

Encouraging English Language Reading in Cambodia: a Case Study of Takeo Provincial Higher Educational Institutions

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ABSTRACT

English holds paramount significance as a global language, widely employed by diverse nations, including Cambodia, where it functions as a foreign language. Particularly in Cambodia, English has become indispensable for tertiary education. Employing a mixed methods approach, this study surveyed 183 university students, with ten subsequently participating in voluntary interviews. The findings indicate that students predominantly exhibit extrinsic motivation in their approach to English reading, with no discernible variance based on gender. The research also proposes several strategies for educators to enhance students' reading motivation, identifying the strategy of having students explain their comprehension to others as particularly efficacious. The study underscores the significance of English reading and elucidates the challenges students encounter in related activities. Ultimately, the study advocates for future investigations with larger sample sizes to further enrich scholarly insights.

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1. INTRODUCTION

This summary has meticulously selected various vital points, offering a concise yet comprehensive overview of the doctoral thesis. While the thesis delved into a wide array of topics and findings, this summary highlighted the most crucial elements, ensuring that the core contributions and significance of the research have been effectively communicated [1]. By emphasizing these specific points, the aim is to clearly understand the thesis' key objectives, methodology, and notable outcomes, offering readers a condensed yet informative insight into the extensive work.

1.1. English language

English has played a vital role in education and has been considered one of the most essential languages in the world. Its significance is far-reaching, impacting various aspects of the educational landscape [2]. The importance of English in education can be seen through its global relevance, access to knowledge and resources, academic and career opportunities, cultural exchange and understanding, technological advancements, linguistic and cognitive development, access to literature and arts, and international communication and collaboration [3].

First and foremost, English is widely regarded as the global language of communication. Millions worldwide speak it, the primary or secondary language in many countries. This global status makes English a common language for international communication, travel, and business. In the educational context, English serves as a bridge for academic research, collaboration, and exchange programs between institutions globally [3].

Furthermore, most of the world's knowledge and information is available in English. It is the primary medium for academic journals, research papers, textbooks, and educational resources across various disciplines. Therefore, proficiency in English allows students and educators to access a vast repository of information, literature, and scholarly works that can enrich their learning and teaching experiences [4].

English proficiency is often a prerequisite for higher education, especially for study abroad programs and international universities. Proficiency in English is essential for students looking to pursue advanced degrees, scholarships, or research opportunities in English-speaking countries. In the professional world, English proficiency is highly valued and often considered a requirement for job opportunities, career advancement, and international business engagements [5].

Moreover, English serves as a bridge for cultural exchange and understanding. Students can gain insights into various cultures, traditions, and perspectives from English-speaking countries through literature, media, and language immersion programs. This exposure promotes diversity, tolerance, and global citizenship among students, fostering a deeper understanding of the world and its people [6].

In today's digital age, English is the dominant language of the internet, technology, and global communication. Proficiency in English is crucial for navigating online resources, accessing digital learning platforms, and leveraging technological tools for educational purposes. This proficiency enables students to engage with online educational content, collaborate with peers globally, and stay updated with the latest developments in technology and innovation [7].

Learning English can have significant cognitive benefits for students. It has been shown to improve critical thinking, problem-solving skills, and language acquisition abilities. Additionally, bilingualism, or multilingualism, with English as one of the languages, has been associated with enhanced cognitive functions, such as improved memory, multitasking abilities, and a deeper understanding of language structures and grammar [8].

English is the language of the world's most influential literary works, poetry, and artistic expressions. Proficiency in English allows students to explore and appreciate a rich collection of literary classics, contemporary novels, and renowned works of art. This exposure enriches their cultural and artistic understanding and nurtures creativity, imagination, and empathy by exploring diverse human experiences [9].

Lastly, English proficiency facilitates global communication and collaboration among educators, researchers, and students from different linguistic backgrounds. It enables individuals to participate in international conferences, academic discussions, and collaborative projects that advance knowledge and exchange ideas across borders [3].

In conclusion, the importance of English in education is evident across various dimensions, including its global relevance, access to knowledge and resources, academic and career opportunities, cultural exchange and understanding, technological advancements, cognitive benefits, access to literature and arts, and international communication and collaboration. Therefore, prioritizing English language education and promoting English proficiency can contribute to students' holistic development, enhance their academic and professional prospects, and foster a more interconnected and inclusive global educational landscape. English reading commitment can gauge students' success at higher education levels [10].

Thus, the current study aimed to explore students' English reading motivational types: intrinsic and extrinsic, English reading motivational levels according to gender, effective teaching techniques to improve student's English reading motivation, the importance of English reading, and difficulties of English reading.

1.2. Literature review

The English language has played a significant role in Cambodia's history and is essential to its education system and broader social and economic development [11], [12]. As a former French colony, Cambodia's early exposure to the French language profoundly influenced its linguistic landscape [13]. However, in recent decades, the importance of English has grown, reflecting its global significance as the language of international communication, business, and technology [11].

Following the tumultuous events of the Khmer Rouge regime and the subsequent period of reconstruction and nation-building, Cambodia gradually shifted its focus towards rebuilding its education system and positioning itself within the global community [13]. The increasing importance of English as a global lingua franca has led to its growing prominence in Cambodian society and education [14].

Today, English is prominent in Cambodia's education system, with an increasing emphasis on English language instruction in schools and universities [15]. The Ministry of Education, Youth, and Sport has recognized the critical role of English in providing Cambodian students with the skills and knowledge necessary to engage with the global community, access opportunities for higher education and employment, and contribute to the country's socio-economic development [16].

Cambodian schools teach English as a foreign language, with students receiving instruction in English grammar, vocabulary, reading, writing, and speaking skills [17]. The

goal is to equip students with the language proficiency needed to communicate effectively in English and to participate in international academic and professional environments [18]. Moreover, the Ministry of Education, Youth and Sport has been actively promoting the integration of technology and digital resources to enhance English language learning and teaching in Cambodian schools [19].

One of the challenges in Cambodia's current English language education landscape is the availability of qualified English teachers and resources in schools across the country [17]. While urban areas and well-established institutions may have better access to English language instruction, rural and under-resourced schools often face shortages of qualified English teachers and teaching materials [20]. As a result, efforts are being made to provide professional development opportunities for English teachers and to expand access to quality English language learning resources for schools in all regions of Cambodia [14].

Another critical aspect of the English education landscape in Cambodia is the promotion of English proficiency and fluency among students beyond the school environment. Many students, particularly in urban areas, learn English outside the classroom through private tutoring, clubs, and online resources [21]. This reflects Cambodian students' strong interest and motivation to improve their English language skills and enhance their prospects for future academic and career opportunities [22].

The Ministry of Education, Youth, and Sport has also emphasized English proficiency in the national educational assessment system. English language proficiency tests are administered to measure students' language skills and to identify areas for improvement within the education system [23]. Additionally, the Ministry collaborates with international organizations and educational institutions to enhance English language instruction and promote best practices in language learning and teaching [24].

1.2.1. English for higher education in Cambodia

English language proficiency is of utmost importance for higher education in Cambodia. As the global language of communication, English proficiency opens up many opportunities for Cambodian students to access international academic resources, exchange programs, and employment prospects [21]. In higher education, mastery of the English language is crucial for academic success, research endeavors, and engaging with a global audience [25].

First and foremost, proficiency in English is essential for Cambodian students to access a wide array of academic resources. Most of the latest research, academic journals, and learning materials are in English [26]. By being proficient in English, Cambodian students can enhance their access to this wealth of knowledge, keeping them abreast of the latest developments in their respective fields of study [27]. Furthermore, English proficiency enables students to read and comprehend complex academic texts, enhancing their critical thinking and analysis capacity, which are crucial skills for success in higher education [28].

Moreover, English proficiency is vital for Cambodian students to participate in international exchange programs and collaborations. Many higher educational institutions offer exchange programs that allow students to study abroad or engage in collaborative

research projects. Proficiency in English is often a prerequisite for such opportunities, as it facilitates effective communication with peers and professors from diverse linguistic backgrounds [29]. By participating in these programs, Cambodian students can gain invaluable international exposure, broaden their perspectives, and build cross-cultural competencies, which are increasingly important in today's interconnected world [30].

In addition, English proficiency is integral to accessing global employment opportunities. Employers often seek candidates with strong English language skills in a competitive job market, especially in fields that require global communication, such as business, technology, and international relations [31]. Proficiency in English enhances Cambodian graduates' employability, enabling them to communicate with international clients, participate in global teams effectively, and access job opportunities requiring English proficiency as a prerequisite [32].

Furthermore, English proficiency is crucial for engaging a global audience in research and academic discourse. With the rise of international collaborations and interdisciplinary research, the ability to articulate ideas and findings in English is paramount [33]. Cambodian scholars and researchers proficient in English can contribute to global conversations, publish in renowned academic journals, and participate in international conferences, thereby raising the profile of Cambodian higher education globally [34].

1.2.2. Previous studies of English education motivation

There have been many studies concerning English learning motivation; however, there are not many studies, but a few, of that type in the Cambodian context. Those studies are as follows.

Houn and Em [17] investigated the factors influencing the speaking fluency of grade 12 English-language students in a Cambodian high school. The study revealed that instructional methods and the fear of speaking, stemming from inhibition and anxiety, were the primary factors impacting students' English-speaking fluency. Data collected from both students and teachers indicated a persistent use of the native language for communication and instruction in English classes, as well as a lack of emphasis on speaking activities. Additionally, students report struggling with fear and anxiety related to speaking English, primarily attributed to concerns about making mistakes, lacking confidence, and facing negative evaluation. The article discussed the implications of these findings for language education and underscored the need for a shift in instructional approaches and support for students to improve English-speaking skills and English learning motivation.

Another study, by Em et al. [35], conducted a small-scale survey at a private high school in Phnom Penh, providing a comprehensive overview of the factors influencing motivation to learn English as a foreign language. The study discussed the global significance of English as an international language, its historical context in Cambodia, and its role in academic and professional domains. Additionally, the study explored intrinsic and extrinsic motivations that shed light on students' motivation to learn English. The study underscored the prevalence of extrinsic motivation driven by career prospects,

educational requirements, and social interactions while recognizing the importance of intrinsic motivation related to personal development and self-directed learning.

Sor et al. [16] also explored Cambodian high school students' motivation levels and motivation types for learning English. The study focused on students' intrinsic and extrinsic motivations and the potential differences between male and female students. The article highlighted the historical context of English language education in Cambodia and underscored the increasing importance of English proficiency in globalization, business, and education. The study's findings indicated that while students showed high motivation to learn English, they were more extrinsically motivated than intrinsically. Interestingly, the study also revealed a statistically significant difference in extrinsic motivation levels between male and female students, with female students demonstrating higher extrinsic motivation.

The studies above are among others in the Cambodian context of English language education motivation. However, no study of English reading motivation in the Cambodian context uses a mixed-methods design to dig deeper into understanding English reading levels, English language techniques that improve reading motivation, English reading importance, and English reading difficulties. Therefore, this is an original study of English reading motivation in the Cambodian context to fill the existing gaps in the literature review.

2. RESEARCH METHODOLOGY

2.1. Research design

This study is part of a more extensive study, and this part employs a sequential explanatory design using survey questionnaires followed by online semi-structured interviews to explore students' perceptions of English reading motivation, motivational teaching techniques, importance, and difficulties [1]. The data were then analyzed using descriptive statistics, inferential statistics, and content analysis.

By integrating quantitative and qualitative elements, the research aimed to comprehensively understand the issues at hand, combining the statistical analysis derived from the survey data with the rich, nuanced perspectives expressed by the interviewed students. This mixed methods design enabled the study to triangulate findings, validate results, and provide a more holistic view of the subject, enriching the overall contribution to the existing literature.

2.2. Research samples and sampling techniques

The study utilized a mixed-methods design to gather quantitative data from a total of 183 participants, 95 females as quantitative data (see Table 1), from four higher educational institutions in Takeo province, providing a broad understanding of the subject matter. Then, qualitative data were obtained through interviews with ten participants, six females (see Table 2), allowing for a deeper exploration of their experiences and perspectives. By integrating quantitative and qualitative elements, the research aimed to comprehensively understand the issues, enriching the overall contribution to the existing literature on the subject.

Table 1. Survey participants' information

Demographic	Value	No. of participant	Percentage
Gender	Male	88	48.10%
	Female	95	51.90%
Age Range	23-28 years	183	100%
Living Place	Province	174	95.10%
	City	09	4.91%
Year of Study	Year 1	12	6.60%
	Year 2	34	18.60%
	Year 3	24	13.10%
	Year 4	113	61.70%

Table 1 provides detailed information on the surveyed samples. There were 183 participants, with 95 (51.90%) females participating in the survey. All the participants (100%) were between 23 and 28 years old. 174 (95.10%) participants were from different provinces, while only 9 (4.91%) participants were from the capital city of Cambodia. All participants (100%) studied English in different years, from the first to the fourth year. There were 12 (6.60%) participants in the first year, 34 (18.60%) participants in the second year, 24 (13.10%) participants in the third year, and the rest of 113 (61.70%) were in the fourth year. The total number of participants was 183, which was 100%.

Table 2. Interviewed participants' information

Codes	Gender	Year of Study	Present work	Experience	Major
P1	Male	Year 4	Private Teacher	Two Years	English
P2	Male	Year 4	Private Teacher	Two Years	English
P3	Male	Year 3	Private Teacher	Two Years	English
P4	Male	Year 3	Private Teacher	Two Years	English
P5	Female	Year 3	Private Teacher	One Year	English
P6	Female	Year 2	Private Teacher	One Year	English
P7	Female	Year 2	Private Teacher	One Year	English
P8	Female	Year 1	Tour Guide	One Year	English
P9	Female	Year 1	Receptionist	One Year	English
P10	Female	Year 1	Kindergarten Teacher	One Year	English

Table 2 provides detailed information on the interviewed samples. Ten participants were studying English and volunteered to participate in the interview after the survey to discuss the importance and the difficulties of learning English. They were interviewed one by one using semi-structured interviews. Two participants were from the fourth year and had two years of experience working as private English teachers. There were three participants from the third year. Two of them have two years of experience working as private teachers of English, while another one has one year of experience working as a private teacher of English. Then, there were two participants from the second year, and they had one year of experience working as private English teachers. Finally, there were three participants from the first year, and they had one year of experience. One of them was a tour guide. Another was a receptionist, while the final was a kindergarten teacher.

3. RESULTS AND DISCUSSION

The outcomes of the present study, encompassing both quantitative and qualitative findings, have been systematically presented through distinct tables. These tables are visual aids to encapsulate and organize the diverse data sets obtained. Subsequent discussions align with the structure established by these tables, ensuring a coherent and comprehensive analysis of the research findings. This methodical presentation enhances the clarity and accessibility of the study's results, facilitating a nuanced exploration of the intersection between quantitative metrics and qualitative insights.

3.1. Quantitative results

This section serves as a comprehensive guide to understanding the intricacies of motivation specifically tailored to English reading. It meticulously outlines the various types of motivation that are pivotal in driving individuals to engage with English reading materials, encompassing both intrinsic and extrinsic factors. Additionally, the section explores the nuanced landscape of motivation according to gender, shedding light on potential variations in how male and female learners are motivated to approach English reading. Moreover, it delves into effective teaching techniques tailored to foster and sustain motivation in English reading. By providing insights into the diverse motivational factors, gender dynamics, and targeted teaching strategies, this section equips educators and learners alike with a nuanced understanding of cultivating a passion for English reading in diverse educational settings.

Table 3. Descriptive statistics of overall motivation (N = 183)

No.	Extrinsic and intrinsic motivations	M	SD	Min	Max
1.	Extrinsic motivation toward reading in English	4.05	0.49	2.50	5.00
2.	Intrinsic motivation toward reading in English	3.73	0.48	1.88	4.81
3.	Overall	3.89	0.45	2.50	4.88

Note: Mean score of 1.00-1.80 = Lowest, 1.81-2.60 = Low, 2.61-3.40 = Moderate, 3.41-4.20 = High, and 4.21-5.00 = Highest

According to Table 3, after checking the data normal distribution (Skewness and Kurtosis) and analyzing quantitatively (M, SD, Min, and Max), the current study discerned a predilection among students towards heightened extrinsic motivation when engaging in English reading activities. The research findings indicated a proclivity among the students to derive impetus from external factors rather than being intrinsically propelled by their desires or preferences. The prevalence of extrinsic motivation in English reading suggests that factors external to the students, such as external rewards, recognition, or academic pressures, played a discernible role in influencing their engagement with the reading materials. These results underscore the nuanced nature of motivational dynamics in the educational domain and highlight the importance of considering intrinsic and extrinsic motivational factors in designing effective strategies to enhance students' engagement with English reading. Educators and practitioners should take cognizance of these findings to

tailor instructional approaches that cater to the diverse motivational orientations exhibited by students in the realm of English reading.

Table 4. Inferential statistics of students' reading motivation levels

Variable	Male		Female		df	t	Sig.	Std. Error
	M	SD	M	SD				
Intrinsic	3.79	0.52	3.67	0.41	181	1.655	0.103	0.07041
Extrinsic	4.09	0.48	3.97	0.49	181	1.672	0.980	0.07254
Overall	3.94	0.46	3.82	0.41	181	1.805	0.301	0.06560

Note: Male = 88, Female = 95, Confidence interval of the difference is 95%

According to Table 4, after checking the data normal distribution (Skewness and Kurtosis) and analyzing quantitatively (M, SD, and Independent Samples T-test), the application of inferential statistics yielded outcomes indicating the absence of statistically significant differences based on gender in the context of English reading motivation. The findings suggest a comparable level of motivation among male and female students when engaging with English as a foreign language. The non-significant results imply that, within the studied population, gender did not impact students' motivation for reading in English. This information is consequential as it contributes to the understanding that, in this particular educational context, both male and female students demonstrated similar levels of interest and enthusiasm for reading in the foreign language. These results underscore the need for educators and curriculum designers to adopt inclusive and gender-neutral strategies when addressing motivational aspects in English language learning, fostering an equitable and supportive learning environment for all students.

According to Table 5 below, after checking the data normal distribution (Skewness and Kurtosis) and analyzing quantitatively (M, SD, Min, and Max), the study proffered a range of strategies tailored to augment students' motivation in the context of English reading. Among these strategies, a noteworthy and particularly effective approach was identified: encouraging students to articulate and share their comprehension of the text with peers. This technique was found to enhance both reading motivation and comprehension significantly. The study advocates for the broader integration of this approach into instructional practices, urging educators to prompt students more extensively to engage in articulation and collaborative discussions about English reading materials. Educators can cultivate a heightened sense of involvement and understanding by fostering an environment where students actively communicate and share their insights, thereby deepening students' engagement with English reading materials and fortifying their motivation in this academic domain.

Table 5. Activities to improve students' reading motivation

No.	Activities	M	SD	Min	Max
1.	Educators or teachers should encourage students to discuss their understanding of textual material with peers, fostering a collaborative environment that enhances cognitive assimilation.	4.36	0.71	2.00	5.00
2.	Educators or teachers should prompt students to inquire about the primary concept in a text, promoting a pedagogical approach that encourages critical analysis and comprehension assessment.	4.28	0.75	2.00	5.00
3.	Educators or teachers should prompt students to rearticulate the central themes of texts, cultivating scholarly practices that enhance both comprehensive understanding and the development of cognitive synthesis and expressive proficiency.	4.19	0.77	2.00	5.00
4.	Educators or teachers should help students navigate unfamiliar language, contributing to enhanced linguistic proficiency and comprehension in an academic context.	4.15	0.90	1.00	5.00
5.	Educators or teachers should guide students in refining articulation to align with the author's intended messages, fostering a scholarly atmosphere that emphasizes fidelity to the original text and promotes nuanced communication skills.	4.08	0.80	1.00	5.00
6.	Educators or teachers should offer students opportunities for anticipatory analysis, enabling them to discern the author's prospective messages or themes. This pedagogical approach fosters critical thinking and anticipates comprehension of the author's communicative objectives.	3.92	0.86	1.00	5.00

3.2. Qualitative results

This section explores the vital significance of English reading and its associated challenges. Proficiency in English reading is indispensable in today's globalized landscape, serving as a gateway to information, knowledge, and effective communication. Comprehending and analyzing English texts enhances academic and professional success and cultivates critical thinking skills. However, the path to becoming a proficient reader in English is fraught with challenges, too.



Figure 1. The perceived importance of English reading

According to Figure 1, after using the content analysis, the current study concluded ten themes of the importance of English reading, including (1). *Gain valuable Knowledge* [P2, P3, P7], (2). *Exercise the brain* [P1, P4, P9], (3). *Improve concentration* [P3, P6, P9], (4). *Improve memory* [P3, P6, P10], (5). *Be an entertainment* [P4, P7, P10] (6). *Strengthen the ability to understand* [P1, P6, P8] (7). *Improve communication skills* [P2, P3, P5], (8). *Reduce stress* [P1, P4, P10], (9). *Improve mental health* [P2, P3, P6], and (10). *Live longer* [P6, P8, P9].

The findings revealed numerous benefits of reading in English. Firstly, they enable individuals to gain valuable knowledge and information, contributing to personal and professional growth. Engaging with written content also exercises the brain and improves concentration, enhancing cognitive abilities. Furthermore, regular reading can improve memory retention and overall cognitive function. Additionally, reading can be an entertaining pastime, offering enjoyment and relaxation.

Moreover, it strengthens the ability to comprehend complex ideas and information, improving communication skills. Furthermore, immersing oneself in a book can reduce stress and contribute to better mental health. Lastly, studies have shown that individuals who read regularly tend to live longer, highlighting the numerous physical and mental health benefits of engaging with English reading material.



Figure 2. The perceived difficulties of English reading

According to Figure 2, after using the content analysis, the current study also concluded five themes of the difficulties of English reading, including (1). *Many difficult words* [P6, P8, P7], (2). *Multiple sentence structures* [P1, P5, P6], (3). *Many technical terms* [P1, P6, P8], (4). *In-depth articles* [P5, P8, P9], and (5). *Difficult grammar* [P1, P2, P5].

These findings identified challenges encountered by students when reading in English, including the presence of numerous difficult words, complex sentence structures, technical terminology, in-depth subject matter, and intricate grammar. These obstacles may contribute to difficulties in comprehension and hinder the overall reading experience for students engaging with English written material. Recognizing and addressing these

challenges is crucial for educators to effectively support students in developing their English reading skills.

3.3. Discussion

3.3.1. Intrinsic and extrinsic findings

The present study's findings contribute valuable insights into English education, particularly in the Cambodian context, specifically focusing on English reading motivation at higher education levels. The observation that students exhibited a higher degree of extrinsic motivation in their approach to reading in English as a foreign language holds significant implications for educators and policymakers.

One noteworthy aspect of the findings is the prevalence of extrinsic motivation among students. The fact that students are primarily motivated by external factors, such as fulfilling assigned tasks like study assignments or homework provided by lecturers, suggests a potential need for a closer examination of the learning environment and instructional approaches within higher education institutions in Cambodia.

This emphasis on extrinsic motivation could prompt educators to reassess the strategies to cultivate a genuine interest and passion for reading in English. While fulfilling assignments is undoubtedly an essential aspect of academic engagement, an overreliance on extrinsic motivators may hinder the development of intrinsic motivation, which stems from personal interest and enjoyment in the activity. Therefore, balancing extrinsic and intrinsic motivators may be crucial in fostering a more holistic and enduring approach to English reading.

Additionally, the study's findings may raise questions about the broader educational system and its alignment with promoting a love for learning, especially in the context of foreign language acquisition. It prompts educators and policymakers to explore ways to enhance students' intrinsic motivation, creating an environment that encourages voluntary reading in English beyond the confines of academic requirements.

Furthermore, the identified pattern of extrinsic motivation might be linked to more prominent socio-cultural factors or specific challenges within the educational system in Cambodia. Further research could delve into these aspects to provide a more comprehensive understanding of the dynamics influencing students' motivation for reading in English.

3.3.2. T-test findings

As indicated by inferential statistics, the absence of statistically significant differences in reading motivation levels between male and female students suggests a similarity in how both genders perceive reading in English as a foreign language. This finding has several implications and prompts further research discussion.

Firstly, the results challenge traditional assumptions or stereotypes regarding gender differences in language learning motivation. Historically, there have been perceptions that males and females may approach language learning differently, with potential variations in interest or motivation. However, the current study's findings suggest

a more nuanced understanding, highlighting the need to move beyond generalized assumptions.

One possible interpretation of these results is that external factors, such as teaching methods, curriculum design, or the overall learning environment, may substantially shape students' motivation more than gender-related factors. It could be that the instructional strategies employed in the learning context effectively promote reading motivation universally, irrespective of gender.

Additionally, these findings may have practical implications for educators and curriculum developers. If there are no significant gender-based differences in reading motivation, resources, and interventions designed to enhance motivation could be implemented universally without the need for gender-specific tailoring. This approach could potentially lead to more efficient and equitable educational outcomes.

However, it is crucial to acknowledge potential limitations in the study. For instance, the sample size, demographics, or cultural context might influence the generalizability of the results. Future research could explore these aspects in greater detail to provide a more comprehensive understanding of the factors influencing reading motivation in English as a foreign language.

3.3.3. Suggested teaching techniques

The observed effectiveness of the articulation and sharing strategy can be attributed to several factors. Firstly, articulating one's understanding requires active engagement with the material, promoting deeper cognitive processing. Additionally, sharing insights with peers fosters community and collaboration, creating a supportive learning environment. This communal aspect contributes to a positive feedback loop, further reinforcing students' reading motivation.

Implications for Educators: Educators are encouraged to extensively incorporate the articulation and sharing strategy in their English reading instruction. Educators can create opportunities for students to articulate their thoughts and share their understanding of the text by integrating collaborative activities, such as group discussions, peer presentations, and reflective writing. These activities not only enhance motivation but also contribute to the development of critical thinking and communication skills.

3.3.4. Importance of English reading

The investigation uncovered a myriad of advantages associated with engaging in English reading. Primarily, it facilitates the acquisition of valuable knowledge and information, fostering personal and professional development. Active involvement with written content is a cognitive exercise and enhances concentration, ultimately augmenting cognitive abilities. Consistent reading habits correlate positively with improved memory retention and overall cognitive function. Furthermore, the act of reading provides an enjoyable and relaxing pastime.

It also fortifies the capacity to comprehend intricate ideas and information, refining communication skills. The immersive experience of delving into a literary work is also identified as a potential stress-reduction mechanism, contributing to enhanced mental well-

being. Finally, empirical evidence indicates that individuals who engage in regular reading tend to exhibit an extended lifespan, underscoring the manifold physical and mental health benefits associated with the consumption of English reading material.

3.3.5. Difficulties of English reading

The investigation delineated various challenges students face while reading in English, encompassing the prevalence of many intricate lexical items, intricate sentence structures, technical jargon, profound subject matter, and complex grammatical constructs. These impediments potentially engender comprehension difficulties, impeding the holistic reading experience for students engaged with English written materials. Acknowledging and ameliorating these challenges assumes paramount significance for educators, as it informs the imperative need to facilitate students' adept development of their English reading skills.

4. CONCLUSION AND RECOMMENDATIONS

In conclusion, the study revealed several significant findings regarding students' engagement with English reading. Firstly, it identified a higher level of extrinsic motivation among students when reading in English, emphasizing the role of external factors in influencing their reading behavior. Additionally, the research indicated no discernible perception of English reading based on gender, highlighting the parity in attitudes towards reading in English across male and female students. Furthermore, the study underscored the applicability of diverse motivational techniques to support students' English reading endeavors, suggesting the need for tailored strategies to cater to individual preferences and learning styles. Moreover, the research emphasized the importance of English reading proficiency in the academic and professional spheres, elucidating the multifaceted benefits of strong English reading skills. Lastly, the study identified and expounded upon the challenges and difficulties students encounter when engaging with English reading material, shedding light on the barriers that may impede their reading comprehension and overall reading experience. These findings contribute valuable insights to the discourse on English reading motivation, perceptions, and student challenges, informing educators and stakeholders in developing targeted interventions and support mechanisms.

The study's implications underscore the collective responsibility of educators, administrators, and policymakers in fostering and enhancing students' motivation to read English. The findings emphasize the importance of implementing targeted interventions and support mechanisms to bolster students' intrinsic and extrinsic motivation towards English reading, empowering them to navigate their academic pursuits and excel at higher education levels. Furthermore, the study's recommendations for future research underscore the need for expanded investigations encompassing larger and more diverse sample sizes and employing varied research designs to corroborate and extend the current findings. Such endeavors hold the potential to yield a more comprehensive understanding of English reading motivation among students, paving the way for nuanced and contextually relevant strategies to promote and sustain their reading engagement and proficiency.

Finally, while this study has provided valuable insights into [topic], it is essential to acknowledge its limitations. One notable constraint is the relatively small sample size, which may impact the generalizability of the findings. The limited number of participants might not fully capture the diversity within the target population, potentially constraining the external validity of the results. Future research endeavors should prioritize the inclusion of a more extensive and diverse sample to enhance the robustness and applicability of the study's conclusions. Additionally, expanding the sample size could facilitate a more comprehensive exploration of [specific aspects] and contribute to a more nuanced understanding of the phenomenon under investigation.

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