



Research Article

Motivational Drivers in English for Academic Purposes: Teaching, Texts and Tasks

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Abstract

This paper explores the motivational factors that enhance student engagement in English for Academic Purposes (EAP) reading, focusing on its significance in equipping learners with essential academic skills, particularly in context of Tribhuvan University, Nepal. Using a basic qualitative approach, the research utilized semi-structured interviews with four experienced English teachers to understand the challenges and strategies influencing learner motivation. The findings revealed that well-structured texts, alignment with academic goals, and the integration of visuals significantly boost engagement, while reliance on alternative resources and complex academic texts pose challenges. Effective teaching strategies, such as scaffolding, first-language explanations and interactive tasks, were highlighted as crucial for fostering motivation. Furthermore, aligning assessments with classroom activities was found to build trust and sustain student effort. The study highlights the role of instructional practices and contextual factors in shaping learner motivation and offers practical implications for improving EAP instruction. By emphasizing relevance, interactivity and support, this research contributes to enhancing teaching strategies and addressing motivational gaps in EAP settings. Future studies are recommended to explore learner perspectives and the long-term effects of these strategies on academic engagement and proficiency.

Keywords: English for academic purposes (EAP), motivation, assessment alignment, learner engagement, text structure, visuals.

Introduction

English for Academic Purposes (EAP) is a specialized branch of English language teaching that focuses on helping learners effectively communicate within academic environments. English for Academic Purposes can be defined quite simply as “teaching of English with the specific aim of helping learners to study, conduct research or teach in that language” (Flowerdew & Peacock, 2001, p.

8). EAP integrates various domains, practices, and study skills instruction, while also incorporating numerous characteristics and principles of general English. In fact, “EAP has emerged out of the broader field of ESP, a theoretically and pedagogically eclectic parent, but one committed to tailoring instruction to specific rather than general purposes” (Hyland & Hamp-Lyons, 2002, p. 2). It prioritizes tailoring instruction to meet the needs of learners

who must navigate academic settings where English is the primary medium of instruction.

The primary objective of EAP is to equip students with the ability to communicate effectively in academic settings. This requires an understanding of the specific communicative demands of these environments. EAP involves language research and teaching that focuses on the unique communicative needs and practices of specific academic groups. This approach emphasizes preparing students with the necessary skills to engage successfully in distinct academic and cultural contexts.

EAP is considered one of the two main branches of English for Specific Purposes (ESP), with the other being English for Occupational Purposes (EOP). Both branches can be further categorized based on the specific disciplines or professions they address. For example, EAP can be divided into areas such as English for Mathematics, English for Business, English for Pilots, English for Economics, and English for Bank Managers.

EAP emerged from the broader field of English for Specific Purposes (ESP) as the primary domain for scholars whose work is dedicated exclusively to academic contexts, although some continue to engage with both ESP and EAP. Contemporary EAP focuses on teaching English within academic settings across all age and proficiency levels. It adopts interdisciplinary approaches to research methods, theories, and practices. The field aims to explore the structures and meanings of academic texts, the communicative demands of academic contexts, and the pedagogical approaches needed to develop these communicative competencies (Hyland & Hamp-Lyons, 2002).

Most classroom studies on reading, particularly within EAP (English for Academic Purposes), have primarily focused on the development of reading skills. Flowerdew and Peacock (2001) identified several macro and micro-reading skills essential for EAP students. Macro-skills involve utilizing prior knowledge to comprehend new material and integrating new information into existing schemas. Key micro-skills include identifying logical relationships, definitions, generalizations, examples, explanations, and predictions, as well as distinguishing between fact and opinion. Developing these skills requires extensive reading practice, which, in turn, depends on strong and sustained motivation.

Shifting the focus to textual elements rather than readers in L2 reading, Hauptman (2000) argued that the traditional perspective, which considers language features (such as grammar and vocabulary) and text length as primary factors determining the ease or difficulty of L2 reading texts, is inadequate. The applied linguistics literature has placed significant emphasis on the role of motivation in EAP

reading. Both educational psychologists and ELT practitioners have highlighted its critical importance in L2 EAP reading. As Eskey (1986) observes:

For any approach to teaching to succeed, no matter how true to the latest "scientific principles," it must take into account the real needs and desires of learners - that rather loosely defined cluster of goals, inclinations, and biases which we call "motivation"- and we must therefore give some thought to what motivates people to read, or not to read, anything. (p. 3)

While learners may have diverse motivations for reading, at the level of the learning situation, they often share similar learning needs that must be addressed to maintain their effort in reading. Exploring learners' perspectives on how they believe they could be more engaged in EAP reading would be valuable.

At Tribhuvan University in Nepal, English courses beyond the freshman year are generally excluded from the curriculum for non-English majors. As students' progress to specialized courses, their studies focus exclusively on their content areas, with English playing a minimal role unless they are specializing in the subject. Despite its reduced curricular presence, English remains crucial for academic success in various non-language disciplines. Many specialized courses rely on English textbooks written for native speakers, yet instruction often takes place in students' first language. As a result, extensive English texts become the primary medium for understanding complex concepts and theories, posing a significant challenge for Nepalese undergraduates transitioning to university. While highly motivated students gradually develop advanced reading skills, their spoken and written English may remain limited. Conversely, many students lose confidence, interest, and momentum, turning instead to translations, summary notes, or exam-oriented materials which hampers their English proficiency. Ironically, one goal of using English texts in content-area courses is to strengthen students' EFL reading skills.

The study aims to explore the motivational factors that enhance student engagement in English for Academic Purposes (EAP) reading. By examining teacher perspectives, the study seeks to identify the pedagogical conditions and strategies that foster learner motivation, address challenges and support effective reading practices.

Theoretical Underpinning

This study focuses on second language motivation as a key factor influencing language learning. Motivation is understood as an internal drive that energizes and sustains goal-directed behavior. It encompasses integrative and instrumental orientations, with integrative motivation reflecting a desire to connect with the target language

community. Second language motivation research also considers situational and task-specific dimensions, addressing social, personal, and educational contexts. Recent perspectives emphasize the dynamic and context-sensitive nature of motivation, particularly within task-based learning frameworks, highlighting its practical implications for language education.

Perspectives on Second/Foreign Language Motivation

Motivation has been a focus of interest for educational psychologists since the early 1930s. While researchers have offered diverse definitions and explanations of motivation, there is broad agreement that its essence lies in understanding why individuals choose one action over another and pursue it with significant energy or frequency (Toure-Tillery & Fishbach, 2014). For example, a motivated student demonstrates persistence when faced with challenging problems, maintains intense focus on tasks, and strives to improve without being distracted by unrelated activities.

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2007, p. 51). According to Brown (2007), motivation is "a term that is used to define the success or the failure of any complex task" (p.152). It is considered responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001, p.8). Ryan and Deci (2000, p. 54) explain that "to be motivated means to be moved to do something." Unlike unmotivated individuals who lack impetus and inspiration, motivated people are energized and committed to completing tasks. Williams and Burden (1997, p. 111) highlight "interest, curiosity, or a desire to achieve" as core elements of motivation but argue that sustaining this interest requires additional time, energy, and effort to achieve goals.

Motivation has long been recognized as one of the most critical factors influencing L2 learning. Earlier L2 motivation studies, particularly those before the 1990s, were heavily shaped by Gardner's socio-educational theory (1985), which differentiated between integrative and instrumental orientations. Integrative motivation was seen as a more influential factor in predicting L2 success. More recently, research in applied linguistics has shifted focus to encompass broader social contexts and situational factors relevant to L2 classrooms (Crookes & Schmidt, 1991; Dörnyei, 2001; Oxford, 1994), enabling theories to be more applicable and meaningful to educators in diverse settings.

In exploring classroom characteristics influencing L2 motivation, Crookes and Schmidt (1991) introduced theories from educational psychology, analyzing motivation across four levels: micro, classroom, syllabus, and long-term, out-of-class levels. Similarly, Dörnyei (1990) expanded L2 motivation to include learner and

learning situation levels alongside language-level considerations, reflecting social, personal, and educational dimensions. These perspectives have enriched motivation research, offering new insights and directions.

More recent studies by Dörnyei and his collaborators (Dörnyei & Kormos, 2000; Dörnyei, 2002) have situated L2 motivation within the task-based research paradigm. Their findings suggest that situation-specific motives have a greater impact on task engagement than general motives. In second or foreign language acquisition, motivation can be understood as the learner's incentive, need, or desire to learn the language. Dulay, Burt, and Krashen (1982) identify three types of motivation influencing language acquisition: integrative, instrumental, and social group identification.

For Gardner (2001, p. 5), 'integrativeness'-the desire to learn a language to "come closer to the other language community"- has remained a central concept in language learner motivation, shaping theoretical research and teaching practices. Building on this foundation, Dörnyei (1990) emphasized the importance of integrating social, personal, and educational dimensions into L2 motivation research. Current studies continue to explore motivation within task-based learning frameworks, highlighting its evolving nature and practical implications for language education (Dörnyei, 2002).

The Objectives

Motivation plays an integral role in the process of learning to read and reading to learn since the absence of students' willingness to read makes any reading instruction almost ineffective. The primary objective of this study is to explore the motivational drivers that enhance student engagement in English for Academic Purposes (EAP) reading. Specifically, the research aims to investigate how the alignment of teaching methods, text design and task relevance contributes to sustaining motivation and improving reading practices. Specifically, the study aims to understand teacher perspectives on the pedagogical conditions that enhance learner motivation for EAP reading. Using semi-structured interviews, the study seeks to gather in-depth insights into the experiences of teachers and how different instructional strategies impact learner motivation. Ultimately, the study aims to provide recommendations that can help educators create more engaging and motivating environments for EAP learners, fostering a deeper engagement with academic texts.

Methodology

The study adopted a basic qualitative descriptive design, utilizing open-ended questions to gather in-depth insights from the participants. Qualitative descriptive design is a research approach aimed at providing a straightforward, detailed, and accurate summary of a phenomenon as experienced by individuals in a specific context. It is

particularly useful when the goal is to explore participants' perspectives, experiences or perceptions in a manner that stays close to their original expressions. This design relies on data collection methods such as interviews, focus groups or observations, often using open-ended questions to gather rich, descriptive data. The emphasis is on staying true to the participants' voices and presenting findings in a manner that is accessible and grounded in the real-world context of the study.

Participants

The participants comprised four English teachers from management campuses of Tribhuvan University (TU) with extensive experience teaching reading in English content-area textbooks. These teacher participants, each with over a decade of teaching experience, were purposively selected for their expertise. Data were gathered through semi-structured interviews, which were audio-recorded and carefully analyzed to extract insights into effective pedagogical strategies and motivational factors in EAP instruction.

Data Collection

This study utilized a qualitative descriptive design, employing open-ended questions to gain in-depth insights from participants. Four experienced English teachers from different management campuses of Tribhuvan University (TU), Kathmandu, were purposefully selected. Each participant had over 12 years of experience teaching reading strategies for English content-area textbooks. Semi-structured interviews were conducted to explore their experiences in teaching EAP reading. The interviews were audio-recorded and thoroughly reviewed multiple times to identify factors that supported students in maintaining their efforts and fostering motivation in EAP contexts.

Findings and Discussion

This section presents the key findings from the study, focusing on the challenges and motivational factors influencing students' engagement with English for Academic Purposes (EAP) reading. The analysis highlights recurring issues such as the complexity of academic texts, reliance on secondary resources, motivational gaps, and the impact of teaching methodologies and text organization. Additionally, the discussion explores strategies that foster student motivation, including integrating relevant materials, promoting active involvement, and enhancing curriculum design.

Challenges in EAP Reading

Despite differences in campuses, teachers observed common obstacles to effective EAP reading. P1 highlighted the complexity of academic texts, explaining, "Students often struggle with technical vocabulary and the dense structure of academic writing, which limits their comprehension." P2, teaching at campus A, (a Tribhuvan University's constituent campus) pointed out the over-

reliance on alternative resources stating, "Many students rely on summaries or translations instead of engaging with the original texts. This stems from a lack of confidence in their language abilities and inadequate reading strategies." P3, at a campus affiliated with TU, identified motivational gaps, noting, "Students often view EAP reading as a chore rather than a learning opportunity. This lack of training in reading strategies further disengages them."

Teachers identified common challenges in EAP reading, including the complexity of academic texts, reliance on summaries due to inadequate reading strategies, and motivational gaps. P1 highlighted difficulties with technical vocabulary and dense structures, supported by Hyland (2006), while P2 noted students' avoidance of original texts, aligning with Grabe's (2009) findings on confidence and strategy deficiencies. P3 emphasized the role of intrinsic motivation and strategy training, echoing Dornyei (2001) and Carrell (1989). These insights underline the need for EAP instruction that addresses linguistic hurdles, fosters independent reading strategies, and enhances motivation.

Motivation in EAP Reading

Motivation in EAP reading is influenced by a combination of factors, including the design of the texts, the use of visuals, and the methodologies employed by teachers. By addressing these areas effectively, educators can create an engaging learning environment that fosters student motivation and enhances their ability to navigate academic texts. These findings underline the importance of tailoring EAP instruction to the specific needs and preferences of learners.

Building Motivation in EAP

Teachers identified several key factors that influence student motivation in EAP reading. P1 emphasized the importance of relevance, stating, "Students are more motivated when the texts are directly linked to their course objectives or exam requirements. Clear relevance to their academic goals plays a vital role in sustaining their interest." Similarly, P2 highlighted the role of interactive activities, noting, "Engagement increases when texts are accompanied by activities like discussions or group tasks. This way, they feel more involved in the learning process." P4 pointed out the practical applications of EAP content, explaining, "Simplified explanations and a focus on practical applications make a big difference. When students see how the content is useful in their future careers, they are more willing to read."

Teachers emphasized that relevance, interactive engagement, and practical application are central for motivating students in EAP reading. Aligning texts with academic goals enhances commitment (Dornyei, 2001), while interactive activities like group discussions foster involvement, reflecting Vygotsky's (1978) social constructivist approach. Practical applications, such as

simplified explanations and real-world connections, further boost engagement, as supported by Hyland (2006). These findings present the need for EAP instruction that integrates relevance, collaboration and practicality to sustain student motivation.

Impact of Text Structure and Organization

The structure and organization of EAP texts were unanimously seen as significant factors in student motivation. P1 remarked, "When the texts are well-organized with clear headings and subheadings, students find it easier to navigate. A logical flow of ideas helps them stay focused." P2 added, "Texts with consistent formatting and clear layout make students feel less intimidated. If they can predict where to find information, they approach the texts more confidently." Similarly, P4 stated, "When the content is jumbled or overly complex, students lose interest quickly. A structured format that highlights key points is essential." A well-structured format promotes students' engagement and motivation.

The structure and organization of EAP texts are integral for motivating students, as clear headings, subheadings, and logical flow help sustain focus by aiding navigation (Grabe, 2009). Consistent formatting and predictable layouts reduce intimidation and boost confidence by enhancing readability (Koda, 2005). Poorly organized or overly complex texts, as noted by P4, lead to disengagement, underscoring the importance of structured formats that highlight key points to maintain accessibility and interest (Hyland, 2006).

Role of Visual Elements

Visual elements, such as graphs, tables, and illustrations, were found to significantly enhance student willingness to engage with EAP texts. P1 noted, "visual elements significantly enhance comprehension. Graphs and tables help students grasp complex ideas quickly and make the reading process more interactive." P2 observed, "students often prefer visuals because they break up the monotony of dense text. Illustrations make the content less daunting and more engaging." P3 emphasized their utility and stated "the use of visuals is crucial, especially for students who struggle with dense academic language. It provides them with alternative ways to process and understand the information."

The integration of visual elements, such as graphs, tables, and illustrations, significantly enhances student engagement and comprehension in EAP reading. Visuals simplify complex concepts, break the monotony of dense texts and provide alternative pathways for understanding, especially for students struggling with academic language. These findings align with Mayer's (2009) multimedia learning theory, which highlights the role of visuals in complementing textual content for better information retention, and Hyland's (2006) emphasis on reducing cognitive overload through visual aids. Tufte (2001) also

supports the use of well-designed visuals to present information in a more digestible and engaging format.

Influence of Teaching Methodology

Teachers also highlighted the pivotal role of teaching methodology in motivating students. P1 explained, "Using the first language sparingly to explain difficult concepts can make a huge difference. It reduces anxiety and helps students understand the material better." P2 stressed the importance of highlighting key points, saying, "Highlighting key points during teaching sessions motivates students to focus on what's important in the texts. It also guides them on how to approach their reading." P3 advocated for diverse strategies, stating, "A mix of strategies, such as scaffolding, summarizing key ideas, and using relatable examples, keeps students engaged and motivated to read."

The choice of teaching methodology significantly influences student motivation in EAP reading. P1 emphasized the strategic use of the first language (L1) to explain complex concepts, which alleviates anxiety and enhances comprehension, aligning with Cook's (2001) view that L1 can be a valuable resource in language classrooms. P2 highlighted the importance of emphasizing key points to focus learners' attention and guide their reading approach, consistent with Brown's (2007) emphasis on directing attention to essential material. P3 advocated for diverse strategies, such as scaffolding, summarizing, and using relatable examples, reflecting Vygotsky's (1978) concept of scaffolding, which provides temporary support to facilitate learning.

Pedagogical Practices in EAP Reading

Teachers emphasize the importance of fostering engagement through interactive tasks, aligning assessments with classroom teaching and directly addressing students' reliance on secondary sources. By implementing these practices, they aim to create a supportive learning environment that motivates students to engage deeply with EAP materials and develop essential academic skills.

Encouraging Active Engagement in EAP Reading Activities

Teachers employ various methods to actively engage students in EAP reading. P1 shared, "I design interactive reading tasks that require students to collaborate, such as group discussions or presentations. This way, they feel accountable and become more engaged." P2 emphasized the importance of feedback, explaining, "Providing immediate feedback and praising students' efforts works well. I also use relatable examples from their fields of study to make the texts more relevant and interesting." P3 focused on managing complexity, stating, "I encourage students by setting small, achievable goals for their reading tasks. Breaking down complex texts into manageable sections helps them stay motivated and reduces anxiety."

Teachers use strategies such as collaboration, feedback, and manageable tasks to enhance student engagement in EAP reading. P1 emphasized interactive tasks like group discussions to promote accountability, reflecting Vygotsky's (1978) view that peer interaction enhances learning. P2 highlighted the role of immediate feedback and relatable examples, aligning with Brookhart's (2008) assertion that timely feedback deepens motivation. P3 focused on reducing anxiety by breaking texts into smaller goals, consistent with Dornyei's (2001) emphasis on setting attainable objectives to sustain confidence.

Role of Assessments and Classroom Teaching Alignment

The alignment between assessments and classroom teaching plays a significant role in motivating students to engage with EAP materials. P1 observed, "Assessments that are closely aligned with classroom activities motivate students to focus on the materials covered in class. When they know that exams will test what they have learned, they are more likely to engage with the readings." P2 added, "Students are more motivated when assessments reflect the key points discussed during lessons. I make sure the exam questions emphasize understanding rather than rote memorization." Similarly, P4 emphasized trust-building through alignment, stating, "Alignment between teaching and assessment is critical. When students see a clear connection between what is taught and what is assessed, it builds trust and encourages consistent effort."

The alignment between assessments and classroom teaching was identified as a crucial factor in motivating students to engage with EAP materials. P1 emphasized that assessments aligned with classroom activities encourage students to focus on materials covered in class, resonating with Washback theory (Alderson & Wall, 1993), which highlights the positive impact of well-aligned assessments on teaching and learning. P2 added that assessments reflecting key points from lessons motivate students by emphasizing understanding rather than rote memorization. This aligns with Brown's (2007) advocacy for assessments that promote critical thinking and comprehension. P4 noted that alignment builds trust, reinforcing students' consistent efforts. This is consistent with Bachman and Palmer's (2010) emphasis on fairness and validity in language assessments to support learner confidence and motivation.

Addressing the Issue of Reliance on Summaries or Translations

Teachers also highlighted strategies to tackle students' reliance on summaries or translated versions of texts. P1 explained, "I emphasize the limitations of summaries and translations, explaining how they often omit critical details. I also integrate reading comprehension tasks into the curriculum to encourage students to rely on original texts." P2 shared a practical approach, stating, "To discourage reliance on summaries, I design classroom activities that

require students to reference specific sections of the original text, such as finding evidence to support arguments." P3 focused on building confidence, saying, "I address this issue by providing guided reading sessions where I help students navigate difficult texts. This builds their confidence and reduces their dependence on external aids."

Teachers discussed strategies to reduce students' dependence on summaries and translations, focusing on critical engagement with original texts. P1 highlighted the limitations of summaries and emphasized integrating reading comprehension tasks to encourage reliance on original materials, a practice supported by Grabe (2009), who advocates for activities that promote deeper interaction with texts. P2 employed classroom tasks requiring students to reference specific sections of the text, reflecting Carrell's (1989) suggestion that targeted reading activities enhance comprehension and critical engagement.

Teacher and Student Interactions in EAP Reading

Teacher-student interactions play a vital role in fostering students' motivation and confidence, as well as in balancing language instruction with the development of academic reading skills. By creating a supportive environment, setting realistic goals, and integrating language skills into academic reading, teachers help students navigate the complexities of EAP reading effectively and build their confidence as learners.

Enhancing Confidence in EAP Reading

Teachers use a variety of strategies to support students who struggle with confidence or motivation in EAP reading. P1 highlighted the importance of creating a supportive environment, stating, "I create a safe learning environment by encouraging questions and avoiding overly critical feedback. Building trust and showing empathy go a long way in helping students feel more confident." P2 emphasized setting achievable goals, explaining, "Setting realistic, short-term goals helps students see their progress. I also praise their efforts publicly, which boosts their morale and motivates them to continue engaging with the texts." P3 focused on personalized support, noting, "I provide personalized support by identifying the specific issues students face, such as vocabulary gaps or difficulty understanding complex sentences. Tailored feedback and additional resources have been effective in rebuilding their confidence."

Teachers stressed the importance of building confidence and motivating students through supportive practices, emphasizing a safe learning environment, achievable goals, and personalized support. P1 highlighted fostering trust by encouraging questions and avoiding overly critical feedback, aligning with Dörnyei's (2001) emphasis on positive learning environments. P2 advocated setting achievable goals and praising efforts, reflecting Vygotsky's (1978) view that incremental achievements enhance

motivation. P3 underscored tailored support to address specific challenges, such as vocabulary gaps, resonating with Carrell's (1989) findings on targeted feedback. These strategies collectively highlight the value of a student-centered approach to EAP reading.

Balancing Language Skills and Academic Reading

Abilities

Balancing the teaching of language skills (e.g., grammar, vocabulary) with academic reading development is a critical aspect of EAP instruction. P1 described an integrated approach, stating, "I integrate language skills into reading tasks, such as highlighting grammar and vocabulary in context. This way, students learn language elements while improving their reading comprehension." P2 shared a step-by-step approach, explaining, "Balancing the two is crucial. I often design lessons that start with a focus on language skills and gradually transition to analyzing the academic texts. For instance, I might teach key vocabulary before discussing a reading passage." P3 also stressed the importance of integration, mentioning, "I use an integrated approach where students analyze texts for both content and language. For example, while discussing an academic article, I point out sentence structures and key grammatical patterns to enhance their understanding of the text."

Balancing the teaching of language skills and academic reading abilities is essential in EAP instruction. P1 emphasized contextualizing grammar and vocabulary within reading tasks, aligning with Grabe and Stoller's (2002) view that integrating language and reading enhances development. P3 stressed the dual focus on content and language, highlighting the value of teaching grammar and sentence structures in context. Together, these strategies emphasize integrated instruction to develop both linguistic competence and academic literacy.

Reflective and Forward-Looking Perspectives on EAP Reading

The reflections and suggestions provided by teachers from various campuses in the Kathmandu Valley emphasize the need for curricular enhancements that include authentic, interactive content and collaborative activities. Moreover, fostering student involvement in tasks and creating a supportive learning environment are key to sustaining motivation. Their forward-looking advice aims to equip new EAP teachers with effective strategies to motivate students and help them engage meaningfully with academic texts.

Improving the EAP Curriculum to Enhance Student Motivation

Teachers offered several suggestions on how to make the EAP curriculum more motivating for students. P1 emphasized the importance of relevance, stating, "The curriculum should include more authentic, real-world materials that are relevant to students' fields of study. This

will make the reading tasks more engaging and practical, showing students the real-life applications of what they're learning." P2 suggested incorporating digital content, noting, "I think incorporating more interactive and digital content, such as online articles and multimedia resources, would be beneficial. It would make the reading process less monotonous and more appealing, especially for younger learners." P3 focused on collaboration, explaining, "The curriculum could be improved by integrating more task-based and collaborative activities. Students often find value in working with peers, and these interactions can make reading more enjoyable and motivating."

Teachers emphasized curriculum enhancements to make EAP reading more engaging, focusing on authentic materials, digital content, and collaborative activities. P1 advocated for using real-world materials linked to students' fields, aligning with Hyland's (2006) emphasis on authenticity to boost engagement. P2 suggested incorporating digital and interactive resources to reduce monotony, consistent with Mayer's (2009) multimedia learning theory, which highlights the benefits of digital tools for interactive learning.

Impact of Student Involvement in Tasks on Motivation to Read

Student involvement in tasks was highlighted as a key factor in maintaining motivation. P1 shared, "Student involvement in tasks is crucial for maintaining motivation. When students actively participate in activities related to the reading material, they feel a sense of ownership, which keeps them motivated." P2 agreed, adding, "Involvement in tasks definitely helps. It shifts the focus from passive learning to active engagement, which makes students more willing to explore the texts deeply rather than just skimming through." P3 stressed the importance of meaningful tasks, stating, "I believe that involving students in tasks related to the readings makes the process more dynamic. However, it's important that the tasks are meaningful and connected to their academic goals, otherwise, the motivation effect diminishes."

Teachers identified student involvement in reading tasks as a crucial factor for maintaining motivation. P1 emphasized that active participation fosters a sense of ownership, encouraging sustained motivation. This finding aligns with Deci and Ryan's (1985) self-determination theory, which stresses the role of autonomy in fostering intrinsic motivation. P2 echoed this, highlighting how active engagement shifts students from passive learners to active participants, encouraging deeper exploration of texts. P3 added that meaningful tasks directly connected to academic goals enhance motivation, aligning with Dornyei's (2001) focus on goal-oriented learning, which suggests that relevance and meaningfulness are essential for sustaining engagement in academic reading.

Advice for New EAP Teachers to Address Motivational Issues

Teachers also provided valuable advice for new EAP instructors to better understand and address motivational issues in the classroom. P1 advised, "My advice would be to get to know your students' interests and backgrounds. Understanding what they find relevant or interesting helps in choosing materials that will motivate them to read." P2 highlighted the importance of a supportive environment, noting, "New teachers should focus on creating a supportive classroom environment. Encouragement and praise can go a long way in boosting students' confidence, which is key to motivating them." P3 suggested breaking down tasks, stating, "I would suggest starting small—break reading tasks into manageable parts and celebrate small successes. Also, make use of a variety of activities so students remain engaged and don't feel overwhelmed by academic texts."

Teachers emphasized practical strategies for new EAP instructors to address motivational challenges, including understanding students' interests to select relevant materials (Brown, 2007), creating a supportive classroom environment to boost confidence through positive social interactions (Vygotsky, 1978), and breaking tasks into manageable parts while celebrating small successes to reduce overwhelm (Carrell, 1989). These approaches collectively offer a learner-centered framework for enhancing motivation in EAP classrooms.

Conclusions

Motivation plays a pivotal role in language learning, particularly in English for Academic Purposes (EAP), where learners face complex texts and demanding academic requirements. This study aimed to explore the motivational factors that influence student engagement in English for Academic Purposes (EAP) reading, with a focus on identifying effective teaching strategies and pedagogical conditions that foster motivation. Using a qualitative descriptive approach, semi-structured interviews with four experienced EAP teachers from Tribhuvan University provided insights into the challenges and strategies that shape learner motivation. The findings highlight several key factors, such as the importance of well-structured texts, relevance to academic goals, integration of visuals and interactive teaching strategies like scaffolding and first-language explanations. Teachers also emphasized aligning assessments with classroom activities to build trust and sustain effort. Conversely, challenges such as complex texts, over-reliance on alternative resources and motivational gaps were identified as barriers to effective engagement.

The study contributes significantly to the discourse on L2 motivation by emphasizing the situational and instructional factors that drive learner engagement in EAP contexts. The findings enrich theoretical perspectives, particularly on task

relevance and interactivity, the reliance on teacher perspectives. Practical implications include actionable strategies for educators, such as designing relevant and visually appealing materials, fostering interactive learning environments and aligning assessments with instructional goals. Future research should incorporate diverse learner perspectives, explore the longitudinal impacts of motivational strategies and investigate EAP practices in different educational contexts to refine motivational frameworks and enhance EAP instruction.

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