The findings assert that Western expatriate teachers are unaware of the nature of the duality of value sets possessed by students. The coexistence of individualistic and collectivist value traits makes the competition in the UAE learning environment more suited to the context and more worthwhile than could have been conceptualised in other more individualistic cultures that are striving to instil collectivism and collaboration in the classroom. Engin & McKeown's (2017) idea that differing motivational models need to be developed and applied in the unique UAE context makes sense of this claim.

UAE nationals are continually reminded to be the best at what they do for their country in an attempt to support the development of the UAE, student participants explained that they have the

desire to be the best, yet this is not for themselves. The leaders of the country encourage Emiratis to be the best in everything so that they can contribute to the national priority of becoming one of the best countries in the world (UAE Vision 2021, 2009). This is an ideology ingrained into Emirati nationals and a perspective that could be misunderstood by expatriate teachers who are disjointed from the culture and the community. At the same time, the expatriate teacher may not have the same sense of nationalism or allegiance to their nation of origin, and therefore not be in a position to relate to the extent to which the UAE government policies motivate students.

Therefore, competition in the classroom and the desire to be the best should not be misunderstood as a selfish individualistic value because, as students explain, they are reading to be the best so that they can help their peers to be better, and this in turn will benefit the nation as a whole. An extrinsic motivational construct such as 'competition' as shown in the two factor motivational measurement model, (Wang & Guthrie, 2004) in the form of a competition allows for support and collaboration to form in the classroom. The in-class competition allows students to form a community of practice encouraging each other to read. Even the emergent readers can play a role in the task and considering they are all reading at their own level and interest, each student can contribute to the greater good of the class and the college community.

The competition supports students to develop intrinsic motivation to read, as once they start to read more, they understand they can read in English, comprehend what they are reading, that it is enjoyable and that they are developing their skills. There are times when intrinsic motivation can wane, and although it has been thought that "intrinsic motivation is distinct from extrinsic motivation, it is very possible that a student has both intrinsic and extrinsic motivation in operation" (Wang & Guthrie, 2004, p. 166). Involvement in the competition has highlighted this position and therefore concurs with Mori (2002) and Day (2015) in that adaptations to the extensive reading principles are required, especially principle 6, 'reading is its own reward' (Day & Bamford, 2002). This is because when students have not read books in the past they will not be aware of the enlightening experience extensive reading could bring about. Teachers appear to be unaware that the recent literature in extensive reading states that extensive reading principles may need to be adapted to suit the context (Day, 2015). This lack of awareness could result in resistance from teachers to engage in competitive activities to promote extensive reading. Raising awareness of reading achievement has been found to be engaging and the leader board provides a means of communicating student efforts to all.

Sub-theme 5: The Leader Board

As it is not sufficient to put books on shelves and expect students to read them without a reason or any encouragement, it would not be sufficient to set up a competition without providing feedback to the students about their standing within the ranks of the competition in the classroom and the wider context. The competition in the college Foundations program is generally run over a 4 week period, and each week a leader board is prepared by the library staff (Appendix 5). Students mentioned how this leader board informed them of the number of words they had read each week, and the number of words their peers had read. Some students preferred to challenge themselves whilst at the same time trying to get their name on the college leader board. Nawaf remarked, "yeah, it was important for me because I will do Foundation once, so I want to leave it and I get the good score" (p. 8). This seems to echo the claims made by Ewert (2017) who purports the need to inform students about how much they are reading.

Seeing the number of words each individual has read each week proved to be a highly motivating external motivator, which evoked intrinsic motivation to read more independently. This exemplifies the coequality of the two motivational extremes depicted in the L1 reading motivational framework, as explained by Wang & Guthrie (2004) in their study.

Sub-theme 6: Teacher Coaching

Students and teachers have emphasised the importance of teacher coaching and cheering them on to read extensively. The competitive aspect of the ERP is conducive to this approach, but at the same time the students need to be reminded of the benefits of reading and why they need to read frequently. Nawaf says, "the teacher always gave us good books and what's the benefits of reading. They always mentioned that. The benefits. What would happen if you read more? So they always speak about the thing" (p. 9). Students more than teachers emphasised the importance of this approach, which suggests that teachers underestimate their influence, perhaps because reading is a 'silent' skill and the feelings students experience are not seen explicitly and are not often verbalised as the students have not experienced such feelings in the past.

In addition, teachers continuously reiterate the importance of reading to students who are experiencing the ERP for the first time. As a result, teachers may become desensitised or feel apathy towards the feelings of excitement felt by the student. This suggests that, like students, teachers need to be reminded of their role through collaboration and feedback from peers and

administrators. As much as students like to hear from the teacher that they are good readers, teachers would also benefit from hearing they are good motivators of extensive reading.

Although some teachers may appear jaded in their efforts, there are teachers who encourage students to read extensively by utilising an array of effective teaching strategies. Therefore, the next chapter will shed some light on this.

Sub-theme 7: Teaching Strategies

A variety of effective strategies that are believed to motivate and engage students in reading extensively were mentioned by the student and the teacher participants. Teachers believed that the in-class activities where the teacher could observe students reading were beneficial. Silent reading was also a popular activity, but teachers felt the need to stop this activity even when students were highly engaged so that they could continue with the planned lesson. This finding concurs with Grabe (2009), who states that teachers are reluctant to allow students to read independently in class because of the belief that all learning in the class emanates and is controlled by them. Students, on the other hand, would like to see more time available in the college to just sit and read, as some students cannot focus on reading at home. Saif mentions, "it's better in here (in college) because at home my brothers need to play and there it's noisy and stuff. I don't like it" (p. 9).

Table 5 shows a range of strategies mentioned by teachers and students. Students tended to prefer the activities that promoted positive feelings and achievement, whereas teachers were much more practical in their approach. This suggests that teachers must foster approaches to engaging students from a positive psychology perspective (Jacobs & Renandya, 2016), rather than a language learning perspective so that the whole learner can be involved in the ERP experience. This aspect of learning to read extensively is supported by Krashen (1997) and the affective filter model. Teachers need to include strategies that promote changing student beliefs about their reading abilities, and this in turn would also facilitate a change in teacher mindset from what appears to be a fixed mindset in relation to the male Emirati students' reading attitude. Adopting a growth mindset, whereby the teachers believe they play an integral role in changing the mindset of the student is beneficial in promoting reading motivation among male Emirati students.

It is clear from the findings that whatever strategy is adopted, a positive experience in the ERP must ensue so that "positive affect" drives the learner to discover "personal meaning and relevance in the activity" (Harackiewicz & Hulleman, 2010, p. 43). This will eradicate past negative experiences that will assist in increasing motivation for male Emirati students to read extensively in English in the future. Even if a student is not engaged in deep reading, some form of success in reading in English will provide positive learning experiences to draw on in the future when engaging in reading or learning. Setting the stage for deeper learning experiences in the future is the basic requirement of an English Foundations program (Deveci, 2014). Therefore, encouragement and coaching on behalf of the teacher are extremely powerful strategies, which can be used prevalently across all UAE HE institutions.

As a consequence of reaching a point where teacher strategies are beginning to affect the students from an extrinsic motivational perspective, personal enlightenment begins to emerge within the students, which is how the third theme 'change makers' was identified. It is evident from the findings of past reading experiences in English, that students would not have reached this point without the teacher or the engaging activities. Therefore implementing an ERP without informed and enthusiastic teachers armed with engaging activities would be unwise. This echoes the findings of Yamashita (2013), Mori (2015) and Ro (2016) who explain the necessity of external influencers to push and sustain ER. This is the tipping point where we can deduce students are about to cross a cultural border in reading in ESL. This phenomenon is alluded to by Hatherley-Greene (2012), who explains that this is due to students being able to relate their personal experience to college life and learning, and thus a change is made.

Theme 3: Change Makers

The findings thus far suggest that connecting the external influencers (theme 1) and the engaging activities (theme 2) to the students' personal experience requires certain conditions to be apparent. This finding is supported by the literature on positive psychology in second language learning and Krashen's (1997) notion of dissolving the affective filter to facilitate effective language learning so that a personal transformative experience can take place.

Sub-theme 8: Personal Transformative Experiences

Sub-theme 8 relates to students' personal *transformative* experiences, perceived to be evident when students grasped new knowledge that would be inaccessible until he or she has such an experience, in this case the new knowledge related to reading (Madsen & Cook, 2010). The transformation from being extrinsically motivated to possessing intrinsic motivational attitudes towards reading in English among the male Emirati participants was evident when student participants described how reading in English enabled them to understand new aspects of learning English on more than the language learning level.

The ability to be able to read and then use words in another context exhibits a transformation in the way students are learning the language. Making notes about new vocabulary and having acquired the skill to choose books for themselves demonstrates abilities to grasp new knowledge about their learning. Students' ability to recognise these personal transformations in themselves follow the patterns in the transformative learning model of Madsen & Cook (2010) in Figure 3 and the development of situational interest suggested by Hidi and Renninger (2006) in Figure 5.

Saif recalls how he learned to spell better from reading and he was able to support his claim by reflecting how "spelling before maybe from 10, 9 wrong and one is correct, but now maybe 75 is good and 25 percent is not good" (p.4). Saeed reflects on how "I wasn't that good in reading. But by the time I improved so now I am, I read on my own… when you finish the competition, you realise it all. Reading was useful. You don't know how until you finish (p.4).

Students noticed how they were able to read and understand words from the context if they continued to read, this achievement was not apparent to teachers. Saoud said, "I try to read because at least I will understand half… I just guess words I don't know" (p.4). This transformation is required for students to be able to engage in deeper reading as their levels of comprehension increase and can only occur if students are encouraged to read.

There is also evidence of extrinsic motivation changing into intrinsic motivation, as students began to be motivated by internal influencers. Actions such as planning ahead and inferring meaning suggest students are curious, involved in reading and challenged by the satisfaction from achieving a difficult task. This resonates well with L1 intrinsic motivational constructs presented in the two-factor motivation measurement model outlined in the literature review (Wang & Guthrie, 2004). Teachers were aware that students appeared to reach a point where the individual was able to see the benefits of their reading and this constituted a transition, but after

this point teachers appeared to think their role was fulfilled. There seems to be a lack of awareness among teachers of the benefits of fostering the development of additional skills afforded by engaging in reading. Teacher discussion on this area of learning was not as prevalent as the student revelations. This suggests that students are developing themselves and they are aware of it, yet teachers are much less aware of the importance of developing additional personal skills and therefore need guidance to do so. This misunderstanding of the nature of the role of teaching English in a void in HE English Foundations programs concurs with the assertions by Deveci (2014). For students to reach the point where personal transformation takes place they need to be cossetted and cajoled on a psychological level and this in turn will evoke emotive experiences.

Sub-theme 9: Emotive Experiences

The lived experiences gleaned from the student participants and the teachers suggest that involvement in the ERP that takes on a competitive approach is definitely synonymous with positive feelings. Saif claims, "I feel happy, really happy happy. There is many students, my friends tell me 'You is good. You are interesting in study'. That is the best when it comes from your friends" (p. 8). Al-Homoud and Schmitt's (2009) study suggested that the Saudi student participants in an ERP also experienced positive feelings about reading. Likewise, de Morgado's (2009) study in a Venezuelan context provides similar findings. Actively promoting positive emotive experiences is therefore, an essential component in L2 reading motivation. Once students feel positive about reading they will feel more confident and empowered to continue. These findings corroborate claims regarding the "positive affect", which will drive the learner to discover "personal meaning and relevance in the activity" (Harackiewicz & Hulleman, 2010, p. 43) and confirms the association between reducing anxiety and student autonomy (Krashen, 1995; Rizzolo et al., 2009).

Receiving positive feedback from a variety of sources such as the teacher, the number of words read, class- ranking and the leader board can only be afforded if the students are engaged in the ERP. Teacher input is extremely important, being told that a student is a good reader is especially important for the students, and receiving feedback on reading achievement is also an essential element of the process.

These findings suggest that student participants are keen to learn and develop themselves once they have been provided with the guidance, emotional encouragement and support from the

teacher. In turn, those who start to engage in reading are able to support their peers. Those students who are the early adopters of extensive reading provide an example from the students' own cultural context, and thus making the experience in the ERP more emotive, as they all work together in the competition to move forward for their country, fulfilling the ambitions of the revered leaders (UAE Vision 2021, 2009).

Sub-theme 10: Awareness of Language Skill Improvements

Both student and teacher participants elaborate on how students improve their language skills especially in terms of vocabulary acquisition, which is not a surprising finding as the literature purveys (Nation, 2015). Students claimed that they felt their speaking had improved and they knew this because when they spoke in class the words would come to their minds easier, which is synonymous with improvements in vocabulary development. Teachers mentioned noticing speaking skill improvement during the lesson when students vocalised words teachers had not taught in class.

This supported the earlier assertion that teachers believe they are in control of student learning, when in fact the students are capable of independent learning should they be provided with the opportunity. Students were also aware that their knowledge was improving, Khalid communicated that he experienced a feeling of constructing knowledge through reading and that this was the first time he had done that. Omar changed his mind about how easy it was to read, thinking that reading was difficult before he started college. This supports the idea that immersing students in intensive reading in the classroom rather than extensive reading can be detrimental to the students' beliefs about reading (Stoller, 2015). This change in the students' beliefs about their reading ability demonstrates a shift in reading development whereby students are beginning to "comprehend what they read" (Cui, 2008, p.6) which they find empowering and a necessary state of reading development from linguistic and cognitive perspectives.

Theme 4: Internal Influencers

Theme 4 emerged when it was apparent that students were mentioning instances of deeper reading. This was evident from students comments related to feeling connected to the characters in the books, from the comments associated with future plans linked to reading and awareness about their cognition. These findings verify the existence of intrinsic motivational constructs in line with the Wang & Guthrie's (2014) intrinsic motivational constructs of challenge, curiosity and involvement and constituted a shift in the thoughts of the students.

Sub-theme 11: Change in Mindset

Research suggests that it is possible to change the fixed mindset that students and teachers have about students' abilities and motivations to read in English (Dweck, 2006). Some teachers appeared to be aware of the difficulties students face and commented on certain situations where students have been able to engage in extensive reading independently suggesting a change in the mindset of the student. Although teachers seem less enthralled by this shift than the students, this is likely due to the normalisation of the phenomenon from the teacher's perspective. Students, on the other hand, were more enthusiastic about the change in themselves. One student, Tawfeeq, claimed that he could not even recognise himself. He asked himself, "did you really read this? No way. How come did you read 10,000 words you're not able to read one book or you're not liking reading. Now you have 10,000 words. Oh, nice, good, good. You need to continue to read" (p.8).

Students explained how they carry out these activities independently at home, suggesting that the activities are not teacher lead or regular activities undertaken in the classroom. Therefore, the autonomy students exhibit in engaging in these activities also constitute a change in their mindset because it suggests that they are curious about learning new vocabulary which they were not in the past, and they have confidence in themselves to sit and read alone. The interest in learning vocabulary and using new ways to record vocabulary suggests that students are interested in the story. Interest in the story is also facilitated by students' independence in choosing stories they are personally interested in, rather than the teacher choosing books. These findings support the L1 reading motivational constructs of 'curiosity' and 'involvement' (Wang & Guthrie, 2004) as their interests are piqued. This finding also highlights the importance of ensuring extensive reading principle 3 'learners choose what they want to read' is embedded within an ERP to facilitate the change in mindset of the student.

The discussions among teachers in the focus groups revealed that teachers are not fully aware of these changes, as they do not appear to engage in dialogue with the students about such matters. Some teachers stated they ask the students about the stories they read and about the vocabulary, but none of the teachers ask students about their feelings in relation to reading or about the changes they felt on a personal level. From the student perspective, raising awareness of the personal changes brought about by reading is a very important aspect of changing the way they feel about reading and their achievements in reading. Perhaps this aspect of positive psychology

in relation to language learning is not perceived as important for male Emirati HE students by teachers or administrators.

Many of the studies related to developing intrinsic motivation to engage students in reading derives from studies which involve children in an L1 context (Wang & Guthrie, 2004), but given the socio-cultural context, and that students have not been provided with the opportunity to read extensively, approaches which engage students using aspects of positive psychology that are used with children are more pertinent. Teachers also showed awareness of this by mentioning, "a young child and a very low-level reader have a lot of things in common when it comes to language. So you need something that's not just babyish. But you need maybe some strategies that are used for children" (FG2). Student participants in this study felt positive about receiving praise from teachers and peers in relation to their achievements. Teachers agreed that, "students love to be told they are good readers" (FG2) and "students love it, they lap it up" (FG2).

As students exert more effort and challenge themselves to read materials they may not have read in the past, the third L1 reading motivational construct 'challenge' is presented (Wang & Guthrie, 2004). Students mentioned how they would persist in reading a book even when they perceived it to be difficult. Some students reached a level where they knew they could get the gist of the story without having to understand all the words because they could understand the words from the context of the story. Tawfeeq provided some evidence of this when he said, "some words are hard to read even these big words. So just try to read it. If you cannot go by, and there's the rest of the words. You read it, and you know what that means, even if it's a big word. At least if you like the words or you want to learn, you can learn it" (p. 3). These findings are examples of students who are intrinsically motivated to read because the deeper level of reading to which they are engaging in has transformed the way they perceive reading and enabled a growth mindset in relation to reading.

Transformation from a non-reader to a reader constitutes a change in the mindset of the individual. Understanding the benefits of reading onset by extrinsic motivational forces, experiences during the ERP along with the competition resulted in students receiving positive encouragement from peers and teachers. This feeling of a sense of achievement for each individual student is an essential part of the ERP, expecting students to pick up a book and read it constitutes a complete misunderstanding about transformational process of the reader in this context.

Saif explains that students change their ideas about reading due to an array of variables. First, the competition engages the students in an interesting activity. During the competition students see other students reading in the library and observe that their language is improving. At the end of the competition, students receive prizes and others are able to see this achievement. This means these activities send a message to students about the value of reading. Teachers also agreed that students needed to see examples of others' success at the awards ceremony, suggesting that exemplification is a motivating factor in engaging others in reading.

As students become aware of the relevance of reading and see other students improving, they are more inclined to read more and thus the cycle would continue. As Hasan (p.10) explains, "when you read a book, you understand what the book contains and what the words meaning, you will get better in English. And not only in English, in life, because you are learning something new. Every time you're reading something new, you understand something as something new and learning something new. It's like that."

With the initial catalyst from a stimulating task or activity that suits the context, extrinsic motivation would not be raised and change would not occur. Thus, during this process students are afforded the opportunity to adopt a growth mindset (Dweck, 2006), because they are actively involved in the process and they can see the benefits of persevering in reading, something they had not done before, as they had not been afforded the opportunity. Teachers must create situations where students are able to develop their reading skills using extrinsic and intrinsic motivational constructs. Expecting a student to just 'read' is not sufficient.

Sub-theme 12: Autonomy

Achieving a level where students are able to read extensively in English autonomously requires the individual to have engaged in reading to the extent that there is a deeper understanding of the benefits and the confidence to be able to learn alone. At this point, students are able to attach personal meaning to reading (Hidi & Renninger, 2006). Students cannot be expected to reach this level without external influence and without a 'push' from time to time when they are not in the mood to read, as both students and teachers identified.

The findings provide strong evidence to support extensive reading principle 3 that students must be allowed to choose their own reading materials which is of personal interest (Day & Bamford, 2002). This is reiterated throughout the extensive reading literature and L1 reading literature (Wang & Guthrie, 2004; Wigfield, et al., 2016). Teacher participants agreed with this, and also

mention the importance of providing students with the skills to choose a book or be oriented in how to choose materials in line with extensive reading literature principle 9. The students also thought this was an essential part of the preliminary process and some students wanted more support from the teacher than others. Emerging readers welcomed teacher recommendations on the books they should read, but others were more confident in their abilities and preferred to choose their own books. This suggests that the teacher must be aware of the different abilities and be available to provide support to the students who need it.

As students developed their confidence and reading skills, they exhibited autonomy in assessing the level of difficulty of the book they chose to read. Students also described how they would gauge the number of words they needed to read to keep-up in the competition. Teachers helped with this by showing the students the weekly leader board and providing information on the number of words other classes had read. This was motivating for individuals in the group, as it meant every student could contribute to the class, fulfilling the need to work together for the common good.

One student explained that even though he left the Foundations program he is still using the online reading tracking system to assess his understanding of the books he has continued to read independently. Nawaf said, “I'm using the application until now” (p.7) and believed one of his classmates was too. This suggests that teachers need to gauge the level of support each student needs on an individual level so that they can develop their skills and select pertinent reading materials so this level of autonomy can be attained.

Sub-theme 13: Improved Metacognitive Skills

The change in mindset comes about when students realise they can think and apply new ideas to their learning, which results in improved metacognitive skills. Students who autonomously select books, and who are planning how many words they need to read to keep up with their peers in the competition exhibit this improvement. Some students mentioned how they would either challenge themselves to read a book they believed to be hard, “I give myself a challenge, to be harder, to get a better and better and better, better at score” (Rashed, p.12). Other students mentioned how they would choose another book when they found it difficult. Planning ahead to keep on top of the leader board was identified by Rashed who said, “when I see my scores, for example, it's 20, the next week, when they put the names on the leader board, I think to get a high score than before” (p.12).

This behaviour suggests that when students reach a certain level of proficiency in reading, they will begin to understand the extent to which their reading comprehension is developing and thus perceive the value of reading, mirroring the findings of Meniado (2016). During the ERP program students are not just involved in developing their reading skills, but also discovering themselves from a different perspective. At some point students have a realisation that there is a change within themselves. This leads to self–reflection and then transformation (Mezirow, 2000).

Reaching this level of understanding takes time and practice from the student. Teachers therefore need to provide the time within the classroom to enable this. Students have identified this as an important strategy (Table 5) and teachers have identified the need for this. Yet, there appears to be an air of resistance in allowing this stemming from the teachers' reluctance to let go of the learning and allow students autonomy to develop into fluent readers (Grabe, 2009). Continuing to revert back to language teaching within the classroom could be a sign that teachers are unaware of the need to develop reading fluency on a personal level for the students.

Awareness of the benefits of reading for language development and improvement in cognition was evident among the student participants and teachers. When initial interest in reading was sparked and as reading fluency improved, students noticed how their reading fluency was developing and as they increased the number of words read. The more they were able to comprehend what they read, the more they began to enjoy reading.

These actions suggest that L1 intrinsic motivational constructs included in the Wang and Guthrie (2004) motivational model are evident in the L2 reading context. Students exhibited deep involvement in the books as they empathised with the story. This can only be reached when a certain level of fluency has been achieved through practice brought about by the external influencers (theme 1) and through the engaging activities (theme 2) instigated by the teacher.

My initial thoughts during the data analysis process were that the levels of involvement in reading were low and that the students who participated in this study did not connect with the reading on a deep level. As the analysis furthered, it became apparent that the students who had higher levels of reading fluency were engaging in reading on a deeper level, and this would be because their comprehension of the materials they read had increased. Wang and Guthrie (2004) explain that reading comprehension is directly correlated to reading amount and enjoyment, and this is brought about by student awareness of the benefits being gained.

Connecting and Re-connecting the Themes

The themes have been presented on a continuum emphasising the development of deepening levels of reading motivation and in turn the development of reading fluency, it is also apparent that considering reading development does not end (Wolf & Stoodley, 2007) a cyclical pattern emerges. This is particularly apt in a socio-cultural context such as the UAE where students are joining English Foundations programs in HE not having read a book in English and perhaps in Arabic. In this sense it can be said that the themes are connected and interrelated as students move along the continuum of motivational development and then revert back to re-start the process as they read more and more. In effect this phenomenon exemplifies how both extrinsic and intrinsic motivational constructs co-exist harmoniously mirroring claims made by Mori (2015) and Park (2011).

Some students who are a non-readers may not have developed the ability to decode and recognize words and thus not been able to expand their vocabulary and knowledge to enable them to move on to developing deeper cognitive strategies in relation to reading (Grabe, 2014). This means as students develop along the linear continuum there will also be an element of recycling and reconnecting to previously developed pathways to bolster their reading and cognitive abilities further. The perpetual nature of the cycle of reading fluency development will be driven by the external influencers as often students claim they need the push to read even when they are confident readers. On the other hand, the emergent readers may have to re-connect to the initial themes more often as they are still developing the level of their reading fluency and language skills. Given a socio-cultural environment which has not been conducive to fostering a habit of reading and where reading is thought to be alien and difficult the external motivational constructs appear to be essential elements of an extensive reading program in this context (Marinak & Gramble, 2008).

The ESL extensive reading teacher has to be prepared to adapt and change roles at each phase of the process in an attempt to serve the needs of the student at a given time. This is especially pertinent in the UAE context as students prefer the teacher to adopt more nurturing role and be involved with students emotionally rather than remain imparters of knowledge as Deleure (2017) has explained. In light of this, the thematic sequence would need to be manipulated to suit the required motivational level of the student and the level of reading fluency.

Conclusion

The discussion of the findings of the study has exemplified the notion that the teacher's role as a promoter of extensive reading in the ESL classroom cannot be underestimated because the teacher's role within an ERP is much wider reaching than the current L2 literature on extensive reading purveys. There is little dissent about the benefits of extensive reading in improving linguistic abilities, and there is no disagreement about the benefits of reading to develop the reading fluency needed for enhancement of cognition for success in HE. The incongruence stems from the teachers belief about their role within the ERP and the students belief about the most effective teacher approach.

There is a dearth of literature on how to implement extensive reading practices in the ESL classroom by adopting the principals of extensive reading and the benefits of it (Day & Bamford, 1998, 2002). This has meant that teachers have not been able to think differently about extensive reading in the UAE context. If students do not engage in extensive reading, we could conclude that the previously mentioned benefits would not be afforded, and further opportunities for students to develop their skills would be lost. Thus an opportunity for success in HE would be forgone and the chance to engage effectively in the community and the workforce lost (Liu, 2017).

Enabling engagement in extensive reading in the ESL classroom starts with the teacher who must possess a high level of awareness about the socio-cultural environment from which the students are emerging, especially in the unique circumstances surrounding the students in the UAE context (Daleure, 2017; Hatherley-Greene, 2012; Jones, 2017). These issues have been addressed in the literature, but instead of providing guidelines for engaging students in extensive reading, especially with low level students, the literature presents descriptions of the deficiencies of the context. This is what expatriate teachers have been lead to understand (Daleure, 2017). Solutions on how to motivate and engage students and more precisely male students have not been provided.

The discussion has provided explanations of how to motivate students to read extensively in English from the students lived experiences and from the perspective of teachers involved in the ERP in the college. The discussion has also provided a range of strategies, which teachers could adopt and strategies that could be implemented across other UAE HE institutions.

The study has added further insight into the motivational constructs underlying the ERP in ESL and provides support for the development of an L2 reading motivational framework suited to the UAE context. The discussion concluded that extrinsic motivation constructs are necessary in the

form of external influencers and engaging activities. When these are continuously applied, they will act “like a push” (Rashed, p.12) changing student behaviour and thoughts. Only then, will the internal influencers be ignited, leading to transformational experiences as students begin to observe the change in themselves and of others (Madsen & Cook, 2010). Once this point had been reached, the students became the external influencers for others. This fulfilled their responsibility as UAE citizens to provide support for other nationals in an attempt to work towards the development of the nation and the aspirations of the UAE government to be one if the best countries in the world (UAE, Cabinet (2016). The evidence that reading motivation and reading developmental processes are cyclical and when motivation ebbs the cycle can be restarted so that the endless nature of reading development is perpetuated is essential information for those tasked with developing the capacity of UAE citizens to learn.

The discussion has provided further insight into how male Emirati can be encouraged to develop their linguistics and cognitive skills in the ESL classroom. Next the limitations of the study and some recommendations for the future will be presented in the following final chapter.

Chapter 6

Conclusion

The previous chapters of this phenomenological study in relation to elements of reading motivation in the ESL classroom in a male HE college in the UAE uncovered factors that motivate male Emirati students to read in English. They also highlighted how extrinsic and intrinsic motivational constructs initially presented in an L1 reading motivational framework (Wang & Guthrie, 2004) can coexist in an L2 ESL extensive reading program. The study also revealed practical strategies teachers can utilise to motivate students to read in the ESL classroom taken from both the student and the teachers' lived experiences in the ERP. The final part of the study will extrapolate on these areas and explain how these strategies can be adopted in a wider context in the future.

In this final chapter, a summary of the main findings of the study will be presented in response to the research questions. The limitations of the study will follow in an attempt to explain the extent to which the findings further assist those who wish to replicate the study under similar or different circumstances. Then implications and recommendations for change will also ensue, with an explanation about how I plan to share and publish the work in scholarly journals and at conferences. This will be followed by an account of my recommendations for future research and finally my reflexive statement will be provided in an attempt to document my learning experiences during the study.

Response to the Research Questions

The findings confirmed the assertions of Demirci and Gobert (2015) that male Emirati students arrive in HE colleges in the UAE without having read a book in English, and some without having read a book in Arabic. Given the advantages afforded to the learning of English by adopting extensive reading methodologies, the study suggests that it is essential to include extensive reading methodologies within the ESL reading curriculum to promote student engagement in extensive reading in the ESL classroom. However, this cannot be done without considering aspects related to 'how' to motivate students to read extensively in the ESL classroom.

The research questions posed are as follows

- What factors contribute towards motivating male Emirati ESL students in HE to read in English?
- What are the underlying constructs of L2 reading motivation among male Emirati ESL students in HE?
- What practical strategies do teachers adopt to motivate male Emirati ESL students in HE to read?
- Which practical strategies adopted by teachers can be widely applied throughout UAE HEI in the future?

The first research question aimed at discovering what motivates male Emirati students to read extensively in English. In short, an external impetus is required to push the students forward and a requirement to provide continual support meeting the individual needs of the student. Once the student enters college, this external impetus will become the teacher. Although the teacher in the extensive reading classroom is required to take on a role of a 'coach' rather than a model or a facilitator and this approach should be adopted from the inception of the ERP in an attempt to hook the students into extensive reading immediately. As part of this role the teacher also needs a high level of contextual competence and an appreciation of the benefits of extensive reading.

With reference to the second research question, the findings resonate with the literature related to L1 reading motivation confirming that extrinsic and intrinsic motivation coexist (Wang & Guthrie, 2014). The study augments the connection between the two motivational constructs, emphasising the importance of coaxing students into the participating in ERP using extrinsic motivation so that awareness of the benefits of reading are realised by the students. Only then, do students understand that their linguistic abilities have improved and they feel positive about themselves and empowered to continue reading. This, in turn, gives rise to aspects of change within the student from a cognitive perspective leading to intrinsic influencers taking hold of the transformation experience (Madsen & Cook, 2010).

The covariance between the two extremes works in harmony to the extent that, when intrinsic motivation wanes, students re-employ the extrinsic influencers to reposition their motivation to read. The establishment of a situation where both extrinsic and intrinsic motivational constructs could be employed is especially the case in a socio-cultural context that differs from a context where a habit of reading has been instilled for generations. The issue of how to harmoniously

enable the two to coexist lies in the realm of the teacher providing situational interest and for them to continuously remind students about the relevance of reading as learners.

Research question three was concerned with discovering the practical strategies teachers adopt to motivate male Emirati ESL students in HE to read extensively in English. This revealed a wide variety of strategies (Table 5) that were used to create situational interest. Yet, the competition among the students and the classes was by far the strategy that engaged students the most on multiple levels because of the many facets of motivation incorporated. This strategy seemed to suit the cultural duality of independence and collaboration that exists in the unique UAE context (Engin & McKeown, 2017) and thus fulfilling the needs of much of the student population. It was also noted that strategies must be shrouded in positive affirmation and students need to be provided with feedback on reading progress to obtain complete success.

The final research question asked the extent to which practical strategies employed to motivate students to read extensively could be applied throughout the UAE HE in the future. It appears that strategies which appeal to the students' competitive nature would be most appropriate, coupled with a mechanism to provide students with information about their reading development.

Implications

The study has been useful in furthering the knowledge on extensive reading motivation in that it augments the understanding of how to motivate male Emirati students to read. The motivational framework depicting the interrelationship between extrinsic and intrinsic motivation (Figure 6) can be referred to when an organisation is considering implementing an ERP. It is clear that a one-size-fits-all approach to motivating male Emirati students to read is not appropriate and that the teacher needs to adopt a coaching approach, much the same as is adopted in the earlier years of education. This is most likely due to the developmental nature of reading and the process of nurturing intrinsic motivation. Teachers and reading curriculum developers should refrain from assuming male Emirati students in ESL classrooms in HE are fluent readers and that they are intrinsically motivated to read in English.

The findings imply that an ERP should be designed in such a way to identify the reading fluency level of development before students enter the ERP (Grabe, 2014). Considering that many students had not read a book before entering the college, it implies that for many, reading fluency will not have been developed to allow them to function at a deeper level of inference and critical

thinking. At the same time, this means students are not well positioned to develop their linguistic abilities in English. If this issue could be addressed earlier in the life of the student, it would beneficial. Although there are significant educational reforms taking place in the UAE, many students are not engaging in reading due to distracting socio-cultural factors that expatriate teachers are often unaware of.

Further implications lie in the realm of teacher training in relation to extensive reading methodologies as opposed to intensive reading methodologies (Borg, 2015; Pathare, 2009). Added to this, the study implies the need for explicit teacher training on the socio-cultural environment in which they will teach so that the needs of the students are met. This indicates that changes in both practice and conceptualizations are required on the part of the teacher and this would be best assisted with institutional support from the department head as they are best positioned to initiate the process of bringing teachers together and to apportion time to discuss and reflect on the development of an effective ERP in CPD programs. This of course implies that the department heads and the institution are committed to the change in the practice of motivating students to read.

Limitations

The study was carried out in one of 17 colleges in the UAE. Even though the country is small, the geographical spread of the colleges tend to make the students attitudes to learning English less homogenous, and thus the one type of stimulating task may not be applicable to another location even within the UAE. The contexts in which the stimulating tasks are defined need to be considered carefully, and the socio-cultural environment brought into consideration.

The study adopted an appreciative inquiry approach, using a purposive sampling technique to select student participants who had successfully engaged in the ERP. Therefore, it cannot be assumed that all students would be able to engage in the program to the same extent. As teachers mentioned, the level of support needed by lower level students is not the same as more fluent readers, so careful adaptation of the stimulating tasks need to be designed with insight.

One of the main limitations of the study lies in the underlying phenomenological base because of the inability to enact pure bracketing (Creswell, 2013), which means there will be some interference from my assumptions about reading motivation and the way teachers encourage students to read. As an insider researcher, I cannot guarantee that certain aspects of “social desirability” (Miller, 2012, p. 30) have been eliminated. Although the student participants were

not members of my class, the participants know me as a teacher in the college and therefore the responses could be limited through the 'social desirability' of the students wanting to please me. Therefore, social desirability is a limitation to the study as this could affect how the participants responded to the interview questions, and which, in turn can "challenge validity" (Van de Vijver & He, 2014, p.6). Students and teachers may want to be seen in a positive light, and students especially may not feel they can be completely open about their experiences.

There are also limitations due to the language used to discuss the phenomena. The native language of the students is Arabic, and this could prevent the students from being able to articulate their lived experience in English. I tried to overcome this limitation by inviting a bi-lingual Arabic speaker to the interview, which proved to be effective when communication broke down.

The relatively small sample of participants, which is characteristic of a phenomenological study, limits the broad generalisation of the study's findings. Yet the insight into the lived experiences gained from the information collected will be applicable in the context related to male Emirati students in HE. The findings will be available for others to extrapolate upon in their own contexts and will further knowledge on reading motivation among male Emirati students in HE. In addition, the study focused on male Emirati students and thus the assumption that female students have similar abilities, attitudes towards reading in the ESL classroom is unwise.

Recommendations for Change

According to the literature, reading development does not end (Wolf & Stoodley, 2007). Therefore, extending the ERP college-wide, rather than just in the ESL classrooms, would be useful. This recommendation was also one of the findings mentioned by students who had passed through the Foundations program and participated in the ERP. This would not be easy, as many ESL teachers in HE believe it is not their responsibility to encourage students to read, thus suggesting this to faculty in non- language teaching departments would be a greater challenge (Grabe, 2009). First of all, there would need to be a commitment to the implementation of such a program from senior management. The program coordinator and the head of the library would need to present the information gathered from the students reading records and to invite the senior management team to the awards ceremonies so that they can experience the students' achievements and excitement. Considering extensive reading in a collaborative competitive environment was found to bring about positive feelings among the students, a college-wide extensive reading initiative could be promoted through the college's Happiness Club. This is

currently a popular club whose committee members are often interested in promoting innovative initiatives led by faculty members.

The college senior management should be keen to promote the initiative because it would promote reading among students and thus fulfil the requirements of the UAE's National Law of Reading (UAE Cabinet, 2016). This law obliges schools and universities to encourage reading through implementing annual plans, such an initiative would assist in fulfilling this obligation. Funding for such a project would be required for rewarding successful readers. This would be readily available from the resources allocated to the Happiness Club and the library, which currently provides the rewards for the Foundations program.

A further recommendation is that teacher-training programs include theoretical and methodological aspects of extensive reading to raise awareness of its importance within the ESL curriculum. Newly trained ESL teachers cannot promote such methodologies or include them as part of their teaching repertoire if they are not aware of its benefits in relation to language learning and cognitive development, or how it could be embedded within the ESL curriculum (Macalister, 2010). This is not a simple process, as even experienced teachers who believe in the advantages of the inclusion of extensive reading methodologies into the reading curriculum find it a challenge to include it in the classroom. In the meantime, this aspect of teacher training is the responsibility of the Extensive Reading Foundation (http://erfoundation.org/wordpress/), whose mission is to promote extensive reading and to support those interested in implementing an ERPs. Faculty members of the college involved in the study currently visit educational institutions within the UAE to carry out the mission of the Extensive Reading Foundation in an attempt to raise awareness and train teachers within the community, despite the challenges faced in changing the way the reading curriculum is arranged.

The establishment of the position of a reading coach in the college would assist in realising this recommendation because this role would be responsible for training teachers on extensive reading methodologies, reporting on students' reading progress, providing reports to management on the development and success of the extensive reading program and act as a point of contact for any student or teacher who needs support (Dean et al., 2012). It is often assumed that students entering a HEI have already developed reading skills pertinent for academic study. Yet, this research suggests this is not the case. Therefore, it would be prudent to assess the level of reading development in each student in order to create a personal reading development program. The reading coach would be able to promote and coordinate this initiative and this

would provide a positive and encouraging environment in which students would feel safe and empowered to read. Reading coaches are usually found in K-12 schools, but given that the findings show strategies utilised in motivating students to read are similar to those used with children, it would be pertinent to mirror how reading development is managed on an intuitional level.

HE Foundation English heads of departments and curriculum developers must be educated on the dynamics of reading development, and how an inability to read fluently impedes language and academic development. The Academic Support Program coordinator in the college must be tasked with this responsibility and could deliver training or information sessions for heads of departments who would then disseminate to faculty at department meetings. The information gathered by the 'reading coach' could be used at the sessions to ensure that the whole college administration is aware of student reading development.

Furthermore, expatriate teachers working in a context in which they have not had past experience need to be guided on relevant aspects of socio-cultural competence. The human resources department in the college needs to arrange for the heads of departments to share the information with new faculty. New faculty could be assigned a 'buddy' faculty member who would be tasked with explaining the student profile. Providing this opportunity would enable new faculty members to familiarise themselves with student profiles, and prevent them from making false assumptions and conceptualizations about students' reading abilities. Thus, faculty would be able to develop activities to promote reading, which connects to the world of the students. This will also facilitate a transformational cultural crossing into becoming a reader smoother and make learning more accessible to the student (Hatherley-Greene, 2012).

On a departmental level, it is recommended that heads of ESL departments encourage teacher dialogue and reflection on the processes involved in motivating students to read extensively. It is thought that time needs to be allocated and plans put into place to develop the ERP in a context of practice (Englund, et al., 2018) so that teacher conceptions on what effective teaching entails in the ERP are constructed and reconstructed in relation to the context. This approach will set the stage for future development and action from the teacher and from a program perspective in a supportive environment (Borg, 2015). Incorporating these approaches to teacher development will assist in firmly embedding a culture of extensive reading facilitating a change in mindsets and conceptualizations of teachers in relation to their position within the context and their beliefs about what they can accomplish (Borg, 2015). This approach will also assist in bringing to the

fore the socio-cultural challenges faced by students in relation to their perceived reluctance to read. Following on from this process the teachers' beliefs and conceptions can be re-aligned so that they can be involved in devising appropriate strategies to initiate situational interest (Hidi and Renninger, 2006) in extensive reading specific to the individual and the context.

There are claims that parents must be involved in the development of reading with their children. In addition, some think that UAE fathers should stay at home with the family. Both of these are unfamiliar concepts for many traditional Emirati fathers (Ridge, et al., 2017). The findings of the study suggest that siblings have taken on the role of the parents when setting an example of a reader in the home. Therefore, one recommendation would be to target siblings when including families in reading activities, rather than the mother or the father, because siblings have been shown to be one of the key external influencers in motivating the participants of this study to read. In this way, reading would be encouraged more at home, and become less alien to students when they arrive at school or college. In an attempt to promote this initiative through the college, students can be assigned a class project, which might involve students reading books to their younger siblings and recording the stories as evidence of completion.

The study suggests that the competition within the college is one aspect that provides situational interest in reading in English. Therefore, it is recommended that a similar model be applied to reading in Arabic so that learners can develop reading fluency in their first language, as well as in English. The first steps towards this have begun as the development of a free online reading tracking tool for Arabic books is underway. Arabic teachers in the college and in local schools are currently working in collaboration with English faculty on this project.

To disseminate these recommendations for change, the information related to current extensive reading practices and educating individuals on the intricacies and uniqueness of teaching approaches in the UAE, I will participate in national and international conferences to share my ideas and the findings of the study. For example, I have submitted a proposal to present the findings in relation to teacher beliefs about extensive reading to IATEFL, which takes place in Liverpool in April 2019 (https://conference.iatefl.org/). I will also submit a proposal to share my findings on how to motivate male Emirati students to read extensively to the Extensive Reading World Congress 5 being held in Taiwan in August 2019 (http://erfoundation.org/wordpress/events/5th-world-congress-2019/). In this way, I will be able to reach out to educators who might then begin to change their ideas about extensive reading and their assumptions about students and their reading habits. It would also be useful to write a series

of research papers outlining the findings so that the expansion of knowledge could be connected to a wider network of academics who may then be interested in engaging in further research in new areas in their own contexts.

Recommendations for Future Research

These recommendations need to be supported with empirical evidence. A particularly important area to research is the effect of socio-cultural characteristics on reading, and how students could connect it to their daily lives. This would involve conducting more qualitative phenomenological research from the perspectives of those who are actually involved in the processes, in this case the students. This is opposed to obtaining evidence from the perspective of teachers as this study suggests the teachers' assumptions about student reading preferences are sometimes inaccurate.

Given that this study advocates that siblings are more influential as external influencers in reading within the family dynamic than the parents, it would be interesting to discover how to capitalise on this phenomenon and delve deeper into reading habits in the home. Current research focuses on parent involvement in child rearing, where much has been documented. However, a gap exists in the area surrounding sibling involvement (Ahmad, 2017; Ridge, et al., 2017), although Palfreyman (2016) provides evidence that female students tend to use the time they spend in the household as a social resource

Additional areas for further research would be to obtain more information on reading practices in the K-12 education institutions and to discover the reasons why students arrive in UAE HE institutions without acquiring the required level of reading fluency. This would be a more proactive and pertinent approach to expanding the knowledge on developing reading fluency among the young in an attempt to prepare them to study in HEI, and thus possibly improving student retention, especially among the male student population (Ridge et al., 2013; Thomas et al., 2009).

Reflexive Observations

My interest in extensive reading in the college began in 2011 when a colleague and I were introduced to each other by library staff because of our shared interest in developing a habit of reading among the students. We began the reading competition with two classes and found it to be a huge success. At the time, I had certain assumptions about the teacher approaches to extensive reading and the students' abilities, but over time more teachers became involved and more students began to read extensively and my beliefs began to change.

When I embarked on this study, my ideas about the students' motivations to read in the ESL classroom were quite simplistic. I believed that if there were some kind of external stimulus, then the students would read because of the enjoyment in the competition (Demirci & Gobert, 2015). Therefore, I believed that male Emirati students would read extensively when they were provided with external support, I also had a negative bias against the teachers. I thought that they could do more, and were not really supporting students in the best way possible.

After seeking input from the teacher focus groups, I realised that my assumptions about their attitudes and beliefs were incorrect. Teachers in this college are aware of the benefits of extensive reading to a certain extent and they are keen to engage their students in extensive reading to gain the linguistic benefits. Some teachers know about the challenges in the education system and the language issues related to the Arabic diglossia. I was ready to change my ideas, but after I engaged in the data analysis and compiled the findings, I understood there was more to the scenario, and this is the part teachers appear to unaware of. Considering they are language teachers and their aim is to teach English so that students could pass the benchmark EmSAT examination to enter the degree program, this is not a surprise. This means I need to share the expanded knowledge regarding the personal development aspects of skills development related to extensive reading at professional development sessions in the college so that teachers could be fully informed of the extent to which extensive reading practices can assist in developing the learner as a whole.

At the start of the study I understood that students experienced difficulties with reading in English, but it was only when I completed the action research project in Module 8 that the student voices emerged. Reading the student narrative journals, I noted how often students mentioned they were 'scared' of the reading section of the IELTS examination. This shocked and surprised me, and the feelings the students had expressed in their journals gave me the desire to probe deeper into their experiences, thus prompting the phenomenological basis of the study.

As I reflect on this, I thoroughly believe I made the correct choice because I am astounded by the emotive expressions students used to describe their experiences in the ERP and I feel privileged to have heard, and been able to read, about them whilst I was analysing the data. I can even say the study does not reflect the entire emotional impact I experienced when I was reading the transcripts. At some points, I was moved to tears because the students were genuinely excited and proud of their achievements. Things expatriate teachers might not recognise or expect because the students are adult men in a macho Arab culture.

Carrying out the study has provided me with an opportunity to transform my thinking and approach to the ERP and teaching in the college. I have also learned that whatever we do, we should not give up and to keep trying, both for the students and ourselves. I understand that teachers want to just give up, but when we see the benefits and the positive feelings students and others around them feel, we know that we have made a difference. I feel like I have made a difference to myself and to others as I come to the end of the study.

Summary

The study's main aim was to discern how to motivate male Emirati students to read extensively in the ESL classroom, to uncover the practical strategies teachers use to do motivate students to read in the ESL classroom, and to discover the practical strategies preferred by students so that the effective strategies could be used as a point of reference when implementing future ERPs and to encourage more educational institutions to include ERP programs in the ESL reading curriculum in the UAE and beyond.

The research's theoretical framework presented a model that was devised in an attempt to provide a reading motivational framework for use in contexts where a second language is being taught. Whilst L1 reading motivational frameworks mention extrinsic and intrinsic motivational constructs to focus on when designing reading curricula, there is no indication of how to manipulate such a model in a context where a habit of reading has not been instilled in the first language due to the traditional oral cultural issues, language, education and socio-cultural factors. Therefore, this study has expanded the knowledge of how to motivate male Emirati students to read extensively so that they are equipped for the challenges that lie ahead. This should not be left to the student alone; the teacher also plays an essential role, instigating the reading experience and through the phases of reading development. Once students are given the opportunity and a suitable environment in which to nurture their reading fluency, there will be a transition from a 'nomad to nerd' or non-reader to a reader.

The study provides the required narrative to improve English language proficiency and support the cognitive shifts in order to assist in initiating a transformation in the learning capabilities of students as they move into HE. This will assist in fulfilling the aspirations of the UAE government to develop a knowledge economy where all citizens are equipped with the skills to fulfil their potential and contribute to the development of their country (UAE Cabinet, 2016).

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APPENDIX 1

Virtual Programme Research Ethics Committee Approval

UNIVERSITY OF LIVERPOOL | ONLINE PROGRAMMES

Dear Helene Demirci	
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.	
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)
Review type:	Expedited
PI:	
School:	Lifelong Learning
Title:	Extensive Reading in the English as a Second Language Classroom – Motivating and Engaging Male Emirati Students in a Higher Education Context.
First Reviewer:	Dr. Lucilla Crosta
Second Reviewer:	Dr. Kathleen Kelm
Other members of the Committee	Dr. Martin Gough, Dr. Victoria O' Donnell, Dr. José Reis Jorge, Dr. Kalman Winston
Date of Approval:	24/03/2017
The application was APPROVED subject to the following conditions:	
Conditions	
1 Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

UNIVERSITY OF LIVERPOOL | ONLINE PROGRAMMES

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

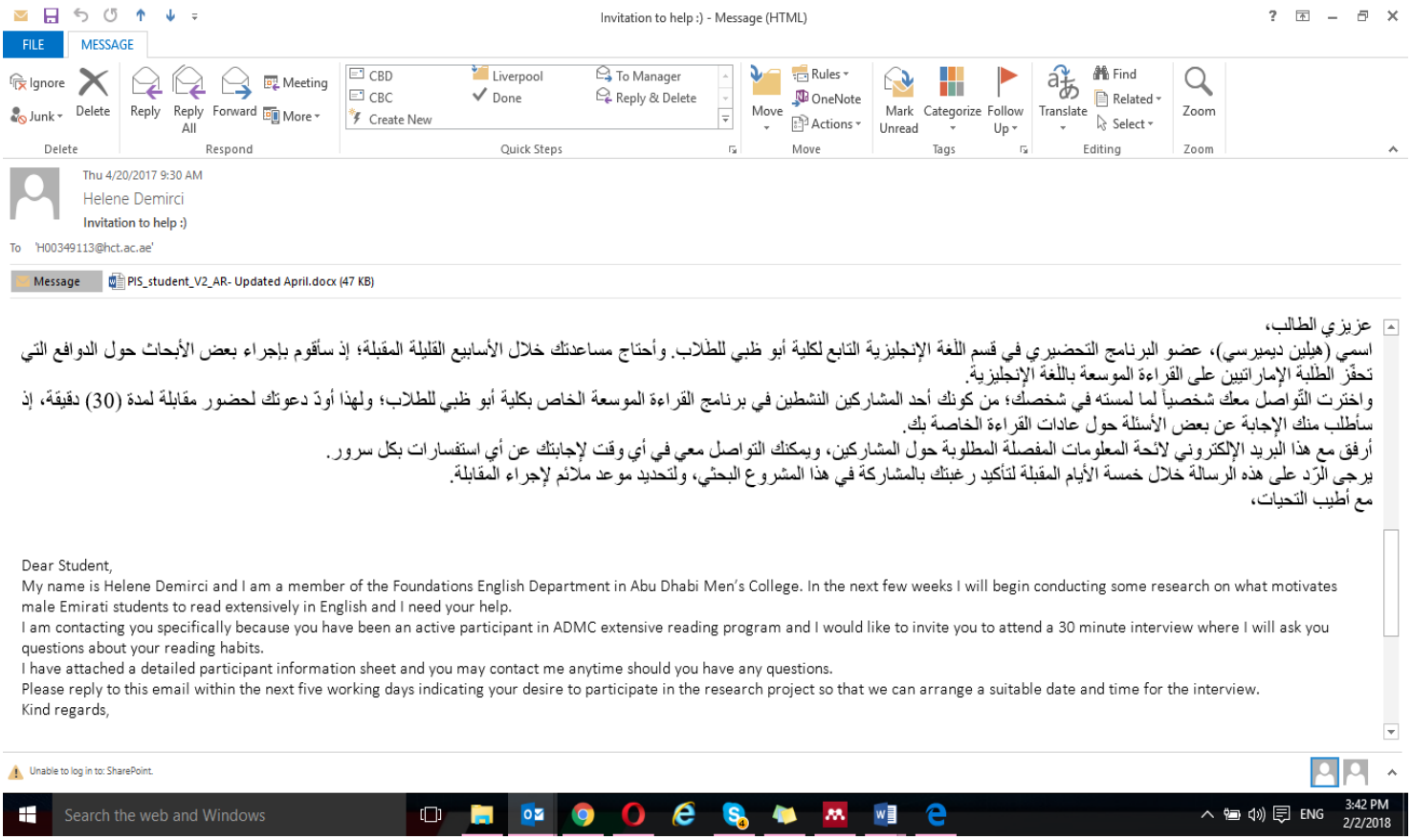
Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

APPENDIX 2

Invitation to Participate Email to Students and Teachers



Invitation to help :) - Message (HTML)

FILE | MESSAGE

Ignore | Junk | Delete | Reply | Reply All | Forward | Meeting | More | Delete | Respond

CBD | CBC | Create New | Liverpool | Done | To Manager | Reply & Delete | Quick Steps

Move | Rules | OneNote | Actions | Move

Mark Unread | Categorize | Follow Up | Tags

Translate | Find | Related | Select | Editing

Zoom | Zoom

Thu 4/20/2017 9:30 AM

Helene Demirci

Invitation to help :)

To 'H00349113@hct.ac.ae'

Message | PIS_student_V2_AR- Updated April.docx (47 KB)

عزيزي الطالب،

اسمي (هيلين ديميرسي)، عضو البرنامج التحضيري في قسم اللّغة الإنجليزية التابع لكلية أبو ظبي للطّلاب. وأحتاج مساعدتك خلال الأسابيع القليلة المقبلة؛ إذ سأقوم بإجراء بعض الأبحاث حول الدوافع التي تحفّز الطّلبة الإماراتيين على القراءة الموسعة باللّغة الإنجليزية.

واخترت التّواصل معك شخصياً لما لمسته في شخصك؛ من كونك أحد المشاركين النشطين في برنامج القراءة الموسعة الخاص بكلية أبو ظبي للطلاب؛ ولهذا أودّ دعوتك لحضور مقابلة لمدة (30) دقيقة، إذ سأطلب منك الإجابة عن بعض الأسئلة حول عادات القراءة الخاصة بك.

أرفق مع هذا البريد الإلكتروني لائحة المعلومات المفصلة المطلوبة حول المشاركين، ويمكنك التواصل معي في أي وقت لإجابتك عن أي استفسارات بكل سرور.

يرجى الرّد على هذه الرسالة خلال خمسة الأيام المقبلة لتأكيد رغبتك بالمشاركة في هذا المشروع البحثي، ولتحديد موعد ملائم لإجراء المقابلة.

مع أطيب التحيات،

Dear Student,

My name is Helene Demirci and I am a member of the Foundations English Department in Abu Dhabi Men's College. In the next few weeks I will begin conducting some research on what motivates male Emirati students to read extensively in English and I need your help.

I am contacting you specifically because you have been an active participant in ADMC extensive reading program and I would like to invite you to attend a 30 minute interview where I will ask you questions about your reading habits.

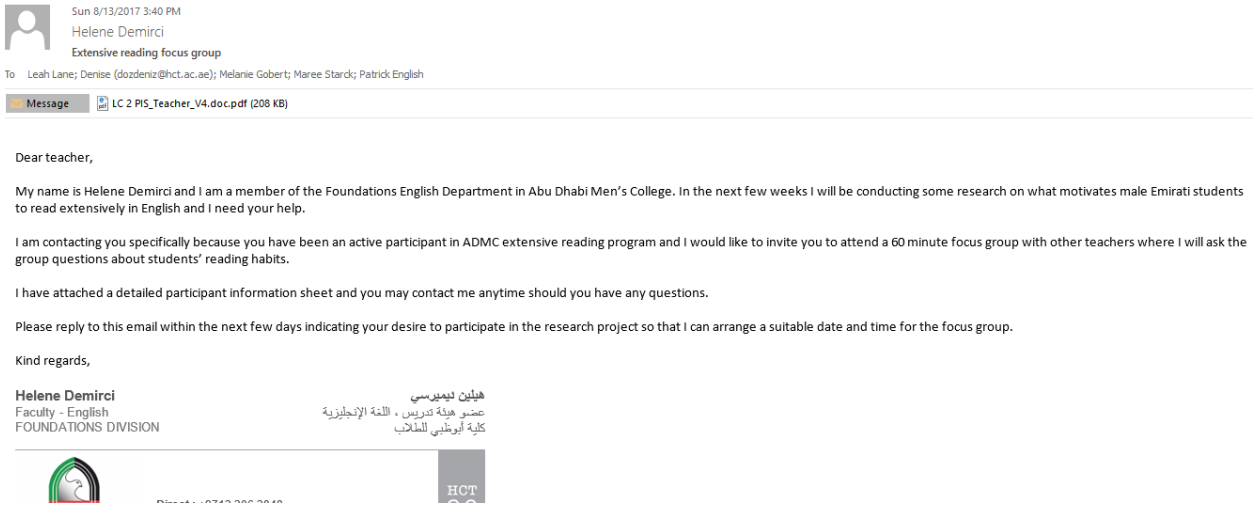
I have attached a detailed participant information sheet and you may contact me anytime should you have any questions.

Please reply to this email within the next five working days indicating your desire to participate in the research project so that we can arrange a suitable date and time for the interview.

Kind regards,

Unable to log in to: SharePoint.

Search the web and Windows | ENG | 3:42 PM 2/2/2018



Sun 8/13/2017 3:40 PM

Helene Demirci

Extensive reading focus group

To Leah Lane; Denise (dozdeniz@hct.ac.ae); Melanie Gobert; Maree Starck; Patrick English

Message | LC 2 PIS_Teacher_V4.doc.pdf (208 KB)

Dear teacher,

My name is Helene Demirci and I am a member of the Foundations English Department in Abu Dhabi Men's College. In the next few weeks I will be conducting some research on what motivates male Emirati students to read extensively in English and I need your help.

I am contacting you specifically because you have been an active participant in ADMC extensive reading program and I would like to invite you to attend a 60 minute focus group with other teachers where I will ask the group questions about students' reading habits.

I have attached a detailed participant information sheet and you may contact me anytime should you have any questions.

Please reply to this email within the next few days indicating your desire to participate in the research project so that I can arrange a suitable date and time for the focus group.

Kind regards,

Helene Demirci
Faculty - English
FOUNDATIONS DIVISION

هيلين ديميرسي
عضو هيئة تدريس ، اللغة الإنجليزية
كلية أبوظبي للطلاب

HCT

APPENDIX 3

Participant Information Sheet

Participant information Sheet - Student

Title of Study

Extensive Reading in the English as a Second Language Classroom – Motivating and Engaging Male Emirati Students in a Higher Education Context.

You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask if you would like more information or if there is anything that you do not understand. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

1. What is the purpose of the study?
The aim of the research is to discover factors which motivate male Emirati students in a higher educational institution to read in English and to discover the strategies teachers use to motivate male Emirati students to read.

2. Why have I been chosen to take part?
You have chosen to take part because you have been engaged in extensive reading in English during this academic year.

3. Do I have to take part?
Participation is voluntary and you are free to withdraw at anytime without explanation and without incurring a disadvantage.

4. What will happen if I take part?
You will be asked to attend a 30 minute interview on the college campus with me the researcher, Helene Demirci. With your permission an audio recording of the interview will be made. I will ask you a range of questions about your experiences in the English extensive reading program. There will be a native Arabic speaker present in the interview to assist with any language difficulties. You may speak in Arabic should you feel the need to.

5. Expenses and / or payments
Any travel expenses you incur getting to the interview will be reimbursed and funds for refreshments will be provided.

6. Are there any risks in taking part?
There are no perceived risks or disadvantages to taking part in the study. If you do experience any discomfort or disadvantage as part of the research that this should be made known to the researcher immediately.

7. Are there any benefits in taking part?

There is no direct intended benefits, but you may benefit by learning about your beliefs about reading and the success you have incurred. This can benefit you in your future studies.

8. What if I am unhappy or if there is a problem?

If you are unhappy, or if there is a problem, please feel free to contact my supervisor

Dr Marco Ferreira at marco.ferreira@online.liverpool.ac.uk or contact me at helene.demirci@online.liverpool.ac.uk and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to my supervisor or me with then you should contact the Research Participant Advocate at USA number 001-612-312-1210 or email address liverpoolethics@ohecampus.com . When contacting the Research Participant Advocate, please provide details of the name or description of the study (so that it can be identified), the researcher involved, and the details of the complaint you wish to make.

9. Will my participation be kept confidential?

Yes, your participation in the interview will be kept completely confidential. Only the researcher and an Arabic native speaker will be present at the interviews and this person will sign a consent form guaranteeing confidentiality of information discussed in the interview. The data collected and the interviews will take place in a closed room on the college campus. No personal identifying data will be recorded. The data will be anonymised and codes used to refer to the participants. The data will be stored on the researcher's laptop which is secured by a password known only by the researcher and backed up on an password protected external hard drive. The data will be used primarily for this particular project, but may be referred to in future projects. The data will be stored securely for 5 years on a password protected external disk drive which will be stored securely by the researcher. After 5 years the data will be erased from the disk.

10. What will happen to the results of the study?

Transcripts of the interview will be made available to the participants to review and amend where it is felt appropriate. This will take place before the interview data is analysed. The results of the study will be made available to participants by email invitation to contact the researcher and may be published in an academic journal. If this happens copies of the academic article will be made available to the students. Participants will not be identifiable from any of the results.

11. What will happen if I want to stop taking part?

If you decide to take part in the study your decision is voluntary, therefore you are also free to withdraw from the study at any point you wish, without giving a reason. Results up to the period of withdrawal may be used, if you are happy for this to be done. Otherwise you may request that they are destroyed and no further use is made of them. Once the data is anonymised results may only be withdrawn prior to anonymisation.

12. Who can I contact if I have further questions?

If you have any further questions please contact:

Helene Demirci

Al Saheel Towers, Blok B, Flat 605

Al Khalidiya

Abu Dhabi

Mobile – 055 544 9535

Email: helene.demirci@online.liverpool.ac.uk

APPENDIX 4

Participant Consent Form

Participant Consent Form

Researcher: Helene Demirci

Title of study: *Extensive Reading in the English as a Second Language Classroom – Motivating and Engaging Male Emirati Students in a Higher Education Context.*

1.I confirm that I have read and have understood the participant information sheet dated 20th March 2017 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐

2.I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline. ☐

3.I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish. ☐

4. I agree for the data collected from me to be used in relevant future research. ☐

5. I agree to have the interview/focus group recorded (video or audio), so it can be transcribed after the interview/focus group is held. I am aware that I have the right to edit the transcript once it has been completed. ☐

6. I agree to keep the names of participants and information discussed confidential. ☐

7. I agree to take part in the above study. ☐

Participant Name	Date	Signature

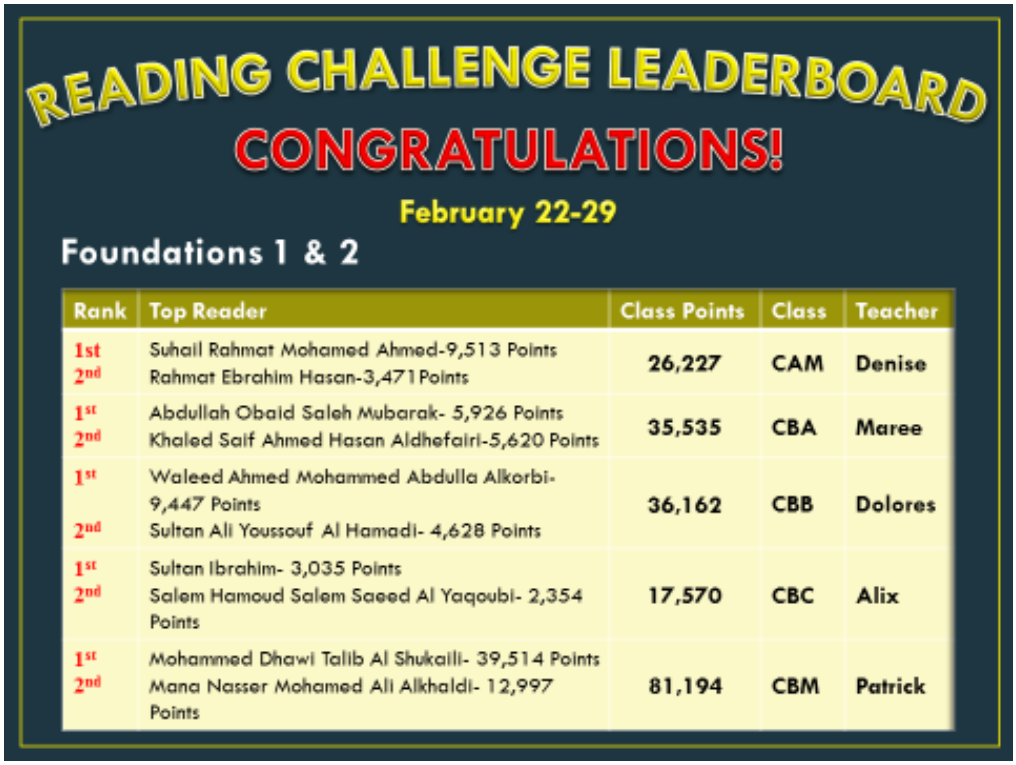
Helene Demirci

Name of Person taking consent	Date	Signature

Mobile: 055 544 9535 Email: helenedemirci3@gmail.com helene.demirci@online.liverpool.ac.uk

APPENDIX 5

Weekly Leader Board Depicting Top Readers in Each Class



READING CHALLENGE LEADERBOARD

CONGRATULATIONS!

February 22-29

Foundations 1 & 2

Rank	Top Reader	Class Points	Class	Teacher
1st 2nd	Suhail Rahmat Mohamed Ahmed-9,513 Points Rahmat Ebrahim Hasan-3,471 Points	26,227	CAM	Denise
1st 2nd	Abdullah Obaid Saleh Mubarak- 5,926 Points Khaled Saif Ahmed Hasan Aldhefairi-5,620 Points	35,535	CBA	Maree
1st 2nd	Waleed Ahmed Mohammed Abdulla Alkorbi-9,447 Points Sultan Ali Youssouf Al Hamadi- 4,628 Points	36,162	CBB	Dolores
1st 2nd	Sultan Ibrahim- 3,035 Points Salem Hamoud Salem Saeed Al Yaqoubi- 2,354 Points	17,570	CBC	Alix
1st 2nd	Mohammed Dhawi Talib Al Shukaili- 39,514 Points Mana Nasser Mohamed Ali Alkhaldi- 12,997 Points	81,194	CBM	Patrick