

EXPLORING THE PERCEPTIONS, ATTITUDES AND THE PRACTICES OF
PAKISTANI PRE-UNIVERSITY EFL LEARNERS ABOUT THE READING
APPROACHES: A MIXED METHODS STUDY

ZULFIQUAR ALI CHACHAR

A thesis submitted in
fulfillment of the requirement for the award of the
Doctor of Philosophy in Science

Faculty of Applied Sciences and Technology
Universiti Tun Hussein Onn Malaysia

SEPTEMBER 2023

I dedicate to my thesis to late father, Muhammad Pannah Chachar, and mother, Masmat Qadul (Late), may Allah have compassion on their soul. I also dedicate my work to my dedicated wife, Bushra Erum, and my daughters Shanzay Ali and Hooria Ali and my son Waqar Ali and my brother and sisters for their unshakable and unconditional love and support over the years.



ACKNOWLEDGEMENT

First and foremost, I want to express my gratitude and thankfulness to the Almighty Allah for all his bounties and for showing mercy on me during my Ph.D. journey. A particular word of thanks goes out to our prophet Mohammed (peace be upon him), who is the ideal teacher for all of humanity.

First, I would like to express my heartfelt gratitude and admiration to Dr. Sarala Thulasi Palpanadan, my main supervisor, and Dr. Muhammad Mujtaba Asad, my co-supervisor for their continuous guidance and support during my research journey. I am also indebted to Assoc Professor Dr. Zulida Abdul Qadir who remained my examiner from the proposal defense till the final viva voce. Her valuable comments and feedback helped me a lot to improve my skills in the research. I am also deeply indebted to Assoc Prof. Dr. Siti Noor Fazelah. She also remained very supportive during my research journey.

I also acknowledge my indebtedness to eminent Professors Dr Willy A. Renandya, Paul Nation, Rob Waring, and Eman Elturki for responding my queries about my research. I also would like to express my deepest appreciation for my brother like friend Prof. Dr. Ghulam Mujtaba Sheikh for his continuous support and guidance. I would like to express my gratitude from the depth of my heart to Prof. Dr. Zahid Hussain Khand, the former Registrar of Sukkur IBA University and the current Vice Chancellor of Aror University, Sukkur. He remained with me during the difficult and challenging time of my research journey. I owe my deepest gratitude to the late Prof. Nisar Ahmed Siddiqi for his encouragement to pursue my higher studies. May Allah place his soul in the highest place of Jannah.

I am also indebted to Mr. Sunder Khan Chachar who helped me in my difficult time while I was pursuing my research journey. I am particularly thankful to Agha Saifullah for his support during the research journey. I am also thankful to the three experts, Dr. Ali Nawab Khan, Mr. Kamran Akhter Siddiqi and Mr. Bahawal Soomro as they always responded my queries and reviewed my work on time.

ABSTRACT

Pakistani EFL learners suffer from a lack of reading proficiency. As a result, students have lost motivation and interest in reading in English. Furthermore, their poor reading skills have an impact on their academic performance. This study attempted to explore whether the currently employed intensive reading (IR) and extensive reading (ER) approaches could be a potential solution to address the reading issues in the Pakistani EFL context of Sukkur IBA University. This study attempted to explore the perceptions of students about these two approaches. The study also revealed how these approaches are employed in EFL classrooms at Sukkur IBA University. In addition, this study investigated the effects of these two approaches on the reading comprehension abilities and reading attitudes of EFL learners. A concurrent embedded mixed methods design was used to achieve the study's objective. Semi-structured interviews and readers' reflective diaries were used for exploring the practices and perceptions about the reading approaches and the reading attitude questionnaire and reading comprehension tests measured the effects of the two approaches. Prior to the data collection, the validity and reliability of the data collection tools were checked. The Cronbach alpha value of the questionnaire was 0.789 and the KR-20 score of the reading comprehension test was 0.752. Qualitative data trustworthiness was also checked. In total, 220 EFL learners were non-randomly selected based on the Morgan Table of sample size for the quantitative part, while for the qualitative part, in total, 20 participants were selected for semi-structured interviews and reflective diaries based on convenience and purposive sampling techniques. The researcher used descriptive statistics (mean scores) and inferential statistics (paired sample t-test) techniques for data analysis. The SPSS-27 software was used for quantitative analysis. In terms of qualitative data analysis, Braun and Clarke's (2006) six steps of thematic analysis techniques were used. The six steps are (1) Familiarity with data (2) Generating initial codes (3) Searching for initial themes (4) Developing and reviewing themes (5) Defining, and naming themes (6) Presenting themes with in-depth descriptions. The findings revealed that EFL learners were taught using both IR and ER approaches.

Furthermore, their perceptions of the reading approaches were very positive, as they believed that both approaches were useful and beneficial for the development of their reading skills and other language skills. The findings of the study also revealed that the EFL learners significantly developed positive attitudes towards reading in English, and their reading comprehension ability also significantly improved at the end of the program. The EFL learners also reported some challenges while reading in English, and thus the EFL teachers may reconsider their teaching of reading in the future based on the findings of this study. This study is believed to make a positive contribution to English language teaching and learning of reading in university settings. Furthermore, this study also contributes to the existing literature on IR and ER approaches. Implications drawn from the current study recommend the use of integrated IR and ER approaches in language classrooms to help learners develop their proficiency and positive attitudes toward reading in English. Finally, this study is projected to be helpful for teachers, policy makers, syllabus designers, and administrators.



PTTA UTM
PERPUSTAKAAN TUNKU TUN AMINAH

ABSTRAK

Pelajar EFL Pakistan mengalami kekurangan penguasaan membaca. Akibatnya, pelajar hilang motivasi dan minat membaca dalam bahasa Inggeris. Tambahan pula, kemahiran membaca mereka yang lemah memberi kesan kepada prestasi akademik mereka. Kajian ini cuba untuk meneroka sama ada pendekatan membaca yang digunakan pada masa ini boleh menjadi penyelesaian yang berpotensi untuk isu membaca dalam konteks EFL Pakistan. Pada masa ini terdapat dua pendekatan yang digunakan secara meluas oleh guru dalam bilik darjah EFL iaitu, bacaan intensif (IR) dan bacaan ekstensif (ER). Ia juga cuba meneroka persepsi pelajar tentang kedua-dua pendekatan ini. Kajian itu juga mendedahkan bagaimana pendekatan ini digunakan dalam bilik darjah EFL. Di samping itu, kajian ini menyiasat keberkesanan kedua-dua pendekatan ini terhadap kebolehan pemahaman membaca dan sikap membaca pelajar EFL. Reka bentuk kaedah campuran tertanam serentak digunakan untuk mencapai matlamat kajian. Teknik pengumpulan data termasuk temu bual separa berstruktur, diari reflektif pembaca, soal selidik, dan ujian kefahaman bacaan. Sebelum pengumpulan data, kesahan dan kebolehpercayaan alat telah diperiksa. Secara keseluruhan, 220 pelajar EFL dipilih secara tidak rawak berdasarkan Jadual Morgan saiz sampel bagi bahagian kuantitatif, manakala bagi bahagian kualitatif, secara keseluruhan, 20 peserta telah dipilih untuk temu bual separa berstruktur dan diari reflektif berdasarkan kemudahan dan pendekatan persampelan bertujuan. Pengkaji menggunakan teknik statistik deskriptif (skor min) dan statistik inferensi (ujian-T sampel berpasangan) untuk analisis data. Perisian SPSS-27 digunakan untuk analisis kuantitatif. Dari segi analisis data kualitatif, teknik yang digunakan adalah berdasarkan enam langkah analisis tematik Braun dan Clarke (2006). Penemuan mendedahkan bahawa pelajar EFL diajar menggunakan kedua-dua pendekatan IR dan ER. Tambahan pula, persepsi mereka terhadap pendekatan membaca adalah sangat positif, kerana mereka percaya bahawa kedua-dua pendekatan itu berguna dan bermanfaat kepada perkembangan kemahiran membaca dan kemahiran bahasa lain mereka. Dapatan kajian juga mendedahkan bahawa pelajar EFL telah membangunkan sikap positif

terhadap membaca dalam bahasa Inggeris dengan ketara, dan keupayaan pemahaman membaca mereka juga meningkat dengan ketara selepas program tersebut. Pelajar EFL juga melaporkan beberapa cabaran semasa membaca dalam bahasa Inggeris, dan dengan itu guru EFL boleh mempertimbangkan semula pengajaran membaca mereka berdasarkan penemuan dalam kelas akan datang. Kajian ini dipercayai memberi sumbangan positif kepada pengajaran bahasa Inggeris dan pembelajaran membaca di persekitaran universiti. Tambahan pula, kajian ini juga menyumbang kepada literatur sedia ada mengenai pendekatan IR dan ER. Implikasi yang diperoleh daripada kajian semasa mengesyorkan penggunaan pendekatan IR dan ER bersepadu dalam bilik darjah bahasa untuk membantu pelajar mengembangkan kecekapan dan sikap positif mereka terhadap membaca dalam bahasa Inggeris. Akhir sekali, kajian ini diunjurkan dapat membantu guru, penggubal dasar, pereka bentuk sukatan pelajaran, dan pentadbir.



PTTA UTHM
PERPUSTAKAAN TUNKU TUN AMINAH

CONTENTS

TITLE	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
ABSTRAK	vii
CONTENTS	ix
LIST OF TABLES	xvi
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the study	3
1.2.1 Status of English reading proficiency of Pakistani students	5
1.2.2 English language teaching of reading in Pakistan	6
1.3 Problem statement	8
1.4 Aim of the study	9
1.5 Research objectives	10
1.6 Research questions	11
1.6.1 Research hypotheses	11
1.7 Scope of the study	12
1.8 Significance of the study	14
1.9 Definition of terms	15
1.9.1 English as foreign language (EFL)	15
1.9.2 Intensive reading (IR)	16
1.9.3 Extensive reading (ER)	16

1.9.4	Integrated intensive and extensive reading approach	17
1.9.5	Sukkur IBA university	17
1.9.6	International English language testing service (IELTS)	17
1.9.7	Test of English as foreign language (TOEFL)	18
1.10	Summary of chapter one	18
CHAPTER 2	LITERATURE REVIEW	19
2.1	Introduction	19
2.2	The significance of reading in the EFL classrooms	20
2.3	Reading models	22
2.3.1	Bottom-up model	23
2.3.2	Top-Down model	23
2.3.3	Interactive model	24
2.4	Reading approaches	25
2.5	Intensive reading (IR) approach	25
2.5.1	Theoretical background of IR approach	25
2.5.2	Theory behind IR approach	26
2.5.3	IR approach in the light of existing literature	28
2.5.4	Strengths and weaknesses of IR approach	32
2.6	Extensive reading (ER) approach	34
2.6.1	Theoretical background of the ER approach	34
2.6.2	Theory behind ER approach	38
2.6.3	ER approach in the light of existing literature	40
2.6.4	Strengths and weaknesses of ER approach	48

2.6.5	Challenges in the successful implementation of ER programs	49
2.7	Integrated IR and ER approach	50
2.7.1	Theoretical background of the integrated IR and ER approach	50
2.7.2	Comparison between IR and ER	51
2.7.3	Integrated IR and ER approach in the light of literature	53
2.7.4	Perceptions of learners about the integrated use of IR and ER approaches	56
2.7.5	Effects of integrated IR and ER approaches on reading attitudes	58
2.7.6	Strengths and weaknesses of the integrated IR and ER approach	60
2.8	Conceptual framework	63
2.9	Summary of chapter two	65
CHAPTER 3	METHODOLOGY	66
3.1	Introduction	66
3.2	Philosophical stance	68
3.3	Research design	69
3.3.1	Measurement theory	71
3.3.2	Measurement of qualitative data	71
3.3.3	Measurement of quantitative data	71
3.3.4	Mixed methods data integration	72
3.4	Population and sample of the study	73
3.4.1	Population	73
3.4.2	Sample	74
3.5	Research data collection methods	75
3.5.1	Survey questionnaire	76
3.5.2	Reading comprehension test	77
3.5.3	Semi-structured interviews	78
3.5.4	Students' reflective diaries	80
3.6	Pilot study of the data collections tools	81

3.6.1	Validity, reliability, and piloting of the questionnaire	82
3.6.2	Designing the interview guide of the study	85
3.6.3	Validity and piloting of the interview guide	86
3.6.4	Piloting the reflective diaries	87
3.6.5	Validity, reliability, and piloting of reading comprehension test	87
3.7	Data collection procedure	88
3.8	Data analysis techniques	90
3.8.1	Qualitative data analysis	90
3.8.2	Quantitative data analysis	95
3.9	Ethical considerations	96
3.10	Summary of chapter three	97
CHAPTER 4	RESULTS AND DISCUSSIONS	98
4.1	Introduction	98
4.2	Qualitative results of the study	98
4.2.1	RQ1: What are the current reading approaches practiced in EFL pre-university classrooms of Pakistan?	98
4.2.2	Practices of the reading approaches	99
4.2.3	Intensive reading practices in the EFL pre-university classrooms	100
4.2.4	Extensive reading practices in EFL pre-university classrooms	108
4.2.5	Teachers and students role and involvement in the IR and ER activities	115
4.3	RQ2: How do EFL learners perceive the current reading approaches practiced in the pre-university classrooms of Pakistan?	119
4.3.1	Opinions about the reading approaches and reading material	119

4.3.2	Opinions about the practices of IR and ER approaches	119
4.3.3	Opinions about the IR and ER reading material	123
4.3.4	Perceived benefits of reading approaches practiced in the EFL pre-university classrooms	126
4.3.5	Perceptions of EFL learners about the integrated role of IR and ER approaches	136
4.3.6	Attitude of pre-university EFL learners towards reading in English	139
4.3.7	Attitudes of Learners about the Role of reading in Multiple Aspect of life	147
4.3.8	Students' perceived challenges while reading in English	152
4.3.9	Students coping up mechanism with the challenges	156
4.4	Quantitative results of the study	157
4.4.1	Normality analysis	158
4.4.2	Demographic profiling	159
4.4.3	RQ3: What is the effect of current reading approaches on the reading attitude and reading comprehension ability of the pre -university EFL learners?	160
4.4.4	Results of the reading attitude questionnaire	160
4.4.5	Self-perception as a reader in English	161
4.4.6	Intellectual value through reading in English	162
4.4.7	Practical value through reading in English	164

4.4.8	Linguistic value through reading in English	165
4.4.9	Comfort in reading	167
4.4.10	Reading anxiety	169
4.4.11	Interpretation key of the results of questionnaire	170
4.4.12	Results of research Hypothesis-1	172
4.5	Results of reading comprehension test	173
4.5.1	Results of research Hypothesis-2	173
4.6	Discussion of the results	175
4.6.1	Discussion of RQ-1 reading approaches practiced in EFL pre-university classrooms	176
4.6.2	Discussion of RQ-2 perceptions of EFL learners about the reading approaches practiced in pre-university classrooms	186
4.6.3	Discussion of RQ-3 effects of reading approaches on reading attitudes and reading comprehension ability of EFL learners	201
4.7	Summary of chapter four	208
CHAPTER 5	CONCLUSION	210
5.1	Introduction	210
5.2	Summary of the findings	210
5.3	Implications of the study	213
5.3.1	Implications for instructors	213
5.3.2	Implications for curriculum designers	217
5.3.4	Implications for policy makers	218
5.4	Contributions of the study	219
5.5	Limitations of the study	220
5.6	Recommendations of the study	222
5.7	Final remarks	223
	REFERENCES	224

APPENDICES

253

VITA

303



LIST OF TABLES

2.1	Review of IR approach in EFL classrooms	28
2.2	Review of ER approach in EFL classrooms	40
2.3	Impacts of IR and ER on EFL learners	51
2.4	Comparison between Intensive Reading (IR) and Extensive Reading (ER)	52
2.5	Integrated IR and ER approaches in EFL classrooms	53
3.1	Alignment of research objectives along with data collection tools and analysis pattern	75
3.2	Interpretation of correlation value	83
3.3	The alpha Cronbach value	84
3.4	Cronbach's alpha of each construct based on the pilot test	84
3.5	Pilot study data collection procedure	89
3.6	Actual study data collection procedure	90
4.1	Results of normality test	158
4.2	Profile of Respondents	159
4.3	Self-perception as a reader in English	161
4.4	Mean scores of self-perception as reader	162
4.5	The results of paired sample <i>t</i> -test for the self-perception as reader	162
4.6	Intellectual value through reading in English	163
4.7	Mean scores of intellectual value	163
4.8	The results of paired sample <i>t</i> -test for the Intellectual Value	163
4.9	Practical value through reading in English	164
4.10	Mean scores of practical value	165
4.11	The results of paired sample <i>t</i> -test for the practical value	165

4.12	Linguistic value through reading in English	166
4.13	Mean scores of linguistic value	167
4.14	The results of paired sample <i>t</i> -test for the linguistic value	167
4.15	Comfort in reading	168
4.16	Mean scores of comfort value	168
4.17	The results of paired sample <i>t</i> -test for the comfort Value	168
4.18	Reading anxiety	169
4.19	Mean scores of reading anxiety value	170
4.20	The results of paired sample <i>t</i> -test for the reading anxiety value	170
4.21	Paired sample <i>t</i> -test and descriptive statistics of attitudinal variable	171
4.22	Mean scores of the reading comprehension test	173
4.23	The results of paired sample <i>t</i> -test for the reading comprehension test	173



LIST OF FIGURES

2.1	Top ten principles of ER approach (Adapted from (Bamford & Day, 1998, p. 3)	35
2.2	Conceptual framework	65
3.1	Research flowchart	67
4.1	Major findings flowchart	175



PTTA UTHM
PERPUSTAKAAN TUNKU TUN AMINAH

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A-1	Permission Letter for conducting Research	253
A-2	Letter of Ethical Clearance	254
A-3	Permission from the Program Co-Ordinator	255
B	Participant Consent Form and Information Sheet	256
C	Reading Attitude Questionnaire	260
D	Semi-Structured Interview Questions	264
E	Guidelines for Diary Writing	265
F	Reading Comprehension Tests	266
G	Sample of Interview Transcript	272
H	Sample of Student Diary	278
I	Sample of letter of Validation to experts	282
J	Example of Expert Validation of Questionnaire	283
K	Example of Expert Validation of Interview Guide	287
L	Example of Validation of Codes, themes, and Sub-themes	289
M	Example of Validation of Reflective diary questions	292
N	Sample of Intensive Reading Material	294
O	List of Extensive Reading Material	297
P	Book Report	298
Q	Result of Construct Validity Correlation	300
R	Sample of thematic analysis using six steps of Braun and Clark	301

CHAPTER 1

INTRODUCTION

1.1 Introduction

The English language possesses an undeniable importance in today's societies (Suzina, 2021). English has a unique position in the world today. It has become a global language (Ilyosovna, 2020), and it is a communication tool for a lot of people all around the world (Baranicová & Zerzová, 2015). The need for learning the English language is increasing rapidly due to fast advancements in science and technology. It has now become the language of almost all disciplines. Therefore, progress and development in any field are not possible without having a solid foundation in this language. This is now a global language that facilitates international communication (Haidar & Fang, 2019). Nowadays, material from almost all fields of knowledge is published in English as it is the language of engineering, medicine, arts, science, and technology (Selvi, 2021).

English is in high demand all over the world. Speakers of this language are increasing rapidly. Deng (2015) posits that five percent of the people worldwide are native speakers, and ninety-five percent of worldwide speakers of English are non-native speakers. Moreover, the number of users of English is increasing in places where English was previously considered only a foreign language. For example, according to Bolton and Graddol (2012), the current popularity of English in China is exceptional, and further, it has been fueled by the recent political and social development of Chinese society (Macaro & Han, 2020). Many research studies on learning EFL (English as a foreign language) have been conducted around the world. Various language learning theories and models have been presented for learning this language.

However, the proficiency of English as a foreign language context is not good, even though English is nowadays the medium of instruction in the college and university level in various EFL contexts (Alhassan & Ali, 2021).

Similar to other contexts, English is still the official language of Pakistan, as it was during British rule in India (Ud Din & Akhlaq, 2020). Besides English being an official language, Urdu is also the official language. English is now taken as a compulsory subject in Pakistan. Shamim (2011) pointed out that people link English with progress and development. Coleman (2010) pointed out numerous roles that English language plays in the development of a person, for example, it creates employment, international coordination, and cooperation. Moreover, it provides access to research and information, and it also facilitates the mobility of students, tourists, and workers all around the world. Since Pakistan's independence, English has been the state and official language, as well as the language of the military and higher education (Zaidi & Zaki, 2017). Moreover, English in Pakistan is considered a key for entering the job market, bureaucratic, governmental, and high social positions (Rana, Bashir, & Abbas, 2020). Therefore, English language proficiency is deemed to be one of the most outstanding status symbols in Pakistani society (Abbas & Iqbal, 2018). Moreover, English language compulsory subjects are taught to develop English skills among students at school and colleges levels. However, the improvement in the language skills of the students is not up to the mark (Lou & Noels, 2020).

According to Neumann, McDonough & Crawford, (2020), there could be various reasons behind the poor language proficiency but the lack of reading among the students is the main barrier to this language development (Fathi & Afzali, 2020). Nuttall (1996) says that the best way to learn a language is to live with the speakers of that language or to read that language extensively. The researcher further explained that one learns to read by reading and if teachers want students to read better, they should encourage them to read more. Despite the significance of reading in English language learning, students are losing their interest and motivation for reading and their reading habits are also declining (Uslu, 2020). Moreover, the academic performance of Pakistani students is also affected due to poor reading skills. Most of the students read only to pass the exam as they do not have good reading habits (Naz et al., 2022; Akabuike & Asika, 2012). However, it is quite important for the individual's social and academic achievements that he gains reading habits after learning how to read and write, and then to begin reading with a critical point of view

(Yildiz, 2020; Pokharel, 2018). Reading also plays an important role in the academic development of learners, particularly when learners have to work over a huge amount of foreign language materials for their own specialist subjects (Lin & Lei, 2021; McDonough & Shaw, 2012).

1.2 Background of the study

Reading plays a key role in the academic development of students as in most contexts English is the medium of instruction and therefore students have to engage themselves in different types of reading material for their academic success (Zhou & Day, 2021). There is a direct relationship between reading and the academic performance of students (Par, 2020). In various research studies, it has been discovered that students suffer in reading skills and perform ineffectively in their academic life. For example, Balan, Katenga, and Simon (2019) found that the majority of students considered reading very important for their academic performance. However, the respondent did not have very good reading proficiency. Similarly, Wang, Zhu & Zhang (2022) found that participants were not good at reading comprehension, and they performed low in the reading assignments. Moreover, Wagstaff (2020) revealed that reading has an effect on the academic performance of students. Similarly, Dar, Ahmad, and Lone (2019) concluded that reading habits were very poor among students and the majority of the students were engaged in reading only for passing the exams. Dar et al. (2019) found that students valued reading for pleasure as an important aspect, but the results showed that students had low interest in reading. According to Meniado (2018), Saudi students have poor reading proficiency and lack essential reading habits and it impacts their academic performance. Similarly, Thai students also have poor reading proficiency, and it affects their overall English language ability (Maipoka & Soontornwipast, 2021). Furthermore, Gu and Lau (2021) found that Chinese students also face reading difficulties due to traditional teacher-centered reading instructions. In another study, Meniado (2021) found that Arabian Gulf learners have poor reading proficiency and reading habits due to a lack of strong reading culture and the use of inefficient reading instruction.

The above scenario depicts the problem of reading in English across the globe. Similarly, the condition of reading skills and reading habits of Pakistani students is also very disappointing (Naz et al., 2022). Amin and Bakhsh (2021) conducted a case study research study to know the reading proficiency of undergraduate students at the university level. The results showed that few students read only textbooks, while majority of them never engaged in additional reading (Dar, Ahmad, & Lone, 2019). In another study, Sajid and Kassim (2019) discovered that Pakistani college students have difficulty in all language skills, including reading skills. Their poor skills in reading also impact their academic performance. One of the reasons for this state of reading proficiency is the lack of reading culture in the classrooms. Students could become proficient in every aspect of the English language with the help of reading (Babayan, 2019).

The medium of instruction in the university education of Pakistan is English (Mukhtar, Sahito, & Siddiqui, 2021). The prescribed books and material of different fields of studies are also in English so reading skills are essential for Pakistani university students to meet the standard of education. To achieve this, students should be engaged in abundant reading to have a consistent effect on their academic performance (Issa, Aliyu, Akangbe, & Adedeji, 2012; Zhou & Day, 2021). The above scenario portrays a picture that Pakistani EFL learners have poor reading skills and reading habits. To address their reading issues, different teaching reading approaches have been used in the classrooms. Despite this, there is no significant change in their reading skills. In literature, two reading approaches are commonly used in EFL classrooms, namely, Intensive Reading and Extensive Reading. ER develops good reading habits, knowledge of vocabulary and structure, and it also develops interest in reading (Richards, 2002). On the other hand, IR is generally done at a slower speed, and it requires a higher degree of understanding than ER (Nation & Waring, 2020). The research findings have revealed many benefits that come through ER. It enhanced language learning, increased knowledge of the world, improvement in writing and reading skills, more reading enjoyment, and more positive attitude towards reading, and more importantly, developed reading habits. (Jacobs & Renandya, 2015).

The purpose of the IR approach is to extract detailed information about the text to enhance reading accuracy (Nation, 2014). The purpose of the ER approach is to get general information from the text. The students choose interesting and easy material for enhancing their reading fluency (Renandya, 2016). In the IR approach, teachers

prepare a lot of pre-reading, during-reading, and post-reading activities and engage students in reading by utilizing reading strategies. Some Scholars have argued that reading is learned through more reading rather than merely doing language-related activities (Bamford & Day, 1998; Jacobs & Renandya, 2015). In the ER approach, activity in reading is just reading only and doing more reading. Sometimes, Post-reading activities are conducted to put accountability on students if they have read the given material. Moreover, Krashen (2011) uses the term free voluntary reading to refer to reading many books to understand the content.

Despite the usefulness and effectiveness of ER approach, the IR approach is a dominantly employed instructional approach in EFL Classrooms (Fang, 2021). Students' reading abilities and reading habits are unsatisfactory worldwide, including Pakistan, due to a lack of reading culture and teachers' reliance on a single teaching IR approach. IR alone has not proven successful in establishing positive reading attitudes among students in Pakistani classrooms (Ali & Ibrahim, 2021). So, the reading approaches such as IR and ER approach should be explored at Sukkur IBA contexts to benefit teachers, students, and other stakeholders in various contexts of Pakistan. The current study focuses on the usefulness of the ER approach along with the IR approach to improve the reading skills and reading attitudes of Pakistani EFL learners. The study also explores the perception and practice of the IR and ER approach.

1.2.1 Status of English reading proficiency of Pakistani students

There are multiple studies available in the literature that have provided negative results about the unsatisfactory performance of the students reading skills in Pakistan (Naz et al., 2022; Rafiq, Asim, Khan, & Arif, 2019; Lodhi & Akash, 2019; Haq, Khurram, & Bangash, 2019; Amin and Bakhsh, 2021). Additionally, the international companies and agencies that test the language proficiency of the learners also report that reading proficiency of the students is not satisfactory. According to the English Proficiency Index (EF EPI) report (2021), Pakistan stands 99th out of the 132 countries with a total score of 491 and the Pakistani proficiency band is ranked in the low proficiency level, Pakistan stands 10th out of 26 countries monitored in Asia (EF, 2021).

Besides this, the overall International English language testing services (IELTS) and Test of English as a Foreign Language (TOEFL) scores of Pakistani

participants are good on average, but their reading score is less than the mean score of the overall scores. According to the IELTS Report (2021), the overall score of participants in reading is 6.29 and the Pakistani participants' score is 6.08 which is very less. The results also showed that the reading score of Pakistani participants was less than all other three skills. The test score of TOEFL also provided the same results. According to the TOEFL (2021) report, the score of Pakistan participants in reading was 22 less than the other three skills. The TOEFL results also presented the unsatisfactory results and justified this assertion that the reading skills of Pakistani participants is less than all other three skills such as, listening, speaking and writing. The above results of international testing agencies of English language portray that reading proficiency of participants from Pakistan is not very satisfactory. This indicates that reading culture in Pakistani academic context is very poor that could not develop reading proficiency among the learners. As a result, they cannot perform well in the academies international language tests to pursue their studies. Furthermore, reading is not practiced in Pakistani culture, according to the Gallop Survey report (2020). The survey asked participants one question: "How many hours do you spend a day reading books (course books, religious books, novels, magazines, poetry, etc.)?" In response to the question, 16 per cent said they spend an hour a day reading books, 3 per cent said two hours, 2 per cent said three hours, 2 per cent said four hours, 2 per cent said more than four hours, and 75 per cent said they did not spend any time reading any kind of book outside their syllabus. The survey includes a nationally representative sample of male and female students from Pakistan's five provinces. All the indicators above show that reading is not deeply ingrained in the lives of Pakistani students for a variety of reasons, one of which is a lack of effective reading instruction methods. The following section describes the teaching methods used in Pakistani classrooms.

1.2.2 English language teaching of reading in Pakistan

This section discusses the teaching and learning of English language in Pakistan. English language is being taught from primary to the university level (Irfan, Khan & Malik 2020). It is a compulsory subject to be taught from grade 1 in accordance with the National Education Policy of Pakistan (2017). According to this policy, the government plans to establish state-of-the-art libraries for inculcating a reading culture

REFERENCES

- Abbas, F., & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning*, 4(1), 199-214.
- Abbas, F., Rana, A. M. K., Bashir, I., & Bhatti, A. M. (2021). The English language proficiency as a global employment skill: the viewpoint of Pakistani academia. *Humanities and Social Sciences Review*, 9(3), 1071-1077.
- Adu, E. (2019). evaluating reading strategy instruction for Pet colleges English second language learners.
- Ahmad, I., & Arif, M. S. (2020). Teachers' perception of English language teaching at tertiary level education in Pakistan. *Pakistan Social Science Review*, 4(1), 191-203.
- Ahmad, Z., Tariq, M., Iqbal, Q., & Sial, T. A. (2021). Exploring the factors affecting the development of reading habits among children. *Library Philosophy and Practice*, 0-1-20.
- Ahmad, N. A., & Khoo, Y. (2019). Using interactive media to support reading skills among underachieving children. *International Journal of innovation, Creativity and Change*, 8(7), 81-88.
- Ahmad, S., & Rao, C. (2013). Applying Communicative Approach in Teaching English as a Foreign Language: A Case Study of Pakistan. *Porta Linguarum*, N° 20, 187-203.
- Ahmed, U., Aslam, R., Khan, N., & Asad, M. M. (2022). Investigating Knowledge Management Practices in an EFL Context in Pakistan. *SAGE Open*, 12(2), 21582440221094593.
- Aka, N. (2020). Incidental learning of a grammatical feature from reading by Japanese learners of English as a foreign language. *System*, 91, 102250.
- Akabuike, I. G., & Asika, I. E. (2012). Reading habits of undergraduates and their academic performances: Issues and perspectives. *African Research Review*, 6(2), 246-257.

- Ala, M. J., & Derequito, C. (2022). Intensive Reading and Task-Based Approaches: A Relevant Viewpoint in Improving Students' Reading and Writing Proficiency. *International Journal of Social Sciences and Humanities Invention*, 9(09), 7219-7229.
- Alahirsh, H. (2014). *Exploring the effectiveness of extensive reading on incidental vocabulary acquisition by EFL learners: an experimental case study in a Libyan University* (Doctoral dissertation, University of Nottingham).
- Alebel, A. (2020). The practice of teaching reading skills: Preparatory school in focus. *International Journal of Research in Social Sciences and Humanities*, 10(2), 29-42.
- Alex, Q., Rebecca, & Christina, G. (2018). What are the roles of reading strategies in literacy instruction? Education week, projects in education inc. <https://www.edweek.org/teaching-learning/opinion-response-teachreading-strategies-little-often/2018/10>.
- Alfatihah, D. F. N., & Tyas, P. A. (2022). The Correlation Between Undergraduate-Students' Reading Interest and Their Reading Comprehension. *Journal of Languages and Language Teaching*, 10(3), 343-355.
- Allen-Lyall, B. (2020). Empowering students to make their own reading choices: a teaching framework. *Reading Improvement*, 57(1), 1-10.
- Allred, J. B., & Cena, M. E. (2020). Reading motivation in high school: Instructional shifts in student choice and class time. *Journal of Adolescent & Adult Literacy*, 64(1), 27-35.
- Alhassan, A., Ali, N. A., & Ali, H. I. H. (2021). EFL students' challenges in English-medium business programmes: Perspectives from students and content teachers. *Cogent Education*, 8(1), 1888671.
- Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, 13(4), 383-401.
- Ali, A., & Ibrahim, M. (2021). modern pedagogical practices in ELT classroom in Pakistan's Sindh province. *Journal of Cultura and Lingua*, 2(3), 141-148.
- Al-Mahrooqi, R. & Denman, C. (2018). An exploration of the English-language reading habit of Omani University students, 150. [Thesis, Sultan Qaboos University].

- Almeida, F. (2018). Strategies to perform a mixed methods study. *European Journal of Education Studies*, 5(1), 137-151.
- Alsheikh, N., Alhabbash, M. O., Liu, X., AlOthali, S. A., & Mohammedi, N. O. A. (2020). Exploring the Interplay of Free Extensive Voluntary ESL Reading with Intensive Reading of Arabic Native Speakers. *International Journal of Instruction*, 13(4), 295-314.
- Altalhab, S., Alsuhaibani, Y., & Gillies, D. (2021). The reflective diary experiences of EFL pre-service teachers. *Reflective practice*, 22(2), 173-186.
- Amin, I., & Bakhsh, A. (2021). A Case Study on reading habits of university students. *Journal of Social Sciences Advancement*, 2(2), 70-73.
- Anderson. (2014). *Active skills for reading 4: Student's book*: National Geographic Learning.
- Anderson, & Nunan. (2008). *Practical English language teaching: reading*: McGraw-Hill.
- Anderson, R. C. (1985). Becoming a nation of readers: The report of the Commission on Reading.
- Anderson, N. J. (1999). *Exploring second language reading: Issues and strategies*. Heinle & Heinle.
- Andrés, I. C. (2020). Enhancing Reading Comprehension through an Intensive Reading Approach. *HOW*, 27(1), 69-82.
- Anindita, C. (2020). EFL students' perception towards extensive reading practices in higher education level. *Retain*, 8(4), 89-98.
- Arifin, S. (2020). The Role of Critical Reading to Promote Students' Critical Thinking and Reading Comprehension. *Jurnal Pendidikan Dan Pengajaran*, 53(3), 318-326.
- Asghar, I., Abbas, S., & Ahmad, N. N. (2021). Evaluation of English Language Teaching and Learning Skills at Secondary Level with Reference to Teaching Methods. *Competitive Social Science Research Journal*, 2(3), 17-33.
- Asia Naz, D., Iqbal, J., Khan, Z., & Shakeel, S. (2022). Factors Affecting Reading Habits of Undergraduate Students at University Level. *Journal of Positive School Psychology*, 6(9), 1928-1938.
- Atayeva, M., Putro, N., Kassymova, G., & Kosbay, S. (2019). *Impact of reading on students' writing ability*. Paper presented at the Materials of International Practical Internet Conference "Challenges of Science".

- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109-131.
- Ateek, M. (2017). *The impact and effectiveness of extensive reading in a Jordanian EFL classroom* (Doctoral dissertation, Anglia Ruskin University).
- Atkinson, D., & Sohn, J. (2013). Culture from the bottom up. *TESOL Quarterly*, 47, 669-693.
- Babayan, A. (2019). Extensive Reading in ESP. *Professional and Academic English*, 53(10).10-14.
- Baba, J., & Affendi, F. R. (2020). Reading Habit and Students' Attitudes towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam. *Asian Journal of University Education*, 16(1), 109-122.
- Bahadır, E. (2012). According Programme for International Student Assessment (PISA 2009), Investigation of variables that affect Turkish students' reading skills by regions, MA Thesis, Hacettepe University. Institute of Social Sciences, Department of Cognitive Sciences, Ankara.
- Balan, S., Katenga, J. E., & Simon, A. (2019, December). Reading habits and their influence on academic achievement among students at Asia Pacific International University. In *Abstract Proceedings International Scholars Conference* (Vol. 7, No. 1, pp. 1490-1516).
- Bamford, J., & Day, R. R. (1998). Teaching reading. *Annual review of applied linguistics*, 18, 124-141.
- Bamford, J., & Day, R. R. (2004). Extensive reading activities for language teaching. Cambridge, UK: Cambridge University Press.
- Barančicová, J., & Zerzová, J. (2015). English as a lingua franca used at international meetings. *Journal of Language and Cultural Education*, 3(3), 30-51.
- Batubara, N. H., & Sirait, D. (2022). The Effectiveness of Students Vocabulary Achievement Through Intensive Reading in MTs Al Washliyah Kolam. *Center of Knowledge: Jurnal Pendidikan Dan Pengabdian Masyarakat*, 138-148.
- Behmanesh, F., Bakouei, F., Nikpour, M., & Parvaneh, M. (2020). Comparing the effects of traditional teaching and flipped classroom methods on Midwifery students' practical learning: the embedded mixed method. *Technology, Knowledge, and Learning*, 1-10.599-608.
- Bell, T. (2001). Extensive reading: Speed and comprehension. *The reading matrix*, 1(1), 1-13.

- Block, C. C., & Mangieri, J. N. (1996). Reason to read: Thinking strategies for life through learning. *Menlo Park, CA: Innovative Learning.*
- Boakye, N. (2017). Extensive reading in a tertiary reading programme: Students' accounts of affective and cognitive benefits. *Reading & Writing*, 8(1), 1-9.
- Bolton, K., & Graddol, D. (2012). English in China today: The current popularity of English in China is unprecedented and has been fueled by the recent political and social development of Chinese society. *English Today*, 28(3), 3-9.
- Bradburn, N. M. (1983). Response effects. *Handbook of survey research*, 1, 289-328.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*, 9(1), 3-36.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Education.
- Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge.
- Bryman, A. (2008). Of methods and methodology. *Qualitative Research in Organizations and Management: An International Journal*, 3(2), 159-168.
- Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & quantity*, 56(3), 1391-1412.
- Bryman, A. (2012). *Social Research Methods*, Oxford: Oxford University Press.
- Bui, T., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language*, 33(1), 1-29.
- Burns, A. (2009). Action research in second language teacher education. *The Cambridge guide to second language teacher education*, 289-297.
- Canh, T. T. T. (2021). Enhancing Learner Autonomy through Extensive Reading: The Case of Book Reports. 29.
- Carbery, S., & Yoshida, R. (2003). Graded vs. Authentic: Do graded readers take the fun out of reading. *Paper presented at the Proceedings of 16th Educational Conference, Melbourne.*

- Carrell, P. L., & Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for specific purposes*, 16(1), 47-60.
- ÇETİN, H. S. (2018). Implementation of the digital assessment tool Kahoot in elementary school. *International Technology and Education Journal*, 2(1), 9-20.
- Cetinkaya, F. C., Ates, S., & Yildirim, K. (2019). Effects of Interactive Book Reading Activities on Improvement of Elementary School Students' Reading Skills. *International Journal of Progressive Education*, 15(3), 180-193.
- Chang, A. C., & Renandya, W. A. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix: An International Online Journal*, 17(1), 40-58.
- Chen, I.-C. (2018). Incorporating task-based learning in an extensive reading programme. *ELT Journal*, 72(4), 405-414.
- Chiang, H.-H. (2020). Kahoot! in an EFL reading class. *Journal of Language Teaching and Research*, 11(1), 33-44.
- Chien, C.-K. C., & Yu, K.-J. (2015). Applying extensive reading to improve unmotivated learners' attitudes toward reading in English. *International Journal of Learning, Teaching and Educational Research*, 13(2), 1-25.
- Chuenchaichon, Y. (2011). Impact of intensive reading on the written performance of Thai university EFL writers. *Language Studies Working Papers*, 3(2040-3461), 3-14.
- Cirocki, A. (2013). The reading portfolio: A tool for both learning and assessment in the secondary school EFL classroom. *International Journal of Innovation in English Language Teaching and Research*, 2(2), 223.
- Cohen, L., Manion, L., & Morrison, K. (2017). The ethics of educational and social research *methods in education* (pp. 111-143): Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2017). Mixed methods research. In *Research methods in education* (pp. 31-50). Routledge.
- Coleman, H. (2010). Teaching and learning in Pakistan: The role of language in education. *Islamabad: The British Council*, 1-56.
- Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg nursing*, 25(6), 435

- Cook, D. A., & Beckman, T. J. (2006). Current concepts in validity and reliability for psychometric instruments: theory and application. *The American journal of medicine*, 119(2), 166-176.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.
- Creswell, J. W. (2013). Steps in conducting a scholarly mixed methods study.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*: SAGE publications, London.
- Creswell, J. W., Fetters, M. D., Plano Clark, V. L., & Morales, A. (2009). Mixed methods intervention trials. *Mixed methods research for nursing and the health sciences*, 161-180.
- Cronbach, L. J. (1971). Test validation. In R. L. Thorndike (Ed.). *Educational measurement* (2nd ed.), pp. 443-507. Washington, DC: American Council on Education.
- Dar, B. A., Ahmad, S., & Lone, J. A. (2019). Reading Habits among Pre-University Students: A Study of District Anantnag-J&K.4(2),133-143.
- Dar, B. A., Ahmad, S., & Lone, J. A. (2019). Reading habits and attitudes of undergraduate students: A gender based comparative study of government degree college (boys) and government degree college for women Anantnag (J & K). *Library Philosophy and Practice*, 1-13.
- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2),136-141.
- Day, R.R., Bassett, J., Bowler, B., Parminter, S., Bullard, N., Furr, M., Prentice, M., Mahmood, M., Stewart, D. and Robb, T. (2011) Bringing extensive reading into the classroom. Oxford: Oxford University Press.
- Day, R. R. (2013). Creating a successful extensive reading program. *Test Reporter*, 46, 11-11.
- Day, R. R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2),294-301.
- Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W.-S. (1998). Extensive reading in the second language classroom. *RELJ Journal*, 29(2), 187-191.
- De Vaus, D. (2002). *Analyzing social science data: 50 key problems in data analysis*. Sage, London.

- De Burgh-Hirabe, R. (2011). Extensive reading and L2 reading motivation in Japanese as a foreign language: *A case study of New Zealand high school students* (Doctoral dissertation, University of Otago).
- Deng, B. (2015). English is the Language of Science. *Slate Magazine*.
- Denscombe, M. (2017). *EBOOK: The good research guide: For small-scale social research projects*: McGraw-Hill.
- Dewi, K. S., & Sahiruddin, S. (2020). Online Reading Culture among Indonesian EFL Students at Tertiary Education Level. *Studi Budaya Nusantara*, 4(2), 104-117.
- Dickinson, P. (2017). Effects of extensive reading on EFL learner reading attitudes. In *Selected papers of the 21st conference of Pan-Pacific association of applied linguistics* (pp. 28-35).
- Diets, J. C., & Sengkey, V. G. (2023). Students Reading Habits and their English Achievement. *Jurnal Scientia*, 12(01), 188-200.
- Din, K. U., & Saeed, M. (2018). Relationship between University Students' English Proficiency, academic achievement, and their satisfaction on teacher feedback. *Bulletin of Education and Research*, 40(3), 129-143.
- Din, M. (2020). Evaluating university students' critical thinking ability as reflected in their critical reading skill: A study at bachelor level in Pakistan. *Thinking Skills and Creativity* 35, 100627.
- Do, D. T. T. (2017). News Report: A Blended Extensive Reading and Intensive Reading Activity. *Journal Of Development Research*, 1(2), 55-58.
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*: Routledge.
- Ebrahim, M. H. A. (2018). *Intensive Reading Impact on EFL Learner's Comprehension A Case Study: of Basic Schools in Madani–, Gezira State, Sudan (2017)*. University of Gezira.
- Eftekhary, A. A., & Kalayeh, K. B. (2014). The relationship between critical thinking and extensive reading on Iranian intermediate EFL learners. *Journal of Novel Applied Sciences*, 3(6), 623-628.
- Elturki, E., & Harmon, E. (2020). Systematic integration of extensive reading in the curriculum: Strategies and resources. *TESOL Journal*, 11(3), e00517.
- Endris, A. A. (2018). Effects of extensive reading on EFL learners' reading comprehension and attitudes. *International Journal of Research in English Education*, 3(4), 1-11.

- Endris, A. A. (2018). Effects of extensive reading on EFL learners' reading comprehension and attitudes. *International Journal of Research in English Education*, 3(4), 1-11.
- Enisa, M. E. D. E., İnceçay, G., & Incecay, V. (2013). Fostering learner autonomy through extensive reading: The case of oral book reports. *ELT Research Journal*, 2(1), 16-25.
- Erfanpour, M. A. (2013). The effect of intensive and extensive reading strategies on reading comprehension: A case of Iranian high school students. *English for Specific Purposes World*, 14(41), 1-21.
- Erguvan, D. (2016). Students' attitudes towards extensive and intensive reading and instructors' motivational strategies. *Arab World English Journal (AWEJ) Volume*, 7(2), 136-150.
- Ewert, D. E. (2019). Extensive Reading for Statistical Learning. *The Handbook of Informal Language Learning*, 395-404.
- Falk, A. (2019). Extensive Reading for Adolescent Language Learners: A Review. *studies in applied linguistics*, 52-55
- Fang, Q. (2021). Intensive Reading: Getting Chinese Students to See the Forest as well as the Trees---Discussion on Problems and Techniques for Improving IR Learning. 1-14.
- Fathi, J., & Afzali, M. (2020). The Effect of Second Language Reading Strategy Instruction on Young Iranian EFL Learners' Reading Comprehension. *International Journal of Instruction*, 13(1), 475-488.
- Firnas, A., & Rizvi, M. (2021). Reading Habit and Its Effect on Academic Performance of The Students of Advanced Technological Institute, Sammanthurai. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(10), 934-942.
- Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention, and behavior: An introduction to theory and research. Reading, MA: Addison-Wesley.
- Francis, J. J., Johnston, M., Robertson, C., Glidewell, L., Entwistle, V., Eccles, M. P., & Grimshaw, J. M. (2010). What is an adequate sample size? Operationalizing data saturation for theory-based interview studies. *Psychology and health*, 25(10), 1229-1245.
- Fujii, K. (2018). Theory and Practice of the Mini-bibliobattle as an Output Activity of Extensive Reading. *Theory and Practice in Language Studies*, 8(8), 916-924.

- Fu, S. (2022). The Roles of Intensive and Extensive Reading Activities in Chinese EFL University Students' Reading Comprehension Skills. *Education and Linguistics Research*, 8(1), 1-11.
- Gad, H. H. M. H., & Ibrahim, M. H. (2020). The Effectiveness of an Extensive Reading Remedial Program in Developing Prep Stage Students' English reading proficiency. 35(114).
- Garvey, J. (2018). The attitudinal and motivational effects of extensive reading on adult ELLs in a non-intensive ABE/ESL program. Retrieved from Hamline University Digital Commons.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, 18(1), 59-82.
- Galvin, R. (2015). How many interviews are enough? Do qualitative interviews in building energy consumption research produce reliable knowledge? *Journal of Building Engineering*, 1, 2-12.
- Gilani, M., Ismail, H. N., & Gilakjani, A. P. (2012). Impacts of learning reading strategy on students' reading comprehension proficiency. *The international journal of language learning and applied linguistics world*, 1(1), 72-87.
- Gill, A., Stephenson, M., & Waugh, D. (2021). *Developing a Love of Reading and Books: Teaching and Nurturing Readers in Primary Schools*. SAGE. London.
- Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Literacy Research and Instruction*, 6(4), 126-135.
- Grabe, W. (2003). Reading and writing relations: Second language perspectives on research and practice. *Exploring the dynamics of second language writing*, 242-262.
- Grabe, W. (2009). Teaching and testing reading. *The handbook of language teaching*, 441-462.
- Grabe, W. (2009b). *Reading in a second language: Moving from theory to practice*: New York: Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2011). Teaching and researching reading. Harlow. England: Pearson Education.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*: Routledge.
- Gu, Y. X., & Lau, K. L. (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.

- Guthrie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of educational psychology*, 92(2), 331.
- Ha Le, V. (2021). *Common Difficulties of Reading Comprehension Experienced by Vietnamese Students*. Paper presented at the 2021 5th International Conference on Education and Multimedia Technology.
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43(1), 4-13.
- Hagaman, A. K., & Wutich, A. (2017). How many interviews are enough to identify meta themes in multisited and cross-cultural research? Another perspective on Guest, Bunce, and Johnson's (2006) landmark study. *Field methods*, 29(1), 23-41.
- Haidar, S., & Fang, F. (2019). English language in education and globalization: A comparative analysis of the role of English in Pakistan and China. *Asia Pacific Journal of Education*, 39(2), 165-176.
- Haider, M., & Akhter, E. (2012). Extensive Reading in EFL Classroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities. *International Education Studies*, 5(3), 126-133.
- Hair, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of business research methods*. Routledge.
- Hamrayevna, R. O., & Rashidovna, S. M. (2019). Impact of extensive reading to develop speaking skills. *International Journal on Integrated Education*, 2(4), 11-14.
- Han, S., Cetin, C., & Matteson, S. M. (2016). Examining the pattern of middle grade mathematics teachers' performance: A concurrent embedded mixed methods study. 12(3), 387-409.
- Haq, Z.-u., Khurram, B. A., & Bangash, A. K. (2019). Development of Reading Skill through Activity Based Learning at Grade-VI in Khyber Pakhtunkhwa. *Bulletin of Education and Research*, 41(1), 85-104.
- Harden, A., & Thomas, J. (2005). Methodological issues in combining diverse study types in systematic reviews. *International Journal of Social Research Methodology*, 8(3), 257-271.
- Harmer, J. (2007). *The practice of English language teaching*. Essex: Pearson education limited.

- Hedgcock, J. S., & Ferris, D. R. (2018). *Teaching readers of English: Students, texts, and contexts*: Routledge.
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106): Oxford university press Oxford, England.
- Hidayah, S. A. (2017). *The Effect of Intensive Reading Strategy on Students 'Reading Comprehension (A Quasi Experimental Study at Eight Grade Students of SMPN 1 Curug-Tangerang)* (Doctoral dissertation, Universitas Islam Negeri" Sultan Maulana Hasanuddin" BANTEN).
- Holliday, A. (2004). Issues of validity in progressive paradigms of qualitative research. *TESOL quarterly*, 38(4), 731-734.
- Huang, H. T., & Liou, H.C. (2007). Vocabulary learning in an automated graded reading program. *11*(3), 64-82.
- Ibrahim, M. H. A. R., & Rawian, R. M. (2018). The impact of ER-IR approach on the improvement of Saudi EFL Learners: An intervention study. *Journal of Applied Linguistics and Language Research*, 5(1), 307-318.
- Ilyosovna, N. A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1), 22-24.
- Iqbal, & Komal. (2017). Analyzing the Effectiveness of Vocabulary Knowledge Scale on Learning and Enhancing Vocabulary through Extensive Reading. *English Language Teaching*, 10(9), 36-48.
- Iqbal, M., Noor, M., Muhabat, F., & Kazemian, B. (2015). Factors responsible for poor English reading comprehension at secondary level. *Communication and Linguistics Studies*, 1(1), 1-6.
- Irfan, F. Khan, A. Malik S. (2020). Challenges in Teaching and Learning of English at Higher Secondary Level: The Perceptions of Teachers in Lahore. *Talent Development & Excellence* 12, (1), 2020, 6216-6225.
- Irwin, J. W., & Pulver, C. J. (1984). Effects of explicitness, clause order, and reversibility on children's comprehension of causal relationships. *Journal of Educational Psychology*, 76(3), 399-407.
- Isaqjon, T. (2022). Strategies and techniques for improving EFL learners' reading skills. *Involta Scientific Journal*, 1(11), 94-99.
- Ismail, H., Syahrurah, J. K., & Basuki. (2017). Improving the students' reading skill through translation method. *Journal of English Education*, 2(2), 124-131.

- Issa, A. O., Aliyu, M. B., Akangbe, R. B., & Adedeji, A. F. (2012). Reading interests and habits of the federal polytechnic, OFFA, students. *International Journal of Learning and Development*, 2(1), 470-486.
- Iwata, A. (2020). How extensively do we need to read to improve EFL reading ability? A comparison of two different instructional methodologies. *The Reading Matrix: An International Online Journal*, 20(1), 66-83.
- Jabbar, A., Wahab, K., & Warraich, N. F. (2023). Do they Read for Pleasure? Surveying Secondary School Teachers of District Lahore, Pakistan. *Global Educational Studies Review*, VIII, 8, 124-135.
- Jacobs, G. M., & Renandya, W. A. (2015). Making extensive reading even more student centred. *Indonesian Journal of Applied Linguistics*, 4, 102-112.
- Jafarpour, M. (2014a). The Effect of Incorporating the Extensive Reading Approach into Vocabulary Instruction on Learners' Lexical Depth in an EFL Context. *Advances in Language and Literary Studies*, 5(3), 162-169.
- Khansir, A. A., & Dehghani, N. (2015). The impact of extensive reading on grammatical mastery of Iranian EFL learners. *Theory and Practice in Language Studies*, 5(7), 1501.
- Khazaal, E.N (2019). Impact of Intensive Reading Strategy on English for Specific Purposes College Students' in Developing Vocabulary. *Arab World English Journal*, 10(2), 181-195.
- Khelil, I., & Adjadj, D. (2022). The Effectiveness of intensive reading on EFL students' vocabulary development.
- Kim, J. Y., & Anderson, T. (2011). Reading across the curriculum: A framework for improving the reading abilities and habits of college students. *Journal of College Literacy & Learning*, 37, 29-40.37, 29-40.
- Kim, K. R. (2021). L2 Reading Difficulties Faced by Malaysian Students in a Korean University. *Journal of Digital Convergence*, 19(2), 21-32.
- Kim, M. (2019). The Perceptions of Students and Teachers on the Practice of Assessment in Extensive Reading. *English Teaching*, 74(4), 179-203.
- Kirchhoff, C. (2015). Extensive reading in the EFL classroom: Benefits of a face-to-face collaboration activity. *Reading Matrix: An International Online Journal*, 15(1), 54-65.
- Kirin, W. (2010). Effects of extensive reading on students' writing ability in an EFL class. *Journal of Asia TEFL*, 7(1), 285-308.

- Klimova, B. (2015). Diary writing as a tool for students' self-reflection and teacher's feedback in the course of academic writing. *Procedia-Social and Behavioral Sciences*, 197, 549-553.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. New York: Cambridge University Press.
- Kolajo, F. S., & Agbetuyi, P. A. (2021). Dwindling reading culture in the Internet era and the imperative for lifelong reading. *Library Philosophy and Practice (e-journal)*, 4739.
- Krashen, S. (1981). Second language acquisition. *Second Language Learning*, 3(7), 19-39.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, Pergamon.
- Krashen, S. (2009). Anything but reading. *Knowledge Quest*, 37(5), 18.
- Krashen, S. (2016). Compelling reading and problem-solving: The easy way (and the only way) to high levels of language, literacy, and life competence. In *Epoch making in English language teaching and learning. Twenty-fifth international symposium on English teaching* (pp. 115-125).
- Krashen, S., & Brown. (2007). What is academic language proficiency. *STETS Language & Communication Review*, 6(1), 1-5.
- Krashen, S., & Mason, B. (2017). Sustained silent reading in foreign language education: An update. *Turkish Online Journal of English Language Teaching*, 2(2), 70-73.
- Krashen, S. D. (2003). *Explorations in language acquisition and use*: Heinemann Portsmouth, NH.
- Krashen, S. D. (2004). *The power of reading: Insights from the research: Insights from the research*: ABC-CLIO.
- Krashen, S. D. (2011). *Free voluntary reading*. Bloomsbury Publishing USA.
- Krashen, S. D., Lee, S.-Y., & Lao, C. (2017). *Comprehensible and compelling: The causes and effects of free voluntary reading*: ABC-CLIO.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*: Sage.

- Kumara, B., & Kumar, S. (2019). Impact of Reading habits on the Academic Achievements: A survey. *Library Philosophy and Practice (e-journal)* 2269 (2019).
- Kurniati, U. (2019). Building Reading Fluency with Mobile Assisted Extensive Reading. *International Journal of Interactive Mobile Technologies*, 13(6), 84-92.
- Lawrence, S. (2016). Extensive reading in English as a foreign language/English as a second language contexts. *Kyoto Bunkyo University*, 9, 69-85.
- Lee, J., Schallert, D. L., & Kim, E. (2015). Effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents. *System*, 52, 38-50.
- Leino, K. (2014). The relationship between ICT uses and reading literacy: focus on 15-year-old Finnish students in PISA studies: University of Jyväskylä, Finnish Institute for Educational Research (30)
- Lin, D. T. A., Pandian, A., & Jaganathan, P. (2018). READ+ vs. READ: Investigating extensive reading and vocabulary knowledge development among Malaysian remedial ESL learners. *Journal of Asia TEFL*, 15(2), 349.
- Lin, T., & Lei, J. (2021). English-medium instruction and content learning in higher education: Effects of medium of instruction, English proficiency, and academic ability. *SAGE Open*, 11(4), 21582440211061533.
- Linuwih, E. R. (2021). The effectiveness of extensive reading in improving EFL academic writing. *Teaching and Linguistics*, 6(1), 167-177.
- Liu, X., & Wang, L. C. C. (2017). Motivation, learning strategies, and language competency in a technology facilitated Chinese as a second language classroom. *Chinese Language Teaching Methodology and Technology*, 1(2), 1.1(2), 1-8.
- Lodhi, M. A., & Akash, A. (2019). Identifying language learning gaps of ESL students at intermediate level in Pakistani colleges. *Bellaterra Journal of Teaching & Learning Language & Literature*, 12(1), 44-64.
- Long, M. H., & Richards, J. C. (1987). *Methodology in TESOL: A book of readings*: Newbury House.
- Lou, N. M., & Noels, K. A. (2020). Breaking the vicious cycle of language anxiety: Growth language mindsets improve lower-competence ESL students' intercultural interactions. *Contemporary Educational Psychology*, 61, 101847.

- Loucky, J. (2005). Combining beneficial strategies from both intensive and extensive reading approaches for more effective and enjoyable language learning. *Proceedings of the Japan Association for Language Teaching on Language Learning for Life*, 1041-1055.
- Macalister, J. (2008). Implementing extensive reading in an EAP programme. *ELT Journal*, 62(3), 248-256.
- Macalister, J. (2010). Investigating teacher attitudes to extensive reading practices in higher education: why isn't everyone doing it? *Relc Journal*, 41(1), 59-75.
- Macalister, J. (2011). Today's teaching, tomorrow's text: exploring the teaching of reading. *ELT Journal*, 65(2), 161-169.
- Macalister, J. (2015). Guidelines or commandments? Reconsidering core principles in extensive reading. *Reading in a Foreign Language*, 27(1), 122-128
- Macaro, E., & Han, S. (2020). English medium instruction in China's higher education: Teachers' perspectives of competencies, certification, and professional development. *Journal of multilingual and multicultural development*, 41(3), 219-231.
- Mahmoudian, H., Ramezaney, M., Safari, H., & Rezvanifar, S. (2011). Effects of Intensive Reading on the Mastery of Grammar in Iranian Junior High School Students. *Journal of Educational and Management Studies*, 2(2), 28-33.
- Maipoka, S. A., & 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.
- Maley, A. (2012). Literature in language teaching. *Principles and practices for teaching English as an international language*, 299-317, Routledge.
- Manan, S. A. (2019). Myth of English teaching and learning: A study of practices in the low-cost schools in Pakistan. *Asian Englishes*, 21(2), 172-189.
- Maneekhao, K., & Tepsuriwong, S. (2016). A study of Thai students' opinions on books for extensive reading. *Songklanakarin Journal of Social Science and Humanities*, 22(2), 181-211.
- Mardiyana, L., Setyarini, S., & Amalia, L. L. (2021). Indonesian EFL Learners' Responses to Extensive Reading: Benefits and Challenges. *Jurnal Penelitian Pendidikan*, 21(3), 36-45.

- Mariano, E. M., Del Rosario, C. A., Bensurto, S. A., Hernandez, M. M., Laroya, E. R., & Llante, A. T. M. (2020). Using extensive reading in improving reading speed and level of reading comprehension of students. *Journal of Critical Reviews*, 7, 1127-1132.
- Marckwardt, A. H. (1963). English as a second language and English as a foreign language. *PMLA*, 78(2), 25-28.
- 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.
- McConn, M. (2016). An evaluation of extensive and intensive teaching of literature: One teacher's experiment in the 11th grade. *Research in the Teaching of English*, 51(2), 162-182.
- McDonough, J., Shaw, C., and Masuhara, H. (2013). Materials and methods in ELT. UK: John Wiley & Sons, Inc.
- McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. *The Reading Teacher*, 65(7), 432-440.
- McLean, S., & Rouault, G. J. S. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System*, 70, 92-106.
- McQuillan, J. (2019). Where do we get our academic vocabulary? Comparing the efficiency of direct instruction and free voluntary reading. *The Reading Matrix: An International Online Journal*, 19(1), 129-138.
- Melani, M., & Syafitri, L. (2020, February). Investigating Students' Need in Developing Integrated Model of Intensive and Extensive Reading Instruction at English Education Study Program of Islamic State Institute of Bukittinggi. In *Journal of Physics: Conference Series* (Vol. 1471, No. 1, p. 012028). IOP Publishing.
- Memon, S. (2014). Reading attitudes in L1 and L2 among rural and urban learners in a Pakistani context. PhD thesis). University of Bedfordshire
- Meniado, J. C. (2018). Integrating extensive reading in a college preparatory year program: Perceptions, challenges, and possibilities. *International Journal of English Language Education*, 6(2), 50-68.
- Meniado, J. C. (2021). Extensive reading practices in the Arabian Gulf region. *Eurasian Journal of Applied Linguistics*, 7(1), 222-239.

- Mermelstein, A. D. (2015). Improving EFL Learners' Writing through Enhanced Extensive Reading. *Reading in a Foreign Language*, 27(2), 182-198.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*: Sage publications.
- Miftah, M. Z. (2013). Implementation of intensive-extensive reading strategy to improve reading comprehension. *Journal on English as a Foreign Language*, 3(1), 21-30.
- Mikami, A. J. T. J. (2017). Students' attitudes toward extensive reading in the Japanese EFL context. *Tesol Journal*, 8(2), 471-488.
- Mikulecky, B. S. (2008). Teaching reading in a second language. *ELT Journal*, 65(1), 99-101.
- Milliner, B. (2017). One Year of Extensive Reading on Smartphones: A Report. *JALT Call Journal*, 13(1), 49-58.
- Milliner, B. (2021). The effects of combining timed reading, repeated oral reading, and extensive reading. *Reading in a Foreign Language*, 33(2), 191-211.
- 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), 67-72.
- Moag, R. (1982). English as a foreign, second, native and basal language: A new taxonomy of English-using societies. *New Englishes*, 1, 1-5
- Moon, R. C., & Kwan, S. H. (2022). Improving Students' Intensive Reading Ability by Using Survey-Question-Read-Review-Recite-Reflect Method. *JELITA*, 12-21.
- Moidunny, K. (2009). The Effectiveness of the National Professional Qualification for Educational Leaders (NPQEL). Unpublished Doctoral Dissertation, Bangi: The National University of Malaysia.
- Mukhtar, A. A., Sahito, Z., & Siddiqui, A. (2021). Teachers' Perception about English as a Medium of Instructions: Evidence from the Government Higher Secondary Schools of Sindh, Pakistan. *Theory and Practice in Language Studies*, 11(4), 362-371.

- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. *Cogent Education*, 9(1), 2093493.
- Murad, T., & Murad, A. (2022). The Effect of Extensive Reading Instruction on Arab EFL Students' Speaking Skill. *International Journal of Latest Research in Humanities and Social Science*, 5(1), 50-59.
- Nakanishi, T. (2015). A meta-analysis of extensive reading research. *TESOL Quarterly*, 49(1), 6-37.
- Nation. (2009). Reading faster. *International Journal of English Studies*, 9(2).131-144
- Nation. (2013). *Learning vocabulary in another language*: Cambridge university Press.
- Nation, & Waring, R. (2020). Teaching extensive reading in another language: Routledge.
- Nation, I., & Waring, R. (2019). *Teaching extensive reading in another language*: Routledge.
- Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*: Routledge.
- Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher*, 21(5), 13-16.
- Nation, P. (2014). What do you need to know to learn a foreign language. Victoria University of Wellington.
- Navarro Sada, A., & Maldonado, A. (2007). Research methods in education. sixth edition - by louis cohen, lawrence manion and keith morrison. *British Journal of Educational Studies*, 55(4), 469-470.
- Neumann, H., Leu, S., McDonough, K., & Crawford, B. (2020). Improving students' source integration skills: Does a focus on reading comprehension and vocabulary development work? *Journal of English for Academic Purposes*, 48, 100909.
- Neumann, H. (2009). Teaching ESL/EFL Reading and Writing by IS Paul Nation.
- Ni'mah, D., & Sholihah, F. A. J. E. (2022). Reading intensively: What do the students really need? *EduLite: Journal of English Education, Literature and Culture* 7(1), 16-31.
- Norbaevna, S. F., & Yuldashevna, X. (2019). impact of extensive reading to develop speaking skills. *European Journal of Research and Reflection in Educational Sciences*, 7(12). 269-272.

- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), 1609406917733847.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.
- Nuraini, H., Mulyana, A., & Aeni, L. (2019). improving students 'writing ability on descriptive text by using intensive reading. *JIPIS*, 28(2), 25-32.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Nyikos, M., & Oxford, R. (1993). A factor analytic study of language-learning strategy use: Interpretations from information-processing theory and social psychology. *The Modern Language Journal*, 77(1), 11-22.
- O'Brien, D. (2020). Reinvigorating student interest in pleasure reading: How to build an effective sustained silent reading program in the classroom. *Learning to Teach Language Arts, Mathematics, Science, and Social Studies Through Research and Practice*, 9(1).
- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and teaching reading*
- Par, L. (2020). The relationship between reading strategies and reading achievement of the EFL students. *International Journal of Instruction*, 13(2), 223-238.
- Paran, A. (2003). *Intensive Reading English Teaching Professional*, 28, 40: Cambridge: Cambridge University Press.
- Park, Isaacs, T., & Woodfield, H. (2018). 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.
- Park, A. Y. (2017). Comparison of the impact of extensive and intensive reading approaches on the Korean EFL learners' reading rate and reading comprehension development. *International Journal of Applied Linguistics and English Literature*, 6(3), 131-142.
- Park, A. Y., Isaacs, T., & Woodfield, H. (2018). 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.
- Park, J. (2016). Integrating reading and writing through extensive reading. *ELT Journal*, 70(3), 287-295.

- Park, Y. (2020). A comparison of the impact of extensive and intensive reading approaches on the reading attitudes of secondary EFL learners. *Studies in Second Language Learning and Teaching*, 10(2), 337-358.
- Pokharel, P. K. (2018). Learning to read and reading to learn in English. *Journal of NELTA Surkhet*, 5, 75-81.
- Polit, D. F., & Beck, C. T. (2010). *Essentials of nursing research: Appraising evidence for nursing practice*. 7th edn. Lippincott-Raven Publishers, Philadelphia.
- Porkaew, K., & Fongpaiboon, A. (2018). Effects of Extensive Reading on Thai Tertiary Students' Reading Attitudes. *Arab World English Journal*, 9(1), 207-219.
- Prayuda, M. S. (2023). The Effect of Intensive Reading Strategy on Students 'Reading Comprehension. *JOLADU: Journal of Language Education*, 1(3), 90-102.
- Prentice, N. (2012). Read On! Extensive reading teacher training 2012-2013.
- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Vol. 3, pp. 545-561). Lawrence Erlbaum Associates Publishers.
- Puripunyavanich, M. (2021). Revealing University Students' Attitudes toward Online Extensive Reading in Thailand. *REFlections*, 28(2), 267-292.
- Pustika, R., & Wiedarti, P. J. E. (2019). The Implementation of Reading Instruction in EFL Classroom. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 5(1), 75-87.
- Quinn, J. (2017). Benefits of sustained silent reading and self-monitoring for reluctant readers Theses and Dissertations. 2402.
- Rafiq, M., Asim, A., Khan, M. T., & Arif, M. (2019). The Effects of social media on Reading Habits. *Pakistan Journal of Information Management and Libraries*, 21, 46-65.
- Rahmawati, H., & Dzulfikri, D. (2022). Extensive Reading Online while Writing Academic Articles: An Embedded Mixed Methods Study. *Indonesian Research Journal in Education/ IRJE*, 6(1), 123-137.
- Rahman, T. (2006). Language policy, multilingualism, and language vitality in Pakistan. *Lesser-known languages of South Asia: Status and policies, case studies and applications of information technology*, 73-106. Berlin: Mouton de Gruyter.

- Rahman, T. (2020). English in Pakistan: Past, present, and future. In Functional variations in English. *Theoretical considerations and practical challenges*, 127-148.
- Rahmany, R., Zarei, A. A., & Gilak, S. (2013). The Effect of Extensive Reading on Iranian EFL Learners' Motivation for Speaking. *Journal of Language Teaching and Research*, 4(6), 1238-1246.
- Ramadhanti, D., Ghazali, A., Hasanah, M., Harsiati, T., & Yanda, D. (2020). The use of reflective journal as a tool for monitoring of metacognition growth in writing. *International Journal of Emerging Technologies in Learning (IJET)*, 15(11), 162-187.
- Ramonda, K. (2020). Extensive reading and class readers: the case for no choice. *ELT Journal*, 74(3), 277-286.
- Rana, R. A. K., Bashir, I., & Abbas, F. (2020). English for future employment: The perceptions of academia. *Hamdard Islamicus*, 43(2), 886-896.
- Rao, C. S., & Babu, K. S. (2016). Importance of extensive reading in language learning. *Language in India*, 16(2), 251-261.
- Rashidi, N., & Piran, M. (2011). The effect of extensive and intensive reading on Iranian EFL learners' vocabulary size and depth. *Journal of Language Teaching and Research*, 2(2), 471-482.
- Rasinger, S. M. (2013). *Quantitative research in linguistics: An introduction*: A&C Black.
- Rasool, I., Khan, F., & Naqvi, R. Z. (2021). Language Practices of English Language Teachers at Secondary Level: A Comparative Study of Public and Private Schools in Lahore, Pakistan. *Pakistan Languages and Humanities Review* 5(2), 176-192.
- Rehman, M., Fareed, M., & Khan, A. (2022). English Language Reading Comprehension of Pakistani HSSC/HSC Level Students: Perceptions and Performance. *Pakistan Languages and Humanities Review*, 6(2), 1180-1191.
- Rehman, A., & Perveen, A. (2021). Teachers' Perceptions about the Use of Authentic Material in Pakistani EFL Classrooms. *International Journal of Language Education*, 5(2), 63-73.
- Rejeki, S., & Kurnia, A. students 'perceptions on intensive reading activities and its influence on their writing skill. Paper presented at the *committee of the 16th jeta international conference 2019 patron*.

- Renandya, W. A. (2016). Should you be teaching reading intensively or extensively. In *Proceedings of the 24th Annual Korea TESOL International Conference: Shaping the Future: With 21st Century Skills*, 31-39.
- Renandya, W. A., Hidayati, M., & Ivone, F. M. (2021). Extensive reading: Top ten implementation issues. *JACET Journal*, 65, 11-21.
- Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom *English language teaching today, English language teaching today: Linking theory and practice*, 97-110) Basel, Switzerland: Springer International Publishing AG
- Richards, J. C. (2002). *Longman Language Teaching and Applied Linguistics*: Pearson Education.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*: Cambridge University Press.
- Rob, W., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language*, 27(1), 160-167.
- Robb, T. N., & Susser, B. (1989). Extensive reading vs skills building in an EFL context. *Reading in a Foreign Language*, 5(2), 239-251.
- Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. *Qualitative Report*, 25(9). 3185-3203.
- Rodrigo, V., Greenberg, D., & Segal, D. (2014). Changes in reading habits by low literate adults through extensive reading. *Reading in a Foreign Language*, 26(1), 73-91.
- Rumelhart, D. E. (1981). Schemata: the building block of cognition. In J.T. Guthrie (Ed.) *Comprehension and Teaching: Research Review* (pp. 185-224). Newark, DE: International Reading Association.
- Rumelhart, D. E. (2017). Schemata: The building blocks of cognition. In *Theoretical issues in reading comprehension* (pp. 33-58). Routledge.
- Rupley, W. H. (1976). ERIC/RCS: Reading Interests: Motivating Students to Read for Personal Enjoyment. *The Reading Teacher*, 30(1), 118-121.
- Rupley, W. H., Nichols, W. D., Rasinski, T. V., & Paige, D. (2020). Fluency: Deep roots in reading instruction. *Education Sciences*, 10(6), 2-11.
- Rustamov, I. (2022). Teaching English as a Foreign Language. *Журнал иностранных языков и лингвистики*, 4(4).

- Saba, R., & Noreen, S. (2020). Evaluating the Importance of Extensive Reading in Second Language Acquisition on the students of Grade 5 in Private Schools of Pakistan. *Kashmir Journal of Language Research*, 23(1), 249-268.
- Sadia, B., Memon, S., & Pathan, H. (2021). Investigating the Relationship between English Language Proficiency and Academic Performance of Engineering Students in Mehran University Jamshoro, Pakistan. *Pakistan Journal of Humanities and Social Sciences*, 9(3), 515-525.
- Sajid, M. K. M., & Kassim, H. (2019). Comparison of reading aloud strategies versus silent reading strategies used on Pakistani university students 'reading comparison for reading proficiency & literal reading skills. *European Journal of Education Studies*, 5(9), 112-130.
- Salameh, L. A. M. (2017). Investigating the Effect of Extensive Reading on EFL Learners' Reading Attitudes at Hail University in KSA. *Journal of Education and Practice*, 8(8), 7-15.
- Saldaña, J. (2021). The coding manual for qualitative researchers. The coding manual for qualitative researchers, Sage.
- Sanacore, J. (2002). Struggling literacy learners benefit from lifetime literacy efforts. *Reading Psychology*, 23(2), 67-86.
- Satriani, E. (2018). Reading comprehension difficulties encountered by English students of Islamic University of Riau. *J-SHMIC: Journal of English for Academic*, 5(2), 15-26.
- Sek, S., Katenga, J. E., & Mushunje, A. T. (2021). Reading comprehension of Thai students improved by extensive reading when learning English as a foreign language. *Human Behavior, Development and Society*, 22(3), 95-96.
- Selvi, B. (2021). English As the Language of Science: The Role of English in the Academic World. *Akademik Hassasiyetler*, 8(16), 1-21.
- Sevilla-Morales, H. (2017). Effects of scaffolded intensive reading on students' reading comprehension performance. *Actualidades Investigativas en Educación*, 17(1), 96-125.
- Seybold, M. R. (2023). Effects of Implementing an Intensive Reading Intervention for Middle School Struggling Readers During the COVID-19 Pandemic (Doctoral dissertation, University of Louisiana at Monroe).

- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges, and possible solutions. *Developing countries and the English language* 14(1), 291-310.
- Shah, S. H. R., Kadir, Z. A., & Naveed, S. (2022). Factors Affecting English Reading Skills at Collegiate Level in Pakistan. *Journal of Positive School Psychology*, 6(11), 1863-1876.
- Skills at Collegiate Level in Pakistan. *Journal of Positive School Psychology*, 6(11), 1863-1876.
- Shamim, F., & Coleman, H. (2018). Large-sized classes. *The TESOL encyclopedia of English language teaching*, 1-15.
- Shen, M. Y. (2008). EFL learners' responses to extensive reading: Survey and pedagogical applications. *The Reading Matrix*, 8(2), 111-123.
- Shen, Y. (2008). An Exploration of Schema Theory in Intensive Reading. *English Language Teaching*, 1(2), 104-107.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Shih, Y. C., Chern, C. L., & Reynold, B. L. (2018). Bringing extensive reading and reading strategies into the Taiwanese junior college classroom. *Reading in a Foreign Language*, 30(1), 130-151.
- Shrestha, N. (2021). Factor analysis as a tool for survey analysis. *American Journal of Applied Mathematics and Statistics*, 9(1), 4-11.
- Siddiqui, S., & Mahmood, S. (2020). Fostering independent learning through extensive reading programs in EFL contexts. *TESOL Journal*, 25(3), 245-259.
- Singkum, R., & Chinwonno, A. (2021). Implementing EFL Extensive Reading for Thai Vocational Students. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 208-239.
- Soumia, K. (2021). The Impact of Intensive Reading in Enhancing EFL Learner's Written Production: The Case of Second Year Students of English at Biskra University.
- Stahl, K. A. D. (2003). *The effects of three instructional methods on the reading comprehension and content acquisition of novice readers* (Doctoral dissertation, University of Georgia).

- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28.
- Stewart, A. L., Ware, J. E., & Ware Jr, J. E. (Eds.). (1992). Measuring functioning and well-being: the medical outcomes study approach. duke university Press
- Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152-159.
- Suk, N. (2015). *Impact of extensive reading in a Korean EFL university setting: A mixed methods study* (Doctoral dissertation, Northern Arizona University).
- Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading research quarterly*, 52(1), 73-89.
- Sun, X. (2020). An exploration of students' and teachers' perceptions of a two-year extensive reading program in a Chinese secondary school. *The Reading Matrix: An International Online Journal*, 20(1), 201-219.
- Sun, X. (2021). Integrating extensive reading into school curriculum: A veteran EFL teacher's Perspective. *The Reading Matrix: An International Online Journal*, 21(2).17-31.
- Susani, R. (2018). The implementation of authentic assessment in extensive reading. *International Journal of Education*, 11(1), 87-92.
- Suteja, H. (2019). *Extensive and intensive reading in the EAP class*. Paper presented at the proceedings of the 65th TEFLIN international conference.
- Suzina, A. C. (2021). English as lingua franca. Or the sterilisation of scientific work. *Media, Culture & Society*, 43(1), 171-179.
- Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2013). *Using multivariate statistics* (Vol. 6, pp. 497-516). Boston, MA: Pearson.
- Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19(1), 1-18
- Tampubolon, A. C., & Kusuma, H. (2017). Effects of Reading Motivation and Perceived Quality of the Reading Space on Students' Affective Responses. *Journal of Asian Architecture and Building Engineering*, 16(3), 559-563.
- Tashakkori, A., & Teddlie, C. (2010). Putting the human back in "human research methodology": The researcher in mixed methods research. *Journal of mixed methods research*, 4(4), 271-277.

- Tatro, K. (2020). The Impact of Classroom Practices on Recreational Reading in a Rural High School (Doctoral dissertation, Minot State University).
- Thanh, N. H. K., & Vien, T. (2021). Integrating extensive reading into the lessons: its effects on EFL high school students' reading performance. *European Journal of Foreign Language Teaching* 5(5). 20-42.
- Tien, C.-Y. (2015). A large-scale study on extensive reading program for non-English majors: Factors and attitudes. *International Journal of Applied Linguistics and English Literature*, 4(4), 46-54.
- Tsang, W.-K. (1996). Comparing the effects of reading and writing on writing performance. *Applied linguistics*, 17(2), 210-233.
- Ud Din, K., & Akhlaq, M. W. (2020). Influence of English language in political awareness of South Asian societies: A comparative study of India, Pakistan, and Bangladesh. *South Asian Studies*, 34(1). 213-225.
- Uslu, M. E. (2020). Transferring L1 reading attitudes to EFL reading habits. *Journal of Language and Linguistic Studies*, 16(1), 30-41.
- Utku, Ö., & Koroğlu, Z. Ç. (2017). Reading matters: a diary study analysis of extensive reading in 12. *European Journal of Literature, Language and Linguistics Studies*, 1(1). 24-42.
- Van Teijlingen, E., & Hundley, V. (2010). The importance of pilot studies. *Social research update*, 35(4), 49-59.
- Van Rijnsoever, F. J. (2017). (I can't get no) saturation: a simulation and guidelines for sample sizes in qualitative research. *PloS one*, 12(7), e0181689.
- Valenciano, A. T., & Lynch, R. (2020). The relationship of attitudes toward recreational reading in English and attitudes toward academic reading in English with reading achievement of Grades 3 to 5 English as a foreign language student at an International School in Bangkok, Thailand. *Scholar: Human Sciences*, 12(2), 63-78.
- Wagstaff, J. V. (2020). Benefits of the Habit of Reading. *Marriott Student Review*, 3(4), 29-35.
- Wiles, R., 2012. What are qualitative research ethics. London: Bloomsbury Academic
- VanDuzer, C. (1999). Reading and the Adult English Language Learner. ERIC Digest.1-6.

- Wallin, P., & Adawi, T. (2018). The reflective diary as a method for the formative assessment of self-regulated learning. *European Journal of Engineering Education*, 43(4), 507-521.
- Wang, F. (2020). An Empirical Study of the Effects of Reading-writing Connection on Non-English Majors' Writing Performance. *Theory and Practice in Language Studies*, 10(11), 1425-1430.
- Wang, X. W., Zhu, Y. J., & Zhang, Y. C. (2022). An empirical study of college students' reading engagement on academic achievement. *Frontiers in Psychology*, 13, 1025754.
- Waring, R. (1997). Graded and extensive reading-questions and answers. *Language Teacher-Kyoto-Jalt-*, 21, 9-12.
- Waring, R., & Nation, P. (2004). Second language reading and incidental vocabulary learning. *Angles on the English-speaking world*, 4(1), 11-23.
- Waring, R., & Vu, H. (2020). Challenges Setting up Extensive Reading Programs in Vietnam. *Journal of Extensive Reading*, 5, 11-22.
- Widodo, H. P. (2009). Key Issues in Teaching EFL/ESL Intensive Reading: A Videotaped Self-Observation Report. *Journal of Effective Teaching*, 9(3), 38-58.
- Widyaasita, D. K., Dayu, A. T., & Aprizani, Y. (2020). the students 'perceptions toward lecturer's instruction in teaching intensive reading. *Proceeding: Islamic University of Kalimantan*, 1(1). 4-8.
- Wijaya, K. J. P. (2020). undergraduate students 'perceptions on extensive reading strategy in vocabulary class. *Professional Journal of English Education*, 3(5), 534-545.
- Yamashita, J. (2004). Reading attitudes in L1 and L2, and their influence on L2 extensive reading. *Reading in a foreign language*, 16(1), 1-19.
- Yamashita, J. (2007). The relationship of reading attitudes between L1 and L2: An investigation of adult EFL learners in Japan. *TESOL quarterly*, 41(1), 81-105.
- Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, 25(2), 248-263.
- Yamashita, J. (2015). In search of the nature of extensive reading in L2: Cognitive, affective, and pedagogical perspectives. *Reading in a Foreign Language*, 27(1), 168-181.

- Yang, W., Dai, W., & Gao, L. (2012). Intensive reading and necessity to integrate learning strategies instruction. *English language and literature studies*, 2(1), 112-117.
- 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. *Amazonia Investiga*, 9(27), 189-194.
- Yılmaz, M., Atay, D., & Er, M. (2020). The effects of extensive reading on Turkish learners' L2 reading/writing performance and foreign language self-concept. *The Journal of Asia TEFL*, 17(1), 53-69.
- Yin, R. K. (2018). *Case study research and applications*: Sage.
- Younas, M., Pervaiz, B., & Maqbool, S. (2022). Investigating the challenges faced by Pakistani EFL teachers: A literature review. *Pakistan languages and humanities review*, 6(2), 867-877.
- Zaidi, S. B., & Zaki, S. (2017). English language in Pakistan: Expansion and resulting implications. *Journal of Education & Social Sciences*, 5(1), 52-67.
- Zatalini, R. (2019). Rectifying The Teaching of Intensive Reading Through Metacognitive Strategy: A Case in An Indonesian Junior High School. *International Journal of Educational Best Practices*, 3(1), 1-14.
- Zhang, L. (2020). Teaching Design and Practice of Intensive Reading Course Based on BOPPPS. *Journal of Language Teaching and Research*, 11(3), 503-508.
- Zhou, J., & Day, R. R. (2021). Online extensive reading in EAP courses. *Reading in a Foreign Language*, 33(1), 103-125.
- Zuhri, S., Anwar, K., & Maruf, N. (2021). The Correlation Between Extensive Reading, Critical Reading, and Self-Esteem in Students' Reading Abilities. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(3), 5180-5186.

VITA

The author was born on July 7, 1979, in Pakistan in the small town of Padidan, Sindh, Pakistan. He received his primary and secondary education from his home town. He received his Bachelor of Arts and Master of Arts in English from Sindh University Jamshoro. Pakistan. He also obtained his Master of Philosophy in Linguistics from Shah Abdul Lateef University Khairpur, Sindh, Pakistan. After graduating, he accepted a position as a lecturer at Sukkur IBA University in Sukkur Pakistan. He did his Ph.D., study at the Center of Language Studies, Universiti Tun Hussein Onn Malaysia (UTHM), Johor, Malaysia to discover his interest in research and expand his expertise in teaching English through extensive and intensive reading. He has also published a number of research articles in the field of English and two of the publications are in the area of extensive reading and intensive reading.



PTTA UTHM
PERPUSTAKAAN TUNKU TUN AMINAH