

Enhancing Reading Motivation Through an Integrated Reading Approach: A Quasi-Experimental Study in Ethiopian Secondary Schools

***¹Ammanuel Berhanu Jarssa, ¹Elias Woemego Bushisso, ¹Taye Gebremariam Olamo**

¹Hawassa University, Ethiopia

***Correspondence:**

ammanuelber@gmail.com

Submission History:

Submitted: November 17, 2024

Revised: April 1, 2025

Accepted: April 15, 2025



This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Abstract

Low reading motivation remains as a challenge that still obstructs the way that students develop academically with texts. This study examines secondary school students' reading motivation, with a particular focus on the impact of an integrated reading approach that combines wide-ranging reading with intensive reading. The study had involved around 106 Grade 11 students within Bariso Dukale Secondary School located in Bule Hora. It was conducted throughout a 16-week semester for addressing limitations of customary rote-based instruction. Participants were in a convenient manner assigned into an experimental group ($n = 54$) and into a comparison group ($n = 52$). A certain quasi-experimental design was used throughout. On a weekly basis, the experimental group was given 40 minutes of integrated reading instruction that was supported through supplementary materials planned for the purpose of increasing engagement. The comparison group gave adherence to the conventional reading practices. With a validated questionnaire, researchers measured reading motivation, and the questionnaire included intrinsic interest, reading habits, and perceived competence. For the collection of qualitative understandings, eleven students were interviewed from the experimental group. When the data was being analyzed, independent-samples t-tests and paired-samples t-tests revealed the experimental group did improve greatly in reading motivation ($p = 0.000$). Interview responses further supported these particular findings, as well as highlighted additional enthusiasm, autonomy, plus engagement. These results show that integrating both intensive and wide-ranging reading improves student reading motivation.

Keywords: extensive reading, integrated reading approach, intensive reading, reading motivation

INTRODUCTION

Reading is central in English language learning, functioning both as a core linguistic skill and a gateway to academic achievement. Proficiency in reading enables learners to access, comprehend, and critically engage with a wide range of texts, which often serve as the primary medium through which academic content is delivered, particularly in contexts

where English is taught as a foreign or second language (Roomy, 2022; Vettori et al., 2023). In Ethiopia, English holds a significant position in the education system. It is introduced as a subject in the early grades and becomes the medium of instruction beginning in Grade 7, continuing through secondary and tertiary education (Joshi & Verspoor, 2013; Bachore, 2015; Ministry of Education, 2015). As a result, English language proficiency, especially in reading, is vital for students' academic success across disciplines. Despite this, numerous studies and national assessments have revealed persistent challenges in English language learning, particularly related to reading proficiency. Many secondary school students demonstrate limited reading skills and have minimal exposure to English texts outside the classroom (Jha, 2013; Mijena, 2013; Birbirso, 2014; Enyew, 2019).

Moreover, classroom instruction is often dominated by grammar-translation methods, rote memorisation, and a reliance on textbooks, with little emphasis on interactive, meaning-based, or student-centred reading strategies (Fufa et al., 2023; Ayana et al., 2024). Compounding these challenges are infrastructural limitations. As Merga (2020) noted, the scarcity of school libraries and the lack of age-appropriate and engaging reading materials significantly hinder students' ability to develop sustained reading habits. Furthermore, teachers frequently lack the training and pedagogical resources necessary to support effective reading instruction. Studies by Jha (2013) and Alemu (2023) highlight that many secondary school English teachers are not adequately equipped to foster higher-order reading skills or to nurture students' intrinsic motivation to read.

In response to the persistent challenges observed in English reading instruction, particularly low student motivation, limited exposure to varied texts, and teacher-centred methodologies, this study proposes the Integrated Reading Approach as a viable pedagogical intervention. According to Stevens et al. (2008) and Koda (2018), this approach intentionally combines extensive reading and intensive reading within a cohesive instructional framework to address reading development's cognitive and affective dimensions. Extensive reading involves students engaging with a wide range of interesting, level-appropriate texts selected primarily for pleasure and general understanding, rather than detailed linguistic analysis (Mason & Krashen, 1997; Safaeia & Bulca, 2013; Kirchoff, 2013; Day, 2015; Day & Robb, 2015; Ateek, 2021). This approach has been shown to improve reading fluency, broaden vocabulary, and—crucially—enhance intrinsic motivation by allowing learners to experience reading as an enjoyable and self-directed activity (Alzu'bi, 2013; Suk, 2016; Liu & Zhang, 2018).

By contrast, intensive reading emphasises close, analytical engagement with shorter, often academic texts, focusing on strategies such as inference-making, scanning, and comprehension monitoring. While effective for developing language accuracy and detailed understanding, intensive reading alone may not foster long-term motivation or reading engagement (Erguvan, 2016; Prayuda, 2023). The Integrated Reading Approach seeks to balance these two complementary modes. It immerses learners in meaningful and engaging content through extensive reading while simultaneously building essential reading strategies and critical thinking skills through intensive reading (Bui & Fagan, 2013; Solari et al., 2017; Ginting, 2017). This dual emphasis on motivation and skill development addresses the core instructional gaps identified in many Ethiopian secondary school classrooms, where rigid methodologies, limited materials, and low learner engagement often constrain reading instruction.

A growing number of studies emphasise the effectiveness of combining extensive reading (ER) and intensive reading (IR) to enhance learners' reading skills and overall English language proficiency. In an English for Academic Purposes (EAP) context, [Stueja \(2019\)](#) investigated the perceptions of 20 Indonesian university students toward ER and IR using a survey-based approach. The findings, analysed through descriptive statistics and thematic analysis, revealed generally positive attitudes toward both strategies, although ER was often treated as a supplementary element within traditional IR practices. [Ibrahim and Rawian \(2018\)](#) examined the impact of integrating ER and IR on first-year university students in Saudi Arabia. Using a mixed-methods design that included a one-way ANOVA to assess reading comprehension and content analysis of structured interviews, the study concluded that the integrated approach significantly improved students' English proficiency.

In a primary school context, [Maipoka and Soontornwipast \(2021\)](#) explored the outcomes of applying an Integrated Intensive and Extensive Reading (IIER) model in Thailand. Utilising a mixed-methods experimental design and paired-sample t-tests to measure pre- and post-test differences, their study showed that students significantly improved their reading performance and expressed favourable views of the integrated strategy. A quasi-experimental study by [Park \(2018\)](#) compared the effects of ER and IR on vocabulary acquisition among 72 South Korean secondary students. Conducted over 12 weeks, the study assessed learners' partial vocabulary knowledge before and after instruction. The results, analysed using ANCOVA, indicated that students in the ER group showed more significant gains in vocabulary understanding, especially those at intermediate and advanced proficiency levels. At the same time, lower-level learners benefited more from IR. These findings suggest that students' proficiency levels should inform instructional decisions.

Moreover, despite their complementary strengths, [Nation and Waring \(2020\)](#) argued that previous research often treats ER and IR as opposing methods. They advocated for an integrated approach that leverages the distinct benefits of each method to promote more balanced and effective reading instruction. Focusing on digital integration, [Haswani et al. \(2023\)](#) investigated the use of ER and IR through a digital worksheet platform among English education students in North Sumatra. Using a qualitative design with questionnaires, interviews, and document analysis, the study found that students perceived the digital EXIT (Extensive-Intensive) model as beneficial for improving comprehension and motivation. Integrating digital tools appeared to increase learner engagement and interest in reading. Similarly, [Mart \(2015\)](#) explored how the combination of ER and IR contributed to language development among foundational university students in Iraq. Based on pre- and post-tests analysed with paired-sample t-tests, the study reported noticeable gains in language proficiency due to the integrated reading approach.

Although integrated reading approaches have been studied, most research has emphasised cognitive outcomes such as vocabulary development and reading comprehension. In contrast, limited attention has been given to their impact on students' reading motivation, particularly at the secondary level, where engagement often declines. Existing studies are also primarily situated in well-resourced or higher education contexts, leaving a gap in under-resourced settings. In Ethiopian secondary schools, where instruction is often textbook-based and teacher-centred, the motivational effects of integrated reading remain underexplored. This study investigates the effect of an integrated reading approach

on the reading motivation of secondary school students in Bule Hora Town, West Guji Zone, Oromia Region, Ethiopia. The approach combines extensive reading, which promotes reading for pleasure and exposure to diverse texts, with intensive reading, which focuses on developing comprehension strategies. To guide the investigation, two hypotheses are proposed: (1) students receiving integrated reading instruction will show significantly higher reading motivation than those receiving conventional instruction, and (2) there will be no significant difference in motivation between the two groups. A quasi-experimental design with pre- and post-tests is employed to assess the outcomes.

METHOD

This study employed a quasi-experimental design, utilising pre- and post-tests to assess the impact of an integrated reading approach on students' reading motivation. This design facilitated the comparison between an experimental and a comparison group without random assignment, which is commonly used in educational settings where randomisation is not feasible (Creswell, 2014; Fraenkel et al., 2022). The research was conducted at Bariso Dukale Secondary School in Bule Hora Town, Oromia Region, involving 106 Grade 11 students selected through convenience sampling. The students were assigned to experimental ($n = 54$) and comparison ($n = 52$) groups based on existing class structures. Using non-random sampling due to logistical constraints is consistent with procedures outlined by Creswell (2014) and Gay et al. (2006). The setting was chosen to align with the study's objective of improving reading motivation in the context of secondary English instruction.

Quantitative data were collected using the Reading Motivation Questionnaire (RMQ), while qualitative data were gathered through Student Interviews (SI). These instruments were reviewed and refined based on feedback from supervisors and peers to ensure reliability and contextual relevance for Ethiopian secondary school learners. The RMQ captured measurable motivational changes, and the SI provided more profound insights into students' experiences and attitudes, allowing for triangulation, strengthening the validity of findings by confirming results through multiple data sources (Creswell & Creswell, 2018; Plano Clark & Ivankova, 2016). Students in the experimental group participated in a 16-week IRA program from March to June 2024, which included structured in-class sessions, take-home assignments, and guided library visits. Reading materials were selected to support fluency, comprehension, and sustained motivation. A pre-test was administered to establish baseline motivation and assign students to experimental and comparison groups, followed by a post-test to evaluate changes after the intervention.

Two independent assessors evaluated the reliability of the RMQ. The inter-rater reliability, measured by the Intraclass Correlation Coefficient (ICC), was 0.724, indicating acceptable consistency (Koo & Li, 2016). Internal consistency, measured by Cronbach's alpha, was 0.718, suggesting adequate reliability for capturing motivational constructs (Tavakol & Dennick, 2011). Prior to analysis, the normality of the RMQ data was tested using the Kolmogorov-Smirnov method, which yielded a p-value of 0.200, indicating a normal distribution and justifying the use of parametric tests (Mishra et al., 2019). Consequently, independent-samples t-tests and paired-samples t-tests were used to compare group means and assess changes within groups. Effect size calculations using Cohen's d showed very large

effects (1.15 and -1.52) (Cohen, 2013; Sawilowsky, 2009), suggesting a strong practical impact of the IRA on students' reading motivation.

Students in the experimental group participated in weekly 40-minute Integrated Reading Approach (IRA) sessions, which involved active discussion and engagement with selected literary texts. These included *Love to the Grave*, *Animal Farm*, and *Things Fall Apart*, chosen for their accessibility, thematic relevance, and potential to stimulate critical thinking and sustained reading interest. In contrast, the comparison group continued with conventional textbook-based instruction using the official Grade 11 English textbook, which focuses on key academic reading skills such as summarizing and inferring meaning (Soto et al., 2019; Küçükoğlu, 2013). After the intervention, a post-test was administered by both the English teacher and the researcher to ensure consistency and reduce potential bias in data collection. Prior to conducting inferential analysis, assumptions for parametric testing were examined. The Kolmogorov-Smirnov test was used to assess the normality of the data (Mishra et al., 2019). If the assumptions for parametric testing were met, independent-samples and paired-samples t-tests were conducted to compare mean scores between and within groups. When assumptions were not satisfied, non-parametric alternatives were applied. Descriptive statistics, including means and standard deviations, were also calculated, and all statistical analyses were performed using SPSS software (Field, 2013).

FINDING AND DISCUSSION

This section presents the results of the statistical analyses conducted to examine the intervention's impact on students' reading motivation. Independent-samples t-tests and paired-samples t-tests were employed to compare the mean scores of the experimental and comparison groups before and after the intervention. The analysis aimed to determine whether there were significant differences in reading motivation between the two groups at the pre-intervention stage and whether any observed changes in the post-intervention scores could be attributed to the instructional treatment.

Table 1. Pre-intervention independent-samples t-test for reading motivation

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

An independent-samples t-test was conducted to compare the pre-intervention reading motivation scores between the experimental and comparison groups. The results showed that the experimental group (M = 3.41, SD = 0.37, n = 54) and the comparison group (M = 3.41, SD = 0.33, n = 52) had identical mean scores. Levene's Test for Equality of Variances indicated that the assumption of equal variances was met (p = .263). The t-test result revealed no significant difference in reading motivation between the two groups before the intervention, $t(104) = 0.025$, $p = .980$. The effect size was negligible ($d = 0.00$), suggesting that both groups were equivalent regarding their initial reading motivation

levels. This confirms that post-intervention differences can be more confidently attributed to the treatment rather than pre-existing disparities.

Table 2. Post-intervention independent-samples t-test for reading motivation

Group	N	M	SD	Levene's Test for Equality of Variances (Sig.)	t	df	Sig. (2-tailed)	d	t
Comparison	52	3.42	.33	.882	-5.87	104	.000	1.15	.882
Experimental	54	3.81	.35						

An independent-samples t-test was conducted to examine post-intervention differences in reading motivation between the experimental and comparison groups. The results showed that the experimental group ($M = 3.81$, $SD = 0.35$, $n = 54$) had significantly higher reading motivation scores than the comparison group ($M = 3.42$, $SD = 0.33$, $n = 52$). Levene's Test for Equality of Variances confirmed the assumption of equal variances ($p = .882$). The difference in means was statistically significant, $t(104) = -5.871$, $p < .001$, with a large effect size ($d = 1.15$). These findings indicate that the intervention had a strong and meaningful impact on enhancing students' reading motivation.

Table 3. Paired-samples t-test results

	Paired Differences				95% Interval Difference	Confidence of the Upper	t	df	Sig. (2-tailed)	d
	M	SD	SEM	Lower						
	Comparison-Pre-test-post-test	-0.02	.07	.01						
Experimental group-pre-test and post-test	-0.41	.27	.04	-0.48	-0.33	-11.22	53	.000	1.52	

To assess within-group changes in reading motivation, paired-samples t-tests were conducted for the experimental and comparison groups. The results for the comparison group showed no significant difference between pre-test and post-test scores. Although there was a slight increase in the mean score ($M = -0.02$, $SD = 0.07$), the result was not statistically significant, $t(51) = -1.933$, $p = .059$, with a negligible effect size ($d = 0.07$). The 95% confidence interval $[-0.04, 0.00]$ included zero, indicating that the small observed difference could be attributed to chance. In contrast, the experimental group demonstrated a statistically significant improvement in reading motivation. The mean difference was -0.41 ($SD = 0.27$), and the t-test result was highly significant, $t(53) = -11.226$, $p < .001$, with a huge effect size ($d = 1.52$). The 95% confidence interval for the mean difference $[-0.48, -0.33]$ did not include zero, confirming the robustness of the finding. These results indicate that while students receiving conventional instruction showed no meaningful change, those exposed to integrated reading instruction experienced a significant and impactful increase in their reading motivation.

Students' Reading Practices and Purposes

Students in the study reported reading a wide range of materials, reflecting their academic needs and personal interests. Many preferred subject-related texts, especially those aligned with what they were learning at school. One student stated, *"I love reading books related to what I am learning, especially Biology and Chemistry"* (Subject Areas: Biology, Chemistry), while another noted, *"I read any reference books especially English grammar, conversation, and mathematics"* (Subject Areas: English Language; Motivation: Learning). Others mentioned reading religious texts outside of school, such as one who shared, *"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"* (Subject Areas: Religion; Motivation: Service), indicating that faith-based goals also shaped reading choices. Personal enjoyment was another key reason, particularly among students who said, *"I love to read short poems, funny, entertaining and informative books"* (Formats: Poetry; Motivation: Entertainment), and *"I read books in my spare time to improve my English language skills"* (Motivation: Improvement; Language Preference: English). Additionally, reading was often tied to academic responsibilities, as one student explained, *"I do homework all the time... then I will read again what we have learned in the classroom to prepare for a test"* (Motivation: Exam Preparation; Reading Frequency: Homework).

These findings highlight that extrinsic and intrinsic motivations shape students' reading habits. Academic goals such as improving English skills, preparing for exams, and mastering content in science and mathematics were common, reflecting a strategic and utilitarian view of reading. At the same time, students showed a strong emotional and personal connection to reading, mainly when it served cultural, spiritual, or entertainment needs. The diversity of materials and motivations—ranging from *"my goal is to improve my English language skills"* to *"my future will be beautiful"*—(Motivation: Improvement, Future Vision) suggests that reading plays a central role not only in supporting students' academic success but also in shaping their identity and aspirations. These insights require a balanced classroom approach, encouraging purposeful academic reading and meaningful, interest-driven reading practices.

Students' feelings toward reading and their reading routines

Students expressed a strong emotional connection to reading, notably when it led to academic success. Many described pride, motivation, and happiness after reading effectively or performing well on exams. One student stated, *"I feel proud when I read and score high in exams; it motivates me to keep reading,"* while another reflected, *"I think I would be extremely proud if I were a good reader and scored high..."* (Emotional Response: Pride; Motivation: Academic Goals). These responses suggest that reading plays a significant role in shaping students' academic identity and reinforcing their efforts to achieve. One student said, *"I am proud of my reading, so I think I am very happy"* (Emotional Response: Happiness), showing the more profound sense of fulfilment they associate with being an engaged reader.

Reading time, however, varied across individuals and was often shaped by the purpose or nature of the reading material. Students were more focused and dedicated when preparing for exams, as seen in the statement, *"If it is for the exam, I read as much as I can for two hours..."* (Time Management: Exam Preparation). Others based their reading time on comfort or enjoyment, such as *"If the book is attractive... I can sit down and read it*

once for a long time," and *"I read whenever I feel comfortable"* (Influence of Book Type: Engagement; Reading Frequency: Flexible). These responses show that while academic obligation can drive reading behaviours, intrinsic interest and emotional readiness are important factors in determining how much time students dedicate to reading.

Additionally, many students reported positive experiences with reading during English class. They described classroom activities that involved teamwork and comprehension exercises as enjoyable and meaningful. One student remarked, *"I really enjoy reading and doing quizzes out of reading during English class,"* while another said, *"I am very happy to do reading comprehension questions in English"* (Classroom Experience: Enjoyment, Comprehension Practice). Another student emphasised the value of collaboration, noting, *"It is my favourite... because the teacher gives us teamwork with my friends and I learn a lot"* (Classroom Dynamics: Teamwork). These classroom experiences supported reading skill development and helped create a positive emotional atmosphere, encouraging participation and peer learning.

Challenges in reading English texts

Despite their interest and motivation to read, several students encountered significant challenges when engaging with English-language texts. A common concern was the difficulty of vocabulary and unfamiliar expressions, which created barriers to comprehension and enjoyment. One student explained, *"English-language words are difficult though... they are not in line with the realities of the setting in which we live"* (Challenges: Vocabulary Difficulty; Cultural Relevance). This suggests that the language's complexity and the content's foreignness limited the relatability and accessibility of English reading materials. Another student admitted, *"I have never taken a long time to read books written in English because... the language is difficult"* (Challenges: Reading Endurance), indicating how linguistic obstacles affected their willingness and ability to engage deeply with English texts. Similarly, one learner shared, *"Words in the English textbook are difficult for me, so I do not feel comfort doing reading comprehension questions"* (Challenges: Discomfort in Academic Tasks), highlighting how language difficulty can undermine confidence and participation in classroom reading activities.

DISCUSSION

Based on the statistical findings from Tables 1 to 3, a coherent and compelling picture emerges regarding the impact of the Integrated Reading Approach (IRA) on students' reading motivation. The pre-intervention data, as presented in Table 1, show that the experimental and comparison groups started at an identical level of motivation ($M = 3.41$), with negligible effect size ($d = 0.00$) and no statistically significant difference ($p = .980$). This baseline equivalence is critical in quasi-experimental research because it supports internal validity, reducing the likelihood that post-test differences could be attributed to pre-existing disparities between the groups (Shadish et al., 2002). Levene's Test for Equality of Variances further confirmed that the assumption of homogeneity was met ($p = .263$), strengthening the comparability of the two groups before the treatment.

Table 2 provides compelling evidence of the intervention's effectiveness. After implementing the Integrated Reading Approach, the experimental group exhibited a substantial increase in reading motivation ($M = 3.81$) compared to the comparison group ($M = 3.42$). This difference was statistically significant ($p < .001$) with a large effect size (d

= 1.15), far exceeding Cohen's (1988) benchmark for a "large" effect ($d = 0.80$). The result indicates that the IRA had a statistically significant and practically meaningful effect. Compared to average reading motivation interventions that typically yield effect sizes around $d = 0.30$ – 0.40 (van der Sande et al., 2023; Guthrie et al., 2007), the IRA demonstrated more than double the expected impact. This suggests that the intervention had a powerful influence on the motivational engagement of students in this context. Further insights can be drawn from the within-group analyses in Table 3. The paired-sample t-test for the comparison group revealed a non-significant change in reading motivation from pre-test to post-test ($p = .059$, $d = 0.07$), indicating that conventional instruction had little to no motivational impact. In stark contrast, the experimental group showed a significant increase in motivation ($p < .001$), with a considerable effect size of $d = 1.52$. This magnitude of change is rarely observed in educational interventions and suggests that the IRA succeeded in activating key motivational processes.

The effectiveness of the Integrated Reading Approach (IRA) can be understood through several complementary theoretical frameworks. From the perspective of Self-Determination Theory (Ryan & Deci, 2000), the IRA supported students' basic psychological needs for autonomy, competence, and relatedness by providing opportunities to choose texts, set personal reading goals, and engage in collaborative learning activities. Such elements are well-documented to foster intrinsic motivation (Komiya & McMorris, 2017). In parallel, Expectancy-Value Theory (Wigfield & Eccles, 2000) offers further explanatory power. By aligning reading tasks with students' academic subjects and real-world interests, the IRA enhanced their expectations for success and the perceived value of the tasks, key determinants of sustained effort and engagement. Furthermore, the design of the IRA aligns with the principles of Concept-Oriented Reading Instruction (CORI) as articulated by Guthrie et al. (2004), which integrates explicit cognitive strategy instruction with motivational supports to cultivate active and purposeful reading. Research grounded in the CORI model has consistently shown that motivation and comprehension improve significantly when students are encouraged to construct meaning through inquiry-based tasks (Gholam & Petro, 2019).

In the qualitative findings, students demonstrated a broad spectrum of reading practices shaped by academic and personal goals. Many reported engaging with subject-related texts, such as science and mathematics books, as part of their schoolwork, indicating a strong extrinsic orientation toward reading. This pattern reflects the notion that academic success serves as a primary motivator for many learners, consistent with the assertions of Schoenbach et al. (2012) and Yildiz (2020), who observed that academically oriented students often view reading as a means to enhance school performance. Simultaneously, students expressed intrinsic motivations for reading, including personal enjoyment, spiritual growth, and language development. These varied purposes reflect the dual-process model of reading engagement proposed by Guthrie and Wigfield (2000), which suggests that intrinsic factors (e.g., curiosity, enjoyment) and extrinsic factors (e.g., academic rewards) work in tandem to influence reading behaviours. The Integrated Reading Approach (IRA), by integrating strategy-based instruction with opportunities for personal relevance and choice, appears well-aligned with this multidimensional motivational profile (Li et al., 2022; Gu & Lau, 2021).

Regarding reading routines, students showed notable variation depending on the purpose and type of reading material. Exam preparation typically prompted more focused and intensive reading sessions, while reading for enjoyment was characterised by flexibility and extended engagement periods, particularly when students found the content appealing. These behaviours support the core principles of Expectancy-Value Theory (Eccles & Wigfield, 2002), which emphasises the importance of perceived task value and relevance in sustaining academic effort. Furthermore, students responded positively to collaborative reading tasks in the classroom, especially those involving peer interaction and comprehension exercises. These responses underscore the value of social interaction and purposeful task design in fostering student engagement, as highlighted in previous studies (Ginting, 2021; Grey & DiLoreto, 2016).

However, despite their enthusiasm for reading, students encountered significant challenges when engaging with English-language texts. Many reported difficulties related to unfamiliar vocabulary, abstract expressions, and culturally distant content, adversely affecting their comprehension and reading experience. These linguistic and cultural mismatches align with the findings of Grabe and Stoller (2011) and Anggia and Habók (2023), who noted that EFL readers often struggle when texts are not attuned to their language proficiency or lived experiences. Furthermore, students' reflections revealed issues of reading self-efficacy, as several expressed discomfort and a lack of confidence when faced with complex reading tasks. These challenges underscore the urgent need for culturally responsive and level-appropriate reading materials that mirror students' backgrounds and support their linguistic development (Ebe, 2015). As Banegas (2012) emphasises, language learning becomes more effective when instructional content bridges students' prior knowledge and the academic demands. Moreover, providing students diverse and meaningful reading choices can enhance their autonomy and motivation, particularly when the materials align with their personal goals and interests (Evans & Boucher, 2015; Kaban, 2021).

CONCLUSION

Using a quasi-experimental design, this study investigated the effect of integrated reading instruction on students' reading motivation. The research aimed to compare the motivation levels of students who received integrated reading instruction with those who received conventional instruction. The findings showed that both groups had similar reading motivation levels before the intervention, indicating that they started from an equal baseline. After the intervention, the experimental group showed a significant increase in reading motivation, while the comparison group showed no meaningful change. This suggests that integrated reading instruction positively and significantly impacted students' reading motivation. Therefore, integrated reading instruction can effectively enhance students' reading motivation, especially in EFL classrooms. It supports academic outcomes and encourages students to engage more deeply with reading.

However, this study has some limitations. It was conducted in a specific context with limited participants, and the intervention period was relatively short. Future research could involve a more extensive and diverse sample and a more extended treatment period, and explore additional factors such as gender, language proficiency, or reading anxiety to gain deeper insights into reading motivation in EFL settings.

REFERENCES

- Alemu, A. (2023). Secondary school teachers' perception of quality management practices in Ethiopia: implications for quality education for all. *Emerald Open Research*, 1(3). <https://doi.org/10.1108/eor-03-2023-0015>
- Alzu'bi, M. A. (2013). The effects of an extensive reading program on improving English as a foreign language proficiency in university-level education. *English Language Teaching*, 7(1). <https://doi.org/10.5539/elt.v7n1p28>
- Anggia, H., & Habók, A. (2023). Textual complexity adjustments to the English reading comprehension test for undergraduate EFL students. *Heliyon*, 9(1), e12891. <https://doi.org/10.1016/j.heliyon.2023.e12891>
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 109–131. <https://doi.org/10.32601/ejal.911195>
- Ayana, H., Mereba, T., & Alemu, A. (2024). Effect of vocabulary learning strategies on students' vocabulary knowledge, achievement, and motivation: the case of grade 11 high school students. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1399350>
- Bachore, M. M. (2015). The status, roles and challenges of teaching English language in the Ethiopian context: The case of selected primary and secondary schools in Hawassa University Technology Village area. *International Journal of Sociology of Education*, 4(2), 182. <https://doi.org/10.17583/rise.2015.1515>
- Banegas, D. L. (2012). Integrating content and language in English language teaching in secondary education: Models, benefits, and challenges. *Studies in Second Language Learning and Teaching*, 2(1), 111. <https://doi.org/10.14746/ssllt.2012.2.1.6>
- Birbirso, D. T. (2014). Crises in EFL proficiency and teacher development in international donation and transformation discourses. *The Australian Journal of Teacher Education*, 39(2). <https://doi.org/10.14221/ajte.2014v39n2.6>
- Bui, Y. N., & Fagan, Y. M. (2013). The Effects of an integrated reading comprehension strategy: A culturally responsive teaching approach for Fifth-Grade students' reading comprehension. *Preventing School Failure Alternative Education for Children and Youth*, 57(2), 59–69. <https://doi.org/10.1080/1045988x.2012.664581>
- Cohen, J. (2013). *Statistical power analysis for the behavioural sciences* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203771587>
- Creswell, J. W. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Harlow: Pearson.
- Creswell, J.W. and Creswell, J.D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage, Los Angeles.
- Day, R. R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2), 294–301.
- Day, R., & Robb, T. (2015). Extensive reading. In Nunan, D., & Richards, J.C. (Eds.). *Language learning beyond the classroom*. Routledge.
- Ebe, A. E. (2015). The power of culturally relevant texts: What teachers learn about their emergent bilingual students. In *Advances in research on teaching* (pp. 33–53). <https://doi.org/10.1108/s1479-368720150000024003>

- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109–132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Enyew, C. (2019). Interdependence among Amharic Language (L) Reading Ability, English Language (L2) Proficiency and L2 Reading Ability of Grade Eleven Students. *Research in Pedagogy*, 9(1), 28–39.
- Erguvan, D. (2016). Students' attitudes towards extensive and intensive reading and instructors' motivational strategies. *Arab World English Journal*, 7(2), 136–150. <https://doi.org/10.24093/awej/vol7no2.9>
- Evans, M., & Boucher, A. R. (2015). Optimising the power of choice: Supporting student autonomy to foster motivation and engagement in learning. *Mind, Brain and Education*, 9(2), 87–91. <https://doi.org/10.1111/mbe.12073>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2022). *How to design and evaluate research in Education* (11th). McGraw-Hill.
- Fufa, F. S., Tulu, A. H., & Ensene, K. A. (2023). Examining the challenges of using student-centred teaching strategies in secondary schools: A qualitative approach. *Journal of Pedagogical Sociology and Psychology*. 5(3), 61-72. <https://doi.org/10.33902/jpsp.202323181>
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Pearson.
- Gholam, & Petro, A. (2019). Inquiry-Based Learning: student teachers' challenges and perceptions. *Journal of Inquiry and Action in Education*, 10(2), 6.
- Ginting, D. R. B. (2017). The implementation of the cooperative Integrated Reading and Composition Strategy to improve the students' ability in reading comprehension. *Annual International Seminar on Transformative Education and Educational Leadership*. <https://doi.org/10.2991/aisteel-17.2017.25>
- Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. *Voices of English Language Education Society*, 5(2), 215–228. <https://doi.org/10.29408/veles.v5i2.3968>
- Grabe, W.P., & Stoller, F.L. (2011). *Teaching and researching: Reading* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315833743>
- Gray, J. A., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *The International Journal of Educational Leadership Preparation*, 11(1), 98–119.
- Gu, Y., & Lau, K. (2021). Examining the effects of integrated instruction on Chinese sixth-graders' reading comprehension, motivation, and strategy use in reading fiction books. *Reading and Writing*, 34(10), 2581–2602. <https://doi.org/10.1007/s11145-021-10161-6>
- Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivation in reading. *Educational Psychologist*, 42(4), 237–350. <https://doi.org/10.1080/00461520701621087>
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of Educational Psychology*, 96, 403–423.

- Guthrie, J. T., Wigfeld, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology*, 92(2), 331–341. <https://doi.org/10.1037/0022-0663.92.2.331>
- Haswani, F., Erlita, Y., Rika. (2023). Integrating extensive and intensive reading worksheets on digital platforms. *JOALL (Journal of Applied Linguistics and Literature)*, 8(2), 415-432. <https://doi.org/10.33369/joall.v8i2.28043>
- Ho, A. D., & Yu, C. C. (2014). Descriptive statistics for modern test score distributions. *Educational and Psychological Measurement*, 75(3), 365–388. <https://doi.org/10.1177/0013164414548576>
- Ibrahim, M. H. a. R., & Rawian, R. M. (2018). The impact of the ER-IR approach on improving Saudi EFL learners: An intervention study. *Journal of Applied Linguistics and Language Research*, 5(1), 307–318.
- Jha, S. K. (2013). English in eastern Ethiopia is learnt, not mastered. *English Language Teaching*, 6(4). <https://doi.org/10.5539/elt.v6n4p42>
- Joshi, R. D., & Verspoor, A. (2013). Secondary education in Ethiopia: Supporting growth and transformation. *World Bank Publications*. <https://ideas.repec.org/b/wbk/wbpubs/13088.html>
- Kaban, A. L. (2021). EFL students' personalised reading experiences influence engagement and online presence. *Shanlax International Journal of Education*, 9(4), 196–209. <https://doi.org/10.34293/education.v9i4.4113>
- Kirchhoff, C. (2013). L2 extensive reading and flow: Clarifying the relationship. *Reading in a Foreign Language*, 25(2), 192–212.
- Koda, K. (2018). Integrated communication skills approach: Reading to learn as a basis for language and content integration. In Koda, K., & Yamashita, J. (Eds.). *Reading to learn in a foreign language: An integrated approach to foreign language instruction and assessment*. Routledge.
- Komiyama, R., & McMorris, A. (2017). Examining international students' motivation to read in English from a Self-Determination Theory perspective. *The CATESOL Journal*, 29(2). <https://doi.org/10.5070/b5.35994>
- Koo, T. K., & Li, M. Y. (2016). A Guideline for selecting and Reporting Intraclass correlation coefficients for Reliability research. *Journal of Chiropractic Medicine*, 15(2), 155–163. <https://doi.org/10.1016/j.jcm.2016.02.012>
- Küçüköglü, H. (2013). Improving reading skills through effective reading strategies. *Procedia - Social and Behavioural Sciences*, 70, 709–714. <https://doi.org/10.1016/j.sbspro.2013.01.113>
- Li, H., Gan, Z., Leung, S. O., & An, Z. (2022). The impact of reading strategy instruction on reading comprehension, strategy use, motivation, and self-efficacy in Chinese university EFL students. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221086659>
- Liu, J., & Zhang, J. (2018). The effects of extensive reading on English vocabulary learning: A meta-analysis. *English Language Teaching*, 11(6), 1. <https://doi.org/10.5539/elt.v11n6p1>
- Maipoka, S., & Soontornwipast, K. (2021). Effects of intensive and extensive reading instruction on Thai primary students' English reading ability. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 146–175.

- Mart, C. T. (2015). Combining extensive and intensive reading to reinforce language learning. *Journal of Educational and Instructional Studies in the World*, 5(4), 85–90.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91–102. [https://doi.org/10.1016/s0346-251x\(96\)00063-2](https://doi.org/10.1016/s0346-251x(96)00063-2)
- Merga, M. K. (2020). School libraries fostering children's literacy and literature learning: Mitigating the barriers. *Literacy*, 54(1), 70-78. <https://doi.org/10.1111/lit.12189>
- Mijena, E. (2013). The need for professional growth of ELT teachers in Ethiopia. *Science Technology and Arts Research Journal*, 2(3), 160. <https://doi.org/10.4314/star.v2i3.98764>
- Ministry of Education. (2015). *Education sector development programme V (ESDP V)*. Addis Ababa: Ministry of Education.
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67. https://doi.org/10.4103/aca.aca_157_18
- Nation, I. S. P., & Waring, R. (2020). *Teaching extensive reading in another language*. Routledge.
- Park, A. Y., Isaacs, T., & Woodfield, H. (2017). A comparison of the effects of extensive and intensive reading approaches on the vocabulary development of Korean secondary EFL learners. *Applied Linguistics Review*, 9(1), 113–134. <https://doi.org/10.1515/applirev-2017-0025>
- Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed methods research: A guide to the field*. Sage.
- Prayuda, N. M. S. (2023). Effect of intensive reading strategy on students' reading comprehension. *JOLADU Journal of Language Education*, 1(3), 90–102. <https://doi.org/10.58738/joladu.v1i3.144>
- Roomy, M. A. A. (2022). Investigating the effects of critical reading skills on students' reading comprehension. *Arab World English Journal*, 13(1), 366–381. <https://doi.org/10.24093/awej/vol13no1.24>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Safaeia, L. A., & Bulca, M. (2013). Extensive reading and creative practices. *Procedia - Social and Behavioural Sciences*, 70, 592–597. <https://doi.org/10.1016/j.sbspro.2013.01.097>
- Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms*. John Wiley & Sons.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalised causal inference*. Houghton, Mifflin and Company.
- Solari, E. J., Denton, C. A., & Haring, C. (2017). How to reach First-grade struggling readers. *Teaching Exceptional Children*, 49(3), 149–159. <https://doi.org/10.1177/0040059916673296>
- Soto, C., De Blume, A. P. G., Jacovina, M., McNamara, D., Benson, N., Riffo, B., & Kruk, R. (2019). Reading comprehension and metacognition: The importance of inferential skills. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186x.2019.1565067>
- Stevens, R. J., Van Meter, P. N., Garner, J., Warcholak, N., Bochna, C., & Hall, T. (2008). Reading and Integrated Literacy Strategies (RAILS): An integrated approach to early reading.

- Journal of Education for Students Placed at Risk (JESPAR)*, 13(4), 357–380.
<https://doi.org/10.1080/10824660802427611>
- Suk, N. (2016). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, 52(1), 73–89.
<https://doi.org/10.1002/rrq.152>
- Suteja, H. (2019). *Extensive and intensive reading in the EAP class*. Paper presented at the Proceedings of the 65th Teflin International Conference.
- Sawilowsky, S. S. (2009). New effect size rules of thumb. *Journal of Modern Applied Statistical Methods*, 8(2), 597–599. <https://doi.org/10.22237/jmasm/1257035100>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Van der Sande, L., van Steensel, R., Fikrat-Wevers, S., & Arends, L. (2023). Effectiveness of Interventions that Foster Reading Motivation: A Meta-analysis. *Educational Psychology Review*, 35(1), 1-38. <https://doi.org/10.1007/s10648-023-09719-3>
- Vettori, G., Ledesma, L. C., Tesone, S., & Tarchi, C. (2023). Key language, cognitive and higher-order skills for L2 reading comprehension of expository texts in English as a foreign language students: a systematic review. *Reading and Writing*, 37(9), 2481–2519.
<https://doi.org/10.1007/s11145-023-10479-3>
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68–81. <https://doi.org/10.1006/ceps.1999.1015>
- Yildiz, Y. (2020). Reading habit and its role on students' academic success at Language Preparatory School: A research on Tishk International University Preparatory School students. *Revista Amazonia Investiga*, 9(27), 189–194.
<https://doi.org/10.34069/ai/2020.27.03.20>