

# Innovations

## Effects of Integrated Reading Approach on Students' Reading Motivation: The Case of Grade 11 Students

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**Abstract:** *Low reading motivation among students significantly hinders their academic progress and engagement with reading materials. This study investigates the effects of an integrated reading approach on the reading motivation of secondary school students over a 16-week semester. Conducted at Bariso Dukale Secondary School in Bule Hora, the study involved 106 grade 11 students who were conveniently assigned to two groups: an experimental group (N = 54) and a comparison group (N = 52) using a quasi-experimental design. The experimental group received 40 minutes of integrated reading instruction weekly, incorporating both extensive reading (for pleasure and exposure to diverse texts) and intensive reading (detailed analysis of selected texts), along with access to supplementary materials aimed at enhancing engagement and motivation. In contrast, the comparison group continued with conventional reading methods focused on rote learning and standard texts. The study assessed the intervention's effects through pre- and post-tests, including a reading motivation questionnaire, and collected qualitative data via interviews with 11 students from the experimental group. Data analysis employed independent-samples and paired-samples t-tests, revealing a significant increase in reading motivation within the experimental group ( $p = 0.000$  for both tests). Qualitative feedback corroborated these findings, with many participants expressing a positive perception of the integrated approach. These results suggest that incorporating extensive reading into traditional instruction can significantly enhance reading motivation among secondary school learners. The study underscores the potential benefits of such an integrated approach*

*and recommends further research to validate these outcomes across diverse educational contexts.*

**Keywords:** *Extensive reading, integrated reading approach, intensive reading, reading motivation*

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## **1. Introduction**

### **1.1 Background of the Study**

English has emerged as a global lingua franca, impacting education, science, and international relations (Murray & Christison, 2011). It has transformed into a "global commodity" or "World English," reflecting its integration into various linguistic contexts (Richards, 2003). In Ethiopia, English was adopted in the 1940s, transitioning from Arabic and French to align with American and British educational models (Daniel & Abebayehu, 2006). Despite being a core part of the curriculum from grade 9 onward, regional disparities in proficiency persist, with ongoing challenges in daily use and support, even as efforts to extend instruction to earlier grades continue (Ministry of Education, 2018; UNESCO, 2022).

Reading is essential for mastering English, contributing to language proficiency, vocabulary development, and academic success. Insufficient reading skills can lead to misunderstanding and hinder academic progress (Snow, 2002). Definitions of reading encompass decoding and interpreting text (Grabe, 2009) as well as understanding meaning through sensory modalities (Concise Oxford Dictionary, 1990). Effective reading involves cognitive processes such as visual decoding, auditory processing, and memory retrieval (O'Reilly, 2013; Driscoll, 1994), requiring the synthesis of information from diverse sources, which is critical for personal growth and critical thinking (Pang et al., 2003). Integrating intensive reading (IR) with extensive reading (ER) through an integrated reading approach (IRA) can enhance proficiency, with motivation being a crucial factor in developing strong reading skills and a positive reading attitude (Grabe & Stoller, 2011).

ER emphasizes exposure to engaging, comprehensible input, which fosters language acquisition and literacy development (Krashen, 2003). It encourages self-directed enjoyment of reading materials without the pressure of using dictionaries, promoting vocabulary growth, reading fluency, and confidence (Extensive Reading Foundation, 2011). Research reveals mixed results in Ethiopia regarding ER application, with challenges like inadequate resources and low teacher motivation (Ambatchew, 2003; Tekle, 2016; Endris, 2018). In contrast, international studies show that ER significantly enhances reading comprehension and vocabulary when combined with IR, despite challenges such as limited instructional time (Suk, 2015; Bogen, 2019).

The IRA merges intensive and extensive reading to improve reading instruction effectiveness. Research supports this integration, showing improvement in reading comprehension, vocabulary acquisition, and overall proficiency (Melani & Zaim, 2017; Erfanpour, 2013). While some studies advocate for ER as a supplement to traditional IR, emphasizing the connection to textbook content, the combined approach maximizes language exposure and enhances instruction (Ambatchew, 2003; Tekle, 2016). Furthermore, motivation plays a critical role in student engagement, impacting language acquisition. Various types of motivations such as intrinsic and extrinsic, influence reading behavior, underscoring the importance of targeted motivational strategies in fostering effective reading skills (Ryan & Deci, 2000; Nardos, 2016).

## **1.2 Problem Statement**

This study aims to investigate the effects of the IRA on the reading motivation of grade 11 students in Ethiopia. Effective reading instruction is crucial for academic success; however, many Ethiopian students face challenges due to limited exposure to sustained silent reading (SSR) practice. Research has shown that inadequate application of SSR correlates with lower reading comprehension and diminished motivation among students (Gambrell et al., 2011). By exploring the potential benefits of IRA, which combines ER with IR, this study seeks to address these challenges and enhance student engagement in reading (Guthrie & Wigfield, 2000). Reading proficiency remains a critical issue, particularly in low-income countries like Ethiopia, where many students fail to achieve basic reading skills (World Bank, 2019). A significant number of Ethiopian students struggle to meet reading proficiency benchmarks, reflecting challenges that persist even in high-income contexts. These difficulties are exacerbated by socioeconomic factors, language barriers, and insufficient reading instruction, underscoring the urgent need for effective interventions to improve reading skills across various educational settings (Melani & Zaim, 2017). Although integrating ER into IR has shown promise in enhancing reading motivation, its implementation is still limited (Ali et al., 2022). While existing research has extensively examined ER and IR separately, there is a notable gap in studies assessing their combined impact in Ethiopia (Melani & Zaim, 2017; Ambatchew, 2003). This study aims to fill this gap by evaluating how IRA can enhance reading motivation among grade 11 students, providing insights into effective reading instruction strategies that could inform educational practice and foster deeper engagement with reading.

### 1.3 Purpose of the Study

This study investigates the impact of an integrated reading approach on reading motivation among grade 11 students in Bule Hora Town, West Guji Zone, Oromia Region, Ethiopia. It specifically examines how the combination of extensive and intensive reading methods influences students' motivation to read. By evaluating changes in motivation levels, the study aims to provide insights into how this integrated approach can enhance students' interest in reading, potentially leading to improved academic performance and a more positive attitude toward reading activities.

### 1.4 Hypotheses

The study formulated the following hypotheses to examine the effects of integrated reading approach on students' reading motivation:

1. **Alternative Hypothesis ( $H_1$ ):** Students who will receive instruction through integrated reading approach will significantly improve their reading motivation when compared to those who will receive instruction through conventional reading approach.
2. **Null Hypothesis ( $H_0$ ):** Students who will receive instruction through integrated reading approach will not significantly improve their reading motivation when compared to those who will receive instruction through conventional reading approach.

### 1.5 Significance of the Study

The study reveals that IRA enhances students' reading motivation, suggesting that IRA not only improves reading comprehension but also fosters a genuine interest in reading. This approach can transform conventional teaching methods and enrich students' reading experience, which can be shared with peers. For EFL educators, the study highlights the benefits of integrating ER into classroom instruction, providing actionable insights for developing and refining reading program. Additionally, it emphasizes the importance of ongoing professional development for teachers to enhance instructional quality and student outcome, offering a valuable framework for advancing reading instruction and supporting both educators and students.

### 1.6 Scope of the Study

This study examines the impact of the Integrated Reading Approach (IRA) on reading motivation among grade 11 students at Bariso Dukale Secondary School in Bule Hora Town, Oromia Region, Ethiopia, from March to June 2024 (2016 E.C.). It assesses students' reading enthusiasm using quantitative data from a reading

motivation questionnaire (RMQ) and qualitative insights from student interviews (SI). Data analysis employs SPSS Version 20.0, utilizing both descriptive and inferential statistics to summarize trends and evaluate the significance of IRA's effects, aiming to provide a comprehensive understanding of its effectiveness in enhancing students' reading motivation.

## **2. Methods and Materials**

### **2.1 Design of the Study**

Scientific research relies on dissecting the assumptions of its paradigms to ensure data coherence and reliability. Post-positivism, which incorporates ontology, epistemology, axiology, and methodology, challenges traditional positivism by acknowledging that observations are shaped by theoretical perspectives, prior knowledge, and researcher values (Denzin & Lincoln, 2005). It combines quantitative and qualitative methods, emphasizing that knowledge is provisional and socially constructed (Taylor & Lindlof, 2011). This study employed a quasi-experimental design, utilizing both quantitative and qualitative methods to assess an intervention's impact through a pre-post-test comparison. This approach, which compares outcomes between an intervention and a control group without random assignment, facilitates causal relationship assessment while addressing practical constraints (Thomas, 2020). The focus was on contextual sensitivity and methodological rigor to refine theories and ensure practical relevance (Bogen, 2019).

### **2.2 Site of the Study**

The Oromia Region serves as a culturally relevant backdrop for this study due to the researcher's local expertise and the region's consistent educational standards across Ethiopia. Its administrative complexity, encompassing 46 town districts and over 65 ethnic groups, enhances the study's broader relevance. Bule Hora Town, with a population of 27,820 and a diverse economy, is selected for its significance (Central Statistical Agency, 2021). Bariso Dukale Secondary School focuses on grade 11 students, who are at a critical stage for university preparation and face notable reading comprehension challenges (Gentry, 2006). The school's extensive resources and public status make it an ideal setting for evaluating English reading instruction and addressing common reading difficulties.

### **2.3 Participants and Sampling**

This study examines the effects of integrated reading approach on reading motivation of grade 11 students at Bariso Dukale Secondary School in Bule Hora Town, selected for its strong infrastructure and skilled educators. The study, involving a quasi-experimental design and convenience sampling, focused on 106 students out of 477, divided into experimental and comparison groups from existing

classes to meet validity and reliability requirements. Non-random sampling was used due to logistical constraints, with participants chosen based on class assignments rather than random assignment (Creswell, 2014). The experimental group consisted of 54 students and the comparison group of 52, aiming to evaluate the effectiveness of the integrated reading approach despite practical limitations (Gay et al., 2006).

#### **2.4 Data Collection Tools**

To ensure reliable data collection, the researchers reviewed and refined their assessment tools with feedback from supervisors and peers before the study. They used pre-tests to assign students to experimental or comparison group based on initial reading skills and post-tests to evaluate the impact of the integrated reading instruction. Two assessment tools were employed: the reading motivation questionnaire, adapted for Ethiopian students to measure motivation, and the student interview, which provided qualitative insights into students' personal experience and attitude. Combining RMQ and SI data through thematic analysis allowed for an inclusive evaluation of the intervention's efficacy in improving students' reading motivation and skills.

#### **2.5 Data Collection Procedure**

The research process employed quantitative and qualitative methods to thoroughly evaluate the intervention's impact. Students in both the experimental and control groups initially completed pre-tests on reading motivation to establish baseline data and ensure proper group assignment (Creswell, 2014). After applying the IRA to the experimental group, post-test was administered to assess changes and compare effectiveness. Additionally, qualitative insights were gathered through interview with selected students from the experimental group, providing personal reflection and supplementary feedback. This combination of quantitative and qualitative data ensured a robust and comprehensive evaluation of the intervention's effectiveness (Field, 2013).

#### **2.6 Intervention**

The intervention at Bariso Dukale Secondary School involved a 16-week reading program from March to June 2024 (2016 E.C.), intended to improve students' reading practice through integrated instruction, take-home materials, and library visits. Key features of the program included diverse reading materials, and systematic reading logs to increase engagement. The program aimed to assess the efficacy of methods within the school's educational context.

During the intervention, the experimental group participated in 40-minute weekly integrated reading session, unlike the conventional sessions of the comparison group. Students in the experimental group engaged with texts like "Love to the Grave," "Animal Farm," and "Things Fall Apart" through presentation and discussion, fostering deeper comprehension and interaction. Post-intervention, both groups completed motivation questionnaire administered by the researcher and the English teacher. The data collected was analyzed using SPSS software, ensuring a thorough evaluation of the IRA's impact on reading motivation.

### **2.7 Training Materials**

The researchers developed integrated reading training program aimed at improving secondary school English instruction by combining intensive and extensive approaches. This program provided teachers with detailed guidance on both intensive and extensive reading approaches, and students in the experimental group used the IRA, contrasting with traditional methods employed by the comparison group. The training included instruction on IRA concepts and practical application for incorporating extensive reading into conventional teaching methods.

Intensive reading training focused on methods for addressing specific comprehension challenges through deep engagement with complex texts, aiming to enhance vocabulary, understanding, and critical analysis (Koay, 2021). In contrast, extensive reading training aimed to increase engagement with a variety of texts, supporting vocabulary development and reading enjoyment. By merging these approaches, the IRA sought to improve overall performance, combining fluency and critical analysis to foster comprehensive reading skills (Yamashita, 2004).

### **2.8 Reading Materials**

In selecting reading materials, emphasis was placed on comprehensibility, student interest, and engagement to facilitate independent interaction with texts (Anderson, 2008). Two sets of materials were curated: IR resources, positioned slightly above students' current proficiency to challenge their skills, and ER materials, aimed slightly below proficiency to align with interests and encourage independent practice. This strategy sought to enhance both engagement and skill development outside the classroom.

For classroom instruction, students utilize the grade 11 English textbook by Elias and Kassa (2023), published by the Ethiopian Ministry of Education. This textbook comprises ten units focused on developing skills such as summarizing and inferring meaning, while addressing diverse topics like environmental issues and technological impacts. Complementary ER resources, including "Love to the Grave" by Haddis Alemayehu (Sisay, 2005), "Animal Farm" by George Orwell (1945), and "Things Fall Apart" by Chinua Achebe (1958), are available in print and digital

formats. These texts, alongside additional materials like "Evolution: Change over Time" (Maton et al., 1994) and "Selamta," provide a well-rounded reading experience that fosters engagement with various genres and themes.

## **2.9 Data Analysis Methods**

Before analyzing data in a quasi-experimental design, it's crucial to verify assumptions for parametric tests, including random sampling, normal distribution, and the use of continuous interval or ratio scales for dependent variables (Lumley et al., 2002). The Kolmogorov-Smirnov (K-S) test assesses normality for the sample size of 106 (Mishra et al., 2019), with a p-value below 0.05 indicating non-normality and necessitating non-parametric tests, while a p-value above 0.05 suggests normal distribution (Shapiro & Wilk, 1965). If normality is confirmed, descriptive statistics (mean and standard deviation) and inferential statistics are employed, using independent-samples and paired-samples t-tests for normally distributed data, or non-parametric tests otherwise, with all analyses conducted in SPSS Version 20.0.

## **2.10 Fidelity of the Tools**

Before the study commenced, researchers assessed the validity and reliability of their data collection tools by reviewing each tool, consulting with experts, and conducting detailed scrutiny to ensure accuracy and consistency. They used a multi-faceted validation approach including pilot testing, peer discussion, and expert oversight, addressing types of validity such as content, construct, criterion, and consequential (Gregory, 1992). Statistical methods, such as Cronbach's alpha, were used to assess reliability, confirming high inter-item consistency and ensuring that the tools provided robust and dependable data for the study's findings (Henson, 2001).

## **2.11 Ethical Clearance**

To ensure the study's integrity, the researcher obtained ethical clearance from the host university and secured consent from relevant entities, including the Department of English Language and Literature to Bariso Dukale Secondary School. Approval was also granted by the school's English teachers, principals, and students. Detailed explanations of the study's objectives and methodology were provided to all involved parties, upholding ethical standards with informed consent and transparency. During data collection, strict measures protected participant privacy, with instructions provided for completing questionnaires. An introductory speech outlined the study's purpose, considering participation as consent. All materials were written in clear, accessible English, and designed for flexibility to accommodate participants' diverse schedules.

**3. Data Presentation and Results**

This study utilizes quantitative data from RMQ and qualitative insights from SI to assess the effect of the IRA on students' attitudes toward reading. The RMQ's reliability was ensured through evaluations by two raters, with Cronbach's alpha confirming internal consistency (Cronbach, 1951; Tavakol & Dennick, 2011). The Kolmogorov-Smirnov test indicated normality, validating the use of parametric tests. Levene's test confirmed homogeneity of variances, allowing for independent-samples t-tests to compare group means and paired-samples t-tests to examine changes within groups (Levene, 1960; Cohen et al., 2007). Effect sizes revealed substantial practical significance, with Cohen's d values of 1.15 and -1.52, indicating very large effects on reading motivation (Cohen, 1988; Sawilowsky, 2009). These findings highlight the IRA's effectiveness in enhancing students' reading motivation through a comprehensive analytical framework.

**Table 1: Inter-Rater Reliability Measurements of Data**

	Intraclass Correlation (ICC)	95% Confidence Interval	
		Lower Bound	Upper Bound
Reading Motivation Questionnaire (RMQ)	.724	.519	.842

Table 1 presents the inter-rater reliability for the RMQ, showing an average ICC of 0.724. The 95% confidence intervals for this ICC range from 0.519 to 0.842, indicating the expected range for true ICC values. An ICC of 0.724 suggests enough reliability, indicating reasonable consistency across raters, though there is room for improvement in reliability.

**Table 2: Reliability Statistics of the Instruments**

	No. of Items	Cronbach's Alpha
Reading Motivation Questionnaire (RMQ)	25	.718

Table 2 shows that the RMQ has strong internal consistency, with a Cronbach's alpha coefficient of 0.718 for motivation. This falls within the adequate range, indicating adequate reliability for accurately assessing the constructs targeted in the study.

**Table 3: Tests of Normality for Reading Motivation Data**

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Reading Motivation Questionnaire (RMQ)	.068	106	.200*

Table 3 presents the K-S test results for reading motivation data, showing a p-value of 0.200, which exceeds the 0.05 threshold. This indicates that the data are normally

distributed, allowing for the appropriate use of parametric tests to evaluate the effect of integrated reading instruction on students' reading motivation and ensuring the validity of the statistical analysis.

**Table 4: Pre-Intervention Independent-Samples T-Test for Reading Motivation**

Group Statistics				Independent-Samples Test				
Group	N	M	SD	Levene's Test for Equality of Variances (Sig.)	t	df	Sig. (2-tailed)	d
Comparison	52	3.41	.33					
Experimental	54	3.41	.37	.263	.025	104	.980	0.00

\* **N** – Number of Participants, **M** – Mean, **SD** – Standard Deviations, **t** – t-value, **df** – degree of freedom, **Sig. (2-tailed)** – p-value, **d** – Cohen’s d

Table 4 shows the results of independent-samples t-test for reading motivation, revealing identical pre-test mean scores of 3.41 for both the comparison group (CG) and the experimental group (EG), with standard deviations of 0.33 and 0.37, respectively. The t-test results were  $t = 0.025$ ,  $df = 104$ ,  $p = 0.980$ , and  $d = 0.00$ , indicating no significant change in reading motivation between the groups before the intervention. This suggests that any observed differences post-intervention can be attributed to the intervention rather than pre-existing disparities.

**Table 5: Post-Intervention Independent-Samples T-Test for Reading Motivation**

Group Statistics				Independent-Samples Test				
Group	N	M	SD	Levene's Test for Equality of Variances (Sig.)	t	df	Sig. (2-tailed)	d
Comparison	52	3.42	.33					
Experimental	54	3.81	.35	.882	-5.871	104	.000	1.15

Table 5 shows the post-test results for reading motivation, with the CG scoring a mean of 3.42 and the EG scoring 3.81, with standard deviations of 0.33 and 0.35, respectively. The independent samples t-test revealed a t-value of -5.871, 104 degrees of freedom, a p-value of .000, and an effect size of 1.15. The p-value indicates a statistically significant difference between the groups, suggesting that integrated reading instruction significantly improved the EG's reading motivation

compared to the CG, with the large effect size reinforcing the intervention's effectiveness.

**Table 6: Comparison Group's Paired-Samples T-Test for Reading Motivation**

Paired Samples Statistics									
Comparison Group		N			M		SD		
Pre-test		52			3.41		.33		
Post-test		52			3.42		.33		
Paired Differences									
Pre-test – Post-test	M	SD	SEM	95% CID		t	df	Sig. (2-tailed)	d
				L	U				
	-.02	.07	.01	-.04	.00	-1.933	51	.059	0.07

\* **N** – Number of Participants, **M** – Mean, **SD** – Standard Deviations, **SEM** – Standard Error Mean, **CID** – Confidence Interval Difference, **L** – Lower, **U** – Upper, **t** – t-value, **df** – degree of freedom, **Sig. (2-tailed)** – p-value, **d** – Cohen's d

Table 6 presents the paired-samples t-test results for the CG regarding reading motivation. The mean score was 3.41 (SD = 0.33) before the intervention and 3.42 (SD = 0.33) afterward. The t-test yielded a t-value of -1.933, 51 degrees of freedom, a p-value of 0.059, and an effect size of 0.07. The p-value exceeds the alpha level of 0.05, indicating no statistically significant change in reading motivation. The mean difference of -0.02 and the small effect size suggest that the intervention had minimal practical impact on the CG's reading motivation.

**Table 7: Experimental Group's Paired-Samples T-Test for Reading Motivation**

Paired Samples Statistics									
Experimental Group		N			M		SD		
Pre-test		54			3.41		.37		
Post-test		54			3.81		.35		
Paired Differences									
Pre-test – Post-test	M	SD	SEM	95% CID		t	df	Sig. (2-tailed)	d
				L	U				
	-.41	.27	.04	-.48	-.33	-11.226	53	.000	1.52

Table 7 shows the paired-samples t-test results for the EG regarding reading motivation. The mean score increased from 3.41 (SD = 0.37) before the intervention to 3.81 (SD = 0.35) after. The t-test yielded a t-value of -11.226, 53 degrees of freedom, a p-value of .000, and an effect size of 1.52. The p-value indicates a statistically significant improvement in reading motivation, with an average increase of -0.41 and a large effect size demonstrating a substantial impact of the intervention. These results confirm that integrated reading instruction significantly enhanced reading motivation among students in the EG.

**Table 8: Open Coding**

Transcribed Data of Student Interview	Codes/Properties
<p><i>[I love reading books related to what I am learning, especially Biology and Chemistry, plus a book called "A Successful Life." ] [Most of the books I read in my spare time are religion books. I read these books regularly for I want to serve in the church in the future. However, since these books are written in Amharic, I read Amharic texts. Besides these, I read articles written in English which are helpful for my studies.][Oh! In my spare time, I like to read comic or fairy tale books, and I also read school textbooks.] [I do homework all the time for I have a lot of workloads at home, then I will read again what we have learned in the classroom to prepare for a test.][Emm..., I love reading books of poetry and fiction.][Well, I love to read short poems, funny, entertaining and informative books. However, I can only find such books in Amharic. The English-language words are difficult though there is evidence that the writers are foreign, and they are not in line with the realities of the setting in which we live.][I really enjoy reading fiction books in my spare time.][I read any reference books especially English grammar, conversation, and mathematics.][The books I read in my spare time are simple English-language books, and my goal is to</i></p>	<p><b>1. Subject Areas:</b></p> <ul style="list-style-type: none"> <li>○ Biology: Books related to Biology.</li> <li>○ Chemistry: Books related to Chemistry.</li> <li>○ Religion: Books in Amharic for church service.</li> <li>○ Fiction: General fiction and novels.</li> <li>○ Poetry: Short poems and poetry books.</li> <li>○ History: Texts on historical topics.</li> <li>○ Astronomy: Texts related to astronomy.</li> <li>○ Politics: Books on political topics.</li> <li>○ Gada System: Specific cultural texts.</li> <li>○ English Language: Grammar, conversation, and simple English books.</li> </ul> <p><b>2. Formats:</b></p> <ul style="list-style-type: none"> <li>○ Books: Printed or digital books (e.g., "A Successful Life").</li> <li>○ Articles: Helpful English articles for studies.</li> <li>○ Textbook: School textbook.</li> <li>○ Comics/Fairy Tales: Light reading for entertainment.</li> <li>○ Social Media: Short English texts on platforms like Facebook.</li> </ul> <p><b>3. Language Preference:</b></p> <ul style="list-style-type: none"> <li>○ Amharic: Predominantly read religious and certain entertaining texts.</li> <li>○ English: Reading for study and language improvement; some difficulty noted.</li> </ul> <p><b>4. Motivation:</b></p> <ul style="list-style-type: none"> <li>○ Learning: Desire to learn and apply knowledge (Biology, Chemistry, English).</li> <li>○ Service: Aspiration to serve in the church through religious study.</li> </ul>

<p><i>improve my English language skills, especially short English books written on Facebook and other social media platforms.][Really, I love reading novels and romance books.][In my spare time, I read texts on history, astronomy, politics, and Gada system.]</i></p>	<ul style="list-style-type: none"> <li>○ Improvement: Focus on enhancing English language skills.</li> <li>○ Entertainment: Enjoyment from reading comics, fairy tales, fiction, and poetry.</li> </ul> <p><b>5. Reading Frequency:</b></p> <ul style="list-style-type: none"> <li>○ Regularly: Regular reading of religion and study-related materials.</li> <li>○ Spare Time: Reading for leisure (fiction, poetry, comics).</li> <li>○ Homework: Frequent homework completion and review for tests.</li> </ul>
<p><i>[I really enjoy it and I want to do it.][Oh! I feel proud when I read and score high in exams; it motivates me to keep reading.] [I feel good because I want to get good results.] [I would love to be a good reader, but I am not effective in reading for I have family responsibilities and pressures.][I think I would be extremely proud if I were a good reader and scored high and well on all exams.][For I love to read and spend time reading properly, I have recorded as so-called good in school, which is why I feel that every time I read too much, my future will be beautiful.][Really, I am very proud of it, because only if there is knowledge, there will be great results.] [I am proud to be a good reader and to be able to score high on exams.][Emm..., I am a middle-class reader in my own estimation, but I read both textbooks and others well because reading makes one full-man, especially because there is a national</i></p>	<p><b>1. Emotional Response:</b></p> <ul style="list-style-type: none"> <li>○ Enjoyment: joy in reading and the desire to continue.</li> <li>○ Pride: feeling proud of reading achievements and high exam scores.</li> <li>○ Motivation: motivation derived from academic success.</li> <li>○ Happiness: Overall happiness associated with reading and achievements.</li> </ul> <p><b>2. Aspirations:</b></p> <ul style="list-style-type: none"> <li>○ Desire to improve: wish to become a better reader.</li> <li>○ Academic goals: aim to score high on exams.</li> <li>○ Future vision: belief that extensive reading will lead to a better future.</li> </ul> <p><b>3. Self-Perception:</b></p> <ul style="list-style-type: none"> <li>○ Reader Identity: identifying as a good reader or a middle-class reader.</li> <li>○ Recognition of challenges: acknowledgment of family responsibilities affecting reading effectiveness.</li> </ul> <p><b>4. Results Orientation:</b></p> <ul style="list-style-type: none"> <li>○ Desire for good results: strong focus on achieving good academic results through reading.</li> </ul>

<p><i>examination for highschool graduation the following year.] [I am proud of my reading, so I think I am very happy.][I read as much as I can, but I would love to read more and score higher on exams.]</i></p>	<ul style="list-style-type: none"> <li>○ Knowledge value: belief in the connection between knowledge and success.</li> </ul> <p><b>5. Effort and Commitment:</b></p> <ul style="list-style-type: none"> <li>○ Reading effort: commitment to reading as much as possible.</li> <li>○ Time management: balancing family responsibilities with reading goals.</li> </ul>
<p><i>[I mostly try to read books about biology and chemistry that I can easily understand.][I read textbooks personally or at home for exams, homework or assignments. Occasionally, I read historical texts in the school library outside of study time.][In school, I learned all the lessons related to my studies, including comic books at home, such as fantastic stories.][I read dictionaries that are translating from English to Amharic because English words are often difficult for me, and beyond that, I read textbooks.][Personally and at home, I mostly read poetry and stories, but at school I read those related to my education, such as English, Math, and Biology.] [Personally, when I am at home, I read books that please and teach me, books on the Internet, newspapers and others if they are in the library; I read reference books that fit my grade level.] [Since I am a student, I mostly read books that help me with education.][I mostly read books that are helpful to my studies, but if I find a magazine or other sport those talks about English</i></p>	<p><b>1. Reading Preference:</b></p> <ul style="list-style-type: none"> <li>○ Biology and Chemistry (easily understandable)</li> <li>○ Historical texts (occasional, outside study time)</li> <li>○ Comic books (home learning)</li> <li>○ Poetry and stories (personal reading)</li> </ul> <p><b>2. Reading Contexts:</b></p> <ul style="list-style-type: none"> <li>○ Textbooks (home for exams/homework)</li> <li>○ Dictionaries (English to Amharic)</li> <li>○ Reference books (grade level)</li> <li>○ Magazines (casual interest)</li> </ul> <p><b>3. Educational Focus:</b></p> <ul style="list-style-type: none"> <li>○ Study-related books (primary focus)</li> <li>○ General knowledge (internet, newspapers)</li> <li>○ Exam preparation (all lessons read)</li> </ul> <p><b>4. Interest in Variety:</b></p> <ul style="list-style-type: none"> <li>○ Fiction (fun reads)</li> <li>○ Non-fiction (history, science)</li> <li>○ Sports (English football)</li> </ul> <p><b>5. Motivation:</b></p> <ul style="list-style-type: none"> <li>○ Educational success (avoiding failure)</li> <li>○ Personal enjoyment (pleasurable reading)</li> </ul>

<p><i>football, I read it.][Personally, if I find the books I read useful, I read any of them, but in school I read reference books in addition to textbooks.][I read all the lessons I learn so that I do not necessarily fail for the sake of exams. For fun, I read a book in the library called "Wonderful Stories."][I read everything that has to do with my education, and in my spare time, I read History and Science books.]</i></p>	
<p><i>[Yes. Wereadmost of the texts in the textbook, but occasionallyyourteacherreadsthem from another book.][I do not remember a time when weusedother books for in-class reading during English lessons.] [There are somany passages in textbooksthatwereadthem.][No, weonlyread the materials in the English textbook.][Yes. Wereadwhat the teacherreads to developourskill to readanyothertextsotherthan the textbook.] [Whilemost of the time welearn English lessons from a textbook, our English teacheroccasionallyadvises us to practice reading from books outside the classroom, but hedoes not know whatweread or comment on in the comingdays.][We are going to read from ourteacher's book on Listening Skill and answeranswers.][Yes. When welearn about learning outside of a textbook and ourteachergives us a topic and tells us to readit, for example:</i></p>	<p><b>1. Textbook Usage:</b></p> <ul style="list-style-type: none"> <li>○ Predominantly textbook readings</li> <li>○ Occasional use of other books</li> <li>○ Exclusive textbook materials</li> </ul> <p><b>2. Teacher's Role:</b></p> <ul style="list-style-type: none"> <li>○ Teacherreads from different books</li> <li>○ Teacher encourages external reading (but lacksfollow-up)</li> <li>○ Specificreadings from teacher's book (e.g., listening skills)</li> </ul> <p><b>3. Variety of Materials:</b></p> <ul style="list-style-type: none"> <li>○ Diverse texts (e.g.,artificial intelligence, animal farm)</li> <li>○ Supplemental reading (English folklore, poetry, proverbs, idioms)</li> </ul> <p><b>4. Group Work:</b></p> <ul style="list-style-type: none"> <li>○ Emphasis on group activities</li> <li>○ Collaboration during reading sessions</li> </ul> <p><b>5. Focus on Skills Development:</b></p> <ul style="list-style-type: none"> <li>○ Skilldevelopment through textbook and teacher'sreadings</li> <li>○ Reading for understanding beyond textbook context</li> </ul> <p><b>6. Frequency of Reading:</b></p> <ul style="list-style-type: none"> <li>○ Regular reading from textbook passages</li> <li>○ Limited use of other books in class</li> </ul>

<p>were read <i>Artificial Intelligence, Animal Farm, and Successful Individuals.</i> ] [The books were read during the traditional English reading session are only the readings in the English language textbook.] [We read other helpful books other than textbooks. For example, we read other books to learn English folklore, poetry, proverb and idiomatic speech.] [During the reading session, we read some of the readings that the teacher brings, but mostly we do group work.]</p>	
<p>[If it is for the exam, I read as much as I can for two hours or until we take the exam.] [I read books outside of class. I read for a long or short time depending on the type of book. For example, if it contains a heart-wrenching story, I will take a long time to read it; but if not, I will not spend too much time on it.] [When I get home from school, I read books for three or four hours to do homework, and if I have an exam, I read.] [As I said before, I do not have much to read other than the textbook because I have workloads.] [I read whenever I feel comfortable.] [A book that determines the length of my reading time is a type of book. If the book is attractive, instructive, and entertaining, I can sit down and read it once for a long, or else it is hard to sit down and read for ten minutes.] [If my shift is in the morning, I return in the afternoon</p>	<p><b>1. Exam Preparation:</b></p> <ul style="list-style-type: none"> <li>○ Intense study (read for two hours before exams)</li> <li>○ Focused reading for exam preparation</li> </ul> <p><b>2. Reading Duration:</b></p> <ul style="list-style-type: none"> <li>○ Variable reading time (depends on book type)</li> <li>○ Long reading sessions (3-4 hours post-school)</li> <li>○ Short reading sessions (less for less engaging books)</li> </ul> <p><b>3. Reading Contexts:</b></p> <ul style="list-style-type: none"> <li>○ Outside of class reading</li> <li>○ Homework and exam related reading</li> </ul> <p><b>4. Influence of Book Type:</b></p> <ul style="list-style-type: none"> <li>○ Attraction and engagement influence duration</li> <li>○ Preference for instructive and entertaining books</li> </ul> <p><b>5. Time Management:</b></p> <ul style="list-style-type: none"> <li>○ Reading based on comfort and availability</li> <li>○ Reading around other responsibilities (e.g., workloads)</li> </ul>

<p><i>and read for about three hours.] [I do not think it is that much of an hour, but I read it every time I have an answer from school.] [For my part, I have never taken long time to read books written in English because it is difficult to find the books and the language is difficult, too.] [I read for two or three hours outside of class.] [I read whenever I can, except when I have a job other than school hours.]</i></p>	<p><b>6. Challenges with English Texts:</b></p> <ul style="list-style-type: none"> <li>○ Difficulty with English books (finding and understanding)</li> <li>○ Limited time for English reading due to complexity</li> </ul> <p><b>7. General Reading Frequency:</b></p> <ul style="list-style-type: none"> <li>○ Regular reading (2-3 hours outside of class)</li> <li>○ Flexibility in reading schedule (whenever possible)</li> </ul>
<p><i>[Yes, I usually borrow books with my friends.] [I can only borrow or purchase books that are helpful for classroom reading; but I have never been given a book as a gift.] [As gifts, my older brothers give me books that they used before, and we contract with my friends.] [Long live the Government! Our school gives us a pair-of-textbook with peers, so I read those books.] [Every year, as I pass from one grade level to the other, my family buys me important books and borrows a lot of books.] [Yes, I have borrowed a book, bought it, been given a gift, and read it, but that is, if you do not have a desire to read it and cannot ask for it, there will be little to offer you a book.] [When I was become a ranked student, I was awarded books by my family and the school.] [Yes, I get a lot of books as gifts.] [My parents buy me reference books that fit my grade level.] [I am able to get books from other people through gifts.] [Yes, it gives me gifts</i></p>	<p><b>1. Borrowing Practice:</b></p> <ul style="list-style-type: none"> <li>○ Borrowing from Friends</li> <li>○ Borrowing from School</li> <li>○ Contracting books with friends</li> </ul> <p><b>2. Purchasing and Gifting:</b></p> <ul style="list-style-type: none"> <li>○ Purchasing useful classroom books</li> <li>○ Receiving books as gifts (older siblings)</li> <li>○ Family purchases important books annually</li> <li>○ Receiving award books for academic achievement</li> </ul> <p><b>3. Government/School Support:</b></p> <ul style="list-style-type: none"> <li>○ School provide textbooks</li> <li>○ Government support for educational resources</li> </ul> <p><b>4. Diversity of Sources:</b></p> <ul style="list-style-type: none"> <li>○ Various sources for books (gifts, purchases, borrowing)</li> <li>○ Reference books bought by parents</li> </ul> <p><b>5. Motivation and Interest:</b></p> <ul style="list-style-type: none"> <li>○ Desire to read influences book acquisition</li> <li>○ Recognition and awards leading to book gifts</li> </ul> <p><b>6. Frequency of Receiving Books:</b></p> <ul style="list-style-type: none"> <li>○ Regularly receiving books as gifts</li> </ul>

<p><i>and borrowed from school and family.]</i></p>	<ul style="list-style-type: none"> <li>○ Receiving books from family and school</li> </ul>
<p><i>[It makes me very happy, because I feel like I can speak the language when I do the questions.] [I do reading comprehension questions in English class because I enjoy getting high marks.] [I am glad we read it, but it is easy to get caught up in what we have read.] [I often find it difficult to read as words in the English textbook are difficult for me, so I do not feel comfort doing reading comprehension questions.] [Really, I am very happy.] [I am very happy to do reading comprehension questions in English, because I can read any of the written lessons, exams, posters, and others, the more I can understand the extent to which I can understand reading in the classroom.] [I am so excited because I am learning new words.] [It is my favorite of all, because the teacher gives us teamwork with my friends and I learn a lot when we are working.] [I am glad that if we read English in class, we are asked a variety of questions, but most of us do not have the luck of answering questions verbally or in writing because it does not give us enough time to work calmly and record good results.][I really enjoy reading and doing quizzes out of reading during English class.] [It is good, because that's how we learn.]</i></p>	<p><b>1. Emotional Response:</b></p> <ul style="list-style-type: none"> <li>○ Happiness from understanding the language</li> <li>○ Excitement about learning new words</li> <li>○ Joy in completing reading comprehension questions</li> </ul> <p><b>2. Motivation:</b></p> <ul style="list-style-type: none"> <li>○ Enjoyment from high marks</li> <li>○ Engagement in teamwork activities with friends</li> <li>○ Satisfaction from learning and understanding</li> </ul> <p><b>3. Challenges:</b></p> <ul style="list-style-type: none"> <li>○ Difficulty with textbook vocabulary</li> <li>○ Lack of comfort in reading comprehension tasks</li> <li>○ Time constraints affecting ability to answer questions</li> </ul> <p><b>4. Classroom Dynamics:</b></p> <ul style="list-style-type: none"> <li>○ Variety of questions asked in class</li> <li>○ Collaborative learning through teamwork</li> <li>○ Enjoyment of quizzes related to reading</li> </ul> <p><b>5. Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>○ Improved understanding of lessons, exams, and posters</li> <li>○ Connection between reading activities and overall learning</li> </ul> <p><b>6. General Enjoyment of Reading:</b></p> <ul style="list-style-type: none"> <li>○ Love for reading and quizzes during English class</li> <li>○ Positive attitude toward the learning process</li> </ul>

**Table 9:Axial Coding**

Main Category	Sub-Category
Subject Areas	○ Biology, chemistry, religion, fiction, poetry, history, astronomy, politics, Gada System, English language
Reading Materials	○ Books, articles, textbooks, comics/fairy tales, social media
Language Preference	○ Amharic, English
Motivation	○ Learning, service, improvement, entertainment
Reading Frequency	○ Regularly, spare time, homework
Emotional Response	○ Enjoyment, pride, motivation, happiness
Aspiration	○ Desire to improve, academic goals, future vision
Self-Perception	○ Reader identity, recognition of challenges
Results Orientation	○ Desire for good results, knowledge value
Effort and Commitment	○ Reading effort, time management
Reading Preference	○ Biology and chemistry, historical texts, comic books, poetry and stories
Reading Context	○ Textbooks, dictionaries, reference books, magazines
Educational Focus	○ Study-related books, general knowledge, exam preparation
Interest in Variety	○ Fiction, non-fiction, sports
Textbook Usage	○ Predominantly textbook readings, occasional use of other books, exclusive textbook materials
Teacher's Role	○ Teacher reads from different books, teacher encourages extensive reading, specific readings from teacher's book
Variety of Materials	○ Diverse texts, supplemental reading
Group Work	○ Emphasis on group activities, collaboration during Reading sessions
Focus on Skills Growth	○ Skill development through textbook and teacher's readings, reading for understanding beyond textbook context
Exam Preparation	○ Intensive reading, focused reading
Reading Duration	○ Variable reading time, long reading sessions, short reading sessions
Challenge with English Texts	○ Difficulty with English books, limited time for English reading

General Reading Frequency	<ul style="list-style-type: none"> <li>Regular reading, flexibility in reading schedule</li> </ul>
Borrowing Practice	<ul style="list-style-type: none"> <li>Borrowing from friends, borrowing from school, contracting books with friends</li> </ul>
Purchasing and Gifting	<ul style="list-style-type: none"> <li>Purchasing useful classroom books, receiving books as gifts, family purchases, receiving award books</li> </ul>
Government/School Support	<ul style="list-style-type: none"> <li>School provides textbooks, government support</li> </ul>
Diversity of Sources	<ul style="list-style-type: none"> <li>Various sources for books, reference books bought by parents</li> </ul>
Frequency of Receiving Books	<ul style="list-style-type: none"> <li>Regularly receiving books as gifts, receiving books from family and school</li> </ul>
Classroom Dynamics	<ul style="list-style-type: none"> <li>Variety of questions asked in class, collaborative learning, enjoyment of quizzes</li> </ul>
Learning Outcome	<ul style="list-style-type: none"> <li>Improved understanding of lessons, connection between reading activities and overall learning</li> </ul>
General Enjoyment of Reading	<ul style="list-style-type: none"> <li>Love for reading, positive attitude toward the learning process</li> </ul>

**Table 10: Selective Coding: Emerging Themes**

Main Themes	Sub-Themes
Integrated Reading Preference	<ul style="list-style-type: none"> <li>Core academic subjects (biology, chemistry, English language)</li> <li>Cultural and historical contexts (religion, history, Gada System)</li> <li>Creative expressions (fiction, poetry)</li> </ul>
Reading Materials	<ul style="list-style-type: none"> <li>Traditional formats (books, textbooks, articles)</li> <li>Informal and digital formats (comics/fairy tales, social media)</li> </ul>
Language Preference	<ul style="list-style-type: none"> <li>Language of study (English)</li> <li>Language of culture and religion (Amharic)</li> </ul>
Motivation for Reading	<ul style="list-style-type: none"> <li>Academic aspirations (learning, improvement, exam preparation)</li> <li>Personal interests (entertainment, service)</li> </ul>
Reading Frequency and Context	<ul style="list-style-type: none"> <li>Consistent reading habits (regularly, homework)</li> <li>Leisure reading (spare time)</li> </ul>

Emotional Response to Reading	<ul style="list-style-type: none"> <li>○ Positive emotions (enjoyment, happiness)</li> <li>○ Achievement emotions (pride, motivation)</li> </ul>
Aspiration and Self-Perception	<ul style="list-style-type: none"> <li>○ Personal growth (desire to improve, future vision)</li> <li>○ Reader identity (self-recognition, challenges)</li> </ul>
Result Orientation	<ul style="list-style-type: none"> <li>○ Academic success (desire for good results, Knowledge value)</li> </ul>
Effort/Commitment to Reading	<ul style="list-style-type: none"> <li>○ Reading habits (effort, time management)</li> </ul>
Educational Focus	<ul style="list-style-type: none"> <li>○ Focus on academic material (study-related, general knowledge)</li> <li>○ Skill development (textbook and teacher's readings)</li> </ul>
Classroom Dynamics	<ul style="list-style-type: none"> <li>○ Teacher's influence (role in reading activities)</li> <li>○ Collaborative learning (group work)</li> </ul>
Exam Preparation	<ul style="list-style-type: none"> <li>○ Intensity and focus of study (exam preparation, reading duration)</li> </ul>
Reading Challenge	<ul style="list-style-type: none"> <li>○ Difficulty with materials (English texts)</li> <li>○ Constraints on time and resources</li> </ul>
Access to Reading Materials	<ul style="list-style-type: none"> <li>○ Borrowing practice (from friends, school)</li> <li>○ Purchasing and gifting practices (gifts, family purchases)</li> </ul>
Support System	<ul style="list-style-type: none"> <li>○ Institutional support (government and school resources)</li> <li>○ Diversity of sources (books from various channels)</li> </ul>
Learning Outcome	<ul style="list-style-type: none"> <li>○ Impact of reading on understanding (learning connections)</li> </ul>
Pleasure of Reading	<ul style="list-style-type: none"> <li>○ Overall attitude toward reading (positive engagement)</li> </ul>

#### 4. Discussion

This study investigates the effects of IRA on reading motivation of grade 11 students using quantitative and qualitative methods. By combining quantitative data from a RMQ and qualitative insights from SI, the study aims to provide an inclusive understanding of how IRA affects students' attitude toward reading. This methodological rigor, supported by reliability and validity checks, such as an ICC of 0.724 (Koo & Li, 2016) and a Cronbach's alpha of 0.718 (Clayton & Crosby, 2006), ensures robust findings that can inform educational practice.

The quantitative results indicate a substantial increase in reading motivation scores among the experimental group. With a p-value of 0.000 and a Cohen's d of 1.15, the

findings suggest a very large effect size (Sawilowsky, 2009). These improvements were further corroborated by paired-samples t-tests, showing a significant increase in motivation ( $p = 0.000$ ;  $d = 1.52$ ). Such results lead to the rejection of the null hypothesis and align with research by van der Sande et al. (2023), who emphasize the effectiveness of targeted motivational strategies in enhancing reading performance. This suggests that IRA not only fosters motivation but also strengthens reading skills, making it a transformative educational strategy.

The qualitative component utilized a systematic coding process as outlined by Charmaz (2006), consisting of open, axial, and selective coding phases. This approach allowed for a nuanced analysis of student experience with IRA. The initial phase identified key concepts from transcribed interview, while axial coding categorized these concepts into coherent themes. Selective coding then synthesized these themes into a comprehensive understanding of how IRA influenced students' reading motivation. The use of tables to visualize the coding process enhanced clarity and provided a structured summary of the findings, facilitating a deeper understanding of student experience.

Qualitative insights revealed that IRA not only enhances academic aspirations but also nurtures personal interests in reading. Participants reported that the IRA framework made reading enjoyable and relevant to their lives, which is essential for fostering a more engaged readership. This resonates with findings by De Naeghel and Van Keer (2013) and Vaknin-Nusbaum et al. (2018), who noted the importance of addressing motivational barriers within educational setting. Barriers such as limited access to engaging materials, heavy workloads, and a focus on exams were cited by students, indicating that while IRA has positive effects, challenges remain that must be addressed to sustain motivation.

Moreover, the qualitative data corroborated the effectiveness of IRA in sustaining long-term student motivation. Participants noted that the integration of extensive reading into traditional instruction improved their reading skills and cultivated a lasting interest in literature. This supports the argument that comprehensive reading approaches can significantly enhance educational outcome by engaging students in meaningful ways. The importance of blending motivational strategies with skill-based instruction is evident, reinforcing the notion that multifaceted educational intervention can effectively address the diverse needs of students.

Another finding from the study is the importance of context in applying IRA. Students expressed that their personal interests were more closely aligned with the materials used in IRA, which contributed to their motivation. This suggests that educators should consider students' background and preference when designing curricula, as aligned content further enhances engagement. Research by Schunk and Zimmerman

(2008) supports this, indicating that student motivation is influenced by their perception of relevance and personal connection to the material.

In light of these findings, the study advocates for the incorporation of IRA into broader curriculum design. The significant improvement in both quantitative measures and qualitative feedback underscore IRA's potential as a vital instructional strategy in contemporary education. Future research could expand on this study by exploring the long-term effects of integrated reading approach and their adaptability across diverse educational contexts. Such investigations could provide further evidence for the efficacy of IRA, particularly in varying demographic and socio-economic setting.

Furthermore, considering the barriers identified, future studies should also focus on developing strategies to mitigate these challenges. Access to diverse and engaging reading materials, for instance, could be a key area of focus. Initiatives that provide students with varied reading options tailored to their interest may further enhance motivation and engagement. This aligns with the recommendations by Guthrie et al. (2007), who emphasize the role of student choice in fostering a positive reading environment.

Overall, this study provides compelling evidence for the effectiveness of the IRA in enhancing reading motivation among grade 11 students. The integration of quantitative and qualitative data offers a rich understanding of student experience, advocating for the adoption of IRA as a transformative educational strategy. As educational institutions seek to foster lifelong reading habit and improve literacy outcome, the findings from this study serve as a crucial reminder of the importance of engaging students meaningfully in their learning journey.

## **5. Conclusion**

The study revealed that IRA significantly enhances students' reading motivation, with statistical tests showing a p-value of 0.000 and large effect sizes ( $d = 1.15$  and  $d = 1.52$ ). Student interview supported these results, highlighting motivation's key role in developing consistent reading habit. Despite this, challenges such as limited reading materials, poor integration into traditional curricula, an exam-centric focus, language complexity, and teacher attitude were noted. The findings underscore the benefits of IRA over traditional method by combining extensive and intensive reading approaches. The findings hold significant implications for various stakeholders in EFL education to improve reading instruction and motivation. EFL students can benefit from understanding different reading approaches, extensive, intensive, and integrated, allowing them to adopt more effective and enjoyable strategies that enhance their academic performance and reading skills. English

teachers can refine their instructional methods and assessments by recognizing the advantages of IRA, ultimately improving classroom practice and student support. For material and textbook writers, the results underscore the importance of creating resources that balance extensive and intensive reading, fostering sustained and reflective reading habit. Curriculum developers and syllabus designers can utilize these insights to effectively incorporate comprehensive reading practice into curricula and design appropriate assessments. Additionally, scholars and researchers are encouraged to build on this study to explore the broader impacts and limitations of integrated reading instruction. Lastly, teacher training programs can be informed by these findings, focusing on integrated reading strategies to enhance educators' practice and improve EFL students' reading proficiency.

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