

**Investigating the Impacts of Intensive and Extensive Reading Approaches on the
Reading Attitudes of Pakistani Pre-University EFL Learners**

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Abstract

This study attempts to examine the impacts of the intensive and extensive reading approaches on the reading attitudes of pre-university English as a foreign language learner (EFL) of Pakistan. This is a quantitative study using a pre-and post-test group design. The participants were 220 students of the foundation-level English course at Sukkur IBA University, Pakistan. A pre-test and post-test questionnaire was employed by the researchers to gather the data. The data were analyzed using a paired sample t-test. The results revealed that students' reading attitudes significantly changed after participating in the reading classes using the current reading approaches. The findings also showed that learners' linguistic competence significantly changed after the program. They also perceived themselves as skilled and strategic readers after the program. In addition, they reduced their reading anxiety and felt comfortable while reading in English. However, the intellectual value and the practical value of the learners remained the same before and after the program. The findings also revealed that teachers' use of Intensive reading (IR) and Extensive reading (ER) approaches in the reading classes could make learners skilled and autonomous readers. Ultimately, it could enhance their attitudes toward reading in English. The researchers recommend that IR and ER approaches should be integrated into the classes to maximize the reading proficiency and reading attitudes of the EFL Learners for a better outcome.

Keywords: Extensive Reading, Intensive Reading, Reading attitude, English as a Foreign Language

Introduction

The English language is taught in Pakistan from primary school to university (Channa, Manan & David, 2021; Shamim, 2011). Furthermore, English is the medium of instruction in university education in Pakistan (Mukhtar, Sahito, & Siddiqui, 2021). The prescribed books of diverse fields of studies are in English so reading has a prominent role in the academic life of a Pakistani student (Sadia, Memon & Pathan, 2021). Students are required to engage themselves in reading to have a consistent effect on their academic performance (Issa, Aliyu, Akangbe, & Adedeji, 2012; Zhou & Day, 2021). According to Ahmad and Arif (2020), English language teaching in Pakistan is memory-driven so it does not promote language learning among them. Besides this, English language exposure in Pakistani classrooms is very low as English is usually taught using the grammar-translation method. Even the teachers use Urdu or any other local language to teach the English language in crowded and under-resourced classrooms (Shamim, 2011; Coleman, 2010). Owing to the above reasons, the reading proficiency and reading habits of Pakistani students are very poor (Lodhi & Akash, 2019; Amin & Bakhsh, 2021).

In Pakistani classrooms, learners are not provided sufficient exposure to English reading (Jabbar & Warraich 2021). So, learners do not possess reading proficiency and reading habits (Sajid and Kassim, 2019). Thus, they are more inclined to form negative attitudes toward reading in English (Porkaew & Fongpaiboon, 2018). However, EFL learners need to have a positive attitude toward

reading in English. To achieve this, learners need to be provided with an input-rich environment to increase their reading attitudes and reading habits (Nita, Susilo & Surya, 2022). However, English language teaching of reading is limited to textbooks and teacher-centric approaches. Furthermore, as the teaching of reading is generally restricted to textbook and translation methods. Moreover, learners do not read additional reading material other than the prescribed material (Manan, 2019). Although the English language is a compulsory subject from class one up to the university level in Pakistan. Unfortunately, students are unable to develop reading skills, reading habits, and reading attitudes (Abbas, et al 2021). This is because the IR instructional approach is dominantly used in the classrooms while the ER approach is not employed in the classrooms. However, this approach is steadily gaining popularity and recognition in EFL classrooms due to its advantageous functions in the classrooms. The researchers have advocated that ER is an effective approach to inculcating students' interest and positive attitude towards reading in English (Nuttall, 1996; Day & Bamford, 1998). This approach not only provides students with enormous amounts of comprehensible reading input but also contributes to the development of positive reading attitudes in English (Thanh & Vien, 2021).

Reading attitudes influence students to read or to avoid reading (Al-Homoud & Schmitt, 2009; Takase, 2009). Students' previous reading experiences and events are connected to reading attitudes. In addition, interesting reading material also influences learners' positive reading attitudes. The ER reading materials can inspire and are likely to influence students' positive attitudes toward foreign languages, cultures and people, and the classroom environment. The previous studies also determine that positive reading attitudes affect various aspects of the learning of the students in most EFL contexts (Nita, Susilo & Surya, 2022; Thanh & Vien, 2021; Porkaew & Fongpaiboon, 2018; Dickinson, 2017; Wisaijorn, 2017; Yamashita, 2013; Yamashita, 2007; Yamashita, 2004).

To address the reading issues of the learners, teachers normally apply the IR approach in the classrooms, but there is no significant improvement in their reading skills. In literature, two reading approaches are reportedly used in EFL classrooms. For example, Intensive Reading (IR) and Extensive Reading. ER is an approach in which learners are encouraged to read a variety of books and other materials that are appropriate for their level of language proficiency (Day and Bamford,1998). ER develops reading habits, knowledge of vocabulary, and sentence structure. Besides this, it develops reading attitudes and reading interests of learners in English (Nation & Waring, 2020). On the other hand, According to Nation (2009), intensive reading aims to develop learners' ability to understand texts by focusing their attention on textual features and strategies and other reading. IR helps in the advancement of language learning and enables learners to learn specific skills and strategies for reading. In the Pakistani context, teachers do not involve students in ER activities, along with the already employed IR approach (Saba & Noreen, 2020; Iqbal, et al. 2015). Teachers should incorporate the ER approach along with the already employed IR approach to promote reading in the classroom and make students independent readers (Andrés, 2020).

Statement of the Problem

As presented earlier, the reading attitude is an important factor in developing language skills, but this area of inquiry has remained a comparatively under-researched area in Pakistan. However, it is a key factor in motivating learners towards reading in English. As discussed earlier, the main aim of the ER approach is to promote learners' enjoyment of reading by fostering positive reading attitudes, and the purpose of the IR is to enhance language skills, so it is required to investigate how EFL Learners' reading attitudes change after participating in both IR and ER classes in Pakistani pre-university context. Moreover, this area of inquiry needs further attention on whether both IR and ER approaches affect learners' reading attitudes. Therefore, this study aims to determine the reading attitudes of pre-university EFL learners of Pakistani through IR and ER approaches using one group pre and post-test design. It is expected that this study will significantly improve students' attitudes toward reading.

Objective of the Study

Following is the objective of the study

To examine the impacts of integrated IR and ER on the reading attitude of pre-university EFL Learners of Pakistan.

Research questions

What is the impact of integrated IR and ER on the reading attitude of pre-university EFL Learners of Pakistan?

The Significance of the Study

The study is significant for students, teachers, curriculum designers, and policymakers, The students will come to know the value of reading attitudes in their language development using IR and ER approaches, and the teachers will revisit their teaching methods and apply both these approaches in their classes, the curriculum designers designer will develop the syllabus focusing on both IR and ER approaches, the policymakers will make it a policy document to adopt the use of ER and IR approaches as compulsory component of the syllabus.

Literature Review

This section provides the theoretical and empirical background of this study and highlights the gaps in the literature that this study aims to fill.

Extensive Reading

ER is an instructional method of teaching and learning of reading abilities in which learners experience several books or other materials of their choice within their linguistic competence (Day and Bamford, 1998). It plays an influential role in encouraging young learners to read in the English language. This approach has gained wide attention by researchers in the last two decades. Moreover, various studies have shown that the ER approach has tremendous effects on the language skills and reading attitudes of learners. The term ER was first introduced in EFL contexts by Harold Palmer in 1917. In this approach, the learners select the text of their choice for enjoyment. According to Yamashita (2015), ER is known by alternative names such as “pleasure reading, free voluntary reading, uninterrupted silent reading, sustained silent reading, drop everything and read”. However, the main goal of this strategy is to provide a more pleasurable and input-rich environment so that learners` language and enthusiasm may improve.

According to Hedge (2001), researchers have not given the exact and unanimous definition of ER, but the main characteristic of ER is reading large amounts of material, including novels, short stories, newspaper, and magazine articles on a regular or frequent basis for pleasure, curiosity, or interest. Moreover, ER reduces their language learning anxiety and increases their motivation and self-confidence as English readers. Renandya (2016) argues that through ER learners not only develop their linguistic competence but also come to know about the world and people as they closely connect with the texts. Several empirical studies have been conducted globally to measure the effectiveness of the ER approach. Studies have demonstrated that ER has positive effects on varied language skills of the learners, for example, reading comprehension (Suk, 2017; Al Zeidi & Al Quraini, 2019; Mariano et al., 2020), reading motivation and attitude (Porkaew & Fongpaiboon, 2018; Wisaijorn, 2017; Yamashita, 2013), on vocabulary (Alsaif & Masrai, 2019; Chang & Hu, 2018; Liu & Zhang, 2018; Masrai & Milton, 2018), on writing (Mermelstein, 2015; Park, 2016), on grammar (Khansir & Deghani, 2015; Lee, Schallert, & Kim, 2015).

Intensive Reading

IR is the dominant instructional strategy employed in EFL classrooms for teaching and learning reading skills. In this approach, teachers design several tasks and activities and explicitly teach reading skills, reading strategies, and reading comprehension. These strategies taught in the IR classes are applied by the learners while reading independently outside the classroom (Anderson, 2014). Furthermore, according to Macalister (2010), learners encounter more complex texts in the IR approach. IR is a teacher-centric approach in which teachers help students understand vocabulary, grammar, and other aspects of the language (Richards & Rodgers, 2014; Brown, 2007). Several studies have been conducted on the usefulness of the IR approach in various contexts. The studies have shown positive effects on various language skills. For example, Chuenchaichon, 2011; Khazaaal, 2019; Andrés, 2020; Ebrahim, 2018; Widyaasita, Dayu, & Aprizani, 2020; Rejeki & Kurnia, 2019; Nuraini, Mulyana, & Aeni, 2019).

Reading Attitude

Attitude is defined as a learner’s disposition to respond either favorably or unfavorably to any given object (Fishbein and Ajzen, 1975). However, a reading attitude is an opinion or feeling of the learners which can be either positive or negative for undertaking any reading activity (Yamashita, 2013). Attitudes may be categorized into different dimensions like cognitive attitudes (thoughts and beliefs), affective attitudes (feelings), and behavioral attitudes (Yamashita, 2004). These three components serve as the foundation for the conceptual development of reading attitudes. Besides, if students develop a positive attitude towards reading, it will help them develop their language proficiency.

Therefore, an EFL learner needs to be motivated to read to develop a positive attitude towards ER. According to Grabe (2009), through ER students could become skilled and motivated readers, and this is a critical factor for addressing the negative attitude of learners. Regarding reading attitudes, A model for the acquisition and development of reading attitudes was put forth by Day and Bamford (1998). This model posits that the material and attitude of the learners towards reading affect the learners' desire to read, it is observed that students bear negative attitudes and show boredom towards reading due to unwanted and boring reading material. According to Grabe and Stoller (2002), students' prior experiences, involvements, and perceptions of reading determine their attitudes toward reading. The reading material which is particularly designed for the ER program is likely to affect learners' positive attitudes towards reading in English. Moreover, the classroom environment where learners are provided the freedom to choose their reading material depending on their interests also influences positive reading attitudes and the development of reading habits. Yamashita (2013) argues that reading attitude is formed by readers' personal experiences and it is one of the aspects that influence the readers to read. It is also expected that the integration of ER into the existing IR approach can develop a positive reading attitude. Furthermore, it can increase readers' motivation to read.

Furthermore, Day and Bamford (1998) proposed a reading model of expectancy+value of motivation that brings motivation among learners to read. This model suggests that people undertake any task if they expect to do it successfully. The expectations of success are determined by the extent of value they give to those tasks. Students will not read a book if they do not have certain expectations that they will understand from the book. The second aspect of the model suggests that students will consider reading as an important activity if they are reading as a source of pleasure and information. (Day and Bamford (1998) further explained that students will decide to read keeping in view these two concepts of expectation and value. The expectancy part consists of reading material, the amount and type of reading and its interest, linguistic structures, the language used in the text, the availability of the material, and the accessibility of the students to the material. The text's content and structure can motivate a reader to read. Day and Bamford (1998) discussed values as students' attitudes towards the target language, as these are based on beliefs, they have about the target language. Students' value is influenced by society, culture, family, and peers.

In the context of the above models regarding reading attitude, it is presumed that the ER approach if employed in the classrooms, may form reading attitude by two constituents, for example, one is the learner's attitude towards language, culture, and the people, and the environment of the classroom (Day & Bamford,1998). ER, and IR are possible approaches to affect learners' attitudes toward the culture and people if the reading material covers a variety of topics. It is the norm of the ER approach that it provides free choice to readers. Hence, it may create situations where learners can engage themselves in their respective areas of interest and choice. However, this aspect of learning around interest and curiosity is difficult to foster in a traditional classroom setting

Studies on Reading Attitudes

The attitudinal effects of ER have been studied in various EFL contexts. In the ER approach, learners are free to select their reading material so they can determine their reading performance, so ER can enhance the positive attitudes of learners toward reading in English. Moreover, those positive attitudes have also been confirmed by some empirical studies which added justifications that positive attitude toward reading is improved when students receive ER exposure as the element of enjoyment and fun is available in such reading (Grabe & Stoller, 2013; Al-Homoud & Schmitt: Judge, 2011: Grabe, 2009: Şentürk, 2015). Table 1 summarizes the studies about the impacts of ER on reading attitudes in various contexts. The below table briefly describes the studies, objectives, research design, analysis methods, and results.

Table 1. Studies on Reading Attitudes

Study	Objective	Research Design	Data Analysis Method	Results
(Yamashita, 2013)	To examine the effects of ER on L2 reading attitudes	Design: Experimental Study Tools: One group pre-post Questionnaire Population and sample: 61 undergraduate students from Japan	ANOVA Test	The Study demonstrated the positive effects of ER on reading attitudes
(Salameh, 2017).	To investigate the effects of ER on reading attitudes	Design: Pre and Post-test design Tools: Reading Attitude Questionnaire Population and sample: 70 undergraduate students from KSA	Paired Sample T-Test	Findings revealed that the majority of students did not like reading in the start but their attitude towards reading changed after 15 weeks.
(Dickinson, 2017)	This explores the effects of ER on reading attitudes.	Design: Pre-test and Post-test Design Tools: One group pre-post Questionnaire Population and sample: 3444 undergraduate students from Japan	Independent Sample T-Test	The findings suggest that ER can enhance the motivations and reading attitudes of learners
(Porkaew & Fongpaiboon, 2018)	To examine the effects of ER on the reading attitudes of learners	Design: Experimental Study Tools: One group pre-post Questionnaire and Semi-Structured Interviews Population and sample: 68 Tertiary level students from Thailand	Paired Sample T-Test	Students had a positive attitude toward the ER Their intellectual value increased through ER. However, they perceived no practical and cognitive value through ER.
(Chiu & Yu, 2015)	To explore the effects of ER on students' attitudes toward reading in English.	Design: Survey Study Tool: Post Attitude Questionnaire Population and sample: 36 university students from Taiwan	One sample statistics	ER improved the subjects' cognitive aspect of attitude. However, affective, and behavioral aspects indicated negative results.
(Shumaila and khan,2021)	To investigate the effect of ER on reading attitude	Design: Experimental Study Tool: Pre- and post-Attitude Questionnaire Population and sample: 110 school students from Pakistan	Paired sample T-test	Students' attitudes towards reading improved through ER.
Nita, Susilo & Surya, 2022).	To investigate the short story ER on Reading Attitude	Design: Experimental Study Tool: Attitude Questionnaire Population and sample: 35 school students from Indonesia	Paired sample T-test	Short story ER affected the reading attitude of the students

(Park, 2020)	To compare the effects of IR and ER on reading attitude	Design: Quasi-Experimental study Tools: Pre and post Attitude Questionnaire Population and sample: 72 school students from South Korea	ANCONA	ER approach fostered a more positive attitude than IR. However, participants' proficiency levels did not have a significant effect on changes in their reading attitudes.
(Endris, 2018)	To assess the effects of ER on reading attitudes and reading comprehension	Design: Quasi-Experimental study Tools: Pre- and post-attitude Questionnaire and Reading Comprehension Test Population and sample: 92 eighth students from the Ethiopian	T-tests, independent and paired samples	The result indicated no significant difference in the reading attitudes and reading comprehension test between the intervention and control groups.
Wisaijorn, 2017	To investigate the effects of ER on proficiency in an attitude toward reading	Design: Experimental study Tools: Pre and post Attitude Questionnaire, pre- and post-reading test, and reflective journals Population and sample: 51 University students from Thailand	Descriptive Statistics and Thematic Analysis	Lower ability level students improved their reading attitudes while higher level students did not change their reading attitudes.

The studies mentioned above demonstrate that ER effects on attitudes have also been researched in various contexts. For instance, Yamashita (2013) also found that ER effects positively on the reading attitudes of the learners., in recent studies, Park (2020) compared the EFL learners' reading attitudes of the traditional IR and the ER group, ER had a significantly positive effect on participants' reading attitudes compared to the IR approach. Similarly, Tien (2015) examined student attitudes toward the ER program. The results were inconsistent since some students liked the ER method while others did not. Even the teachers had doubts about the program's success. The students improved their language skills and reading habits using the ER approach. Initially, teachers and students resisted the ER program, but after a year their attitude toward reading changed.

Additionally, Porkaew and Fongpaiboon (2018) investigated the impact of ER on learners' reading attitudes. The findings indicated that their intellectual value increased; however, ER had no impact on their practical or cognitive value. According to Dickinson's (2018) research, students showed favorable attitudes toward reading, and the results also imply that ER-related activities might boost students' enthusiasm for and attitudes toward reading in English. Similarly, Chien and Yu (2015) explored how ER affected students' attitudes toward reading. The results showed that the cognitive aspects of attitude improved through the ER approach, but the affective and behavioral aspects of attitude showed negative results. In recent studies, Nita, Susilo & Surya (2022) found that Indonesian high school students enhanced their reading attitudes through the ER approach. In the above studies, reading attitudes have been investigated after ER interventions. The researchers have used an experimental research design. Most of the studies have provided positive results except for a few studies and various studies have been conducted outside Pakistan. The population of most of the studies is either school or university students. The studies investigating pre-university students are not found in the literature.

The review of the literature revealed positive learner attitudes toward reading. ER is seen by students as a very useful method for improving their language skills. However, some studies have also reported negative attitudes. Therefore, further research is needed in different contexts to examine the impact of ER on learners' reading attitudes. Moreover, to the best of our knowledge reading attitudes of learners have rarely been investigated when IR and ER approaches are introduced in the classrooms. Furthermore, it has also been noticed in the above studies that learners were provided ER treatment, and their attitudes were measured. However, as discussed earlier, the IR approach is very

frequently employed in EFL classrooms, so studies about reading attitudes after the treatment of IR and ER approaches are also rarely found in the literature. Particularly, In Pakistan, there is little research on how reading attitudes can be influenced by IR and ER approaches, especially in the university setting. This study attempts to understand the relationship between IR, ER, and pre-university students' reading attitudes. In addition, the study will answer another critical question: How do these two approaches affect learners' reading attitudes? Do positive reading attitudes increase learner engagement in reading? If so, what influence does the reading attitude have on the act of reading? The current study fills this gap by examining the effects of IR and ER on reading attitudes.

Delimitations of the study

The following are the delimitations of this study:

Population

The study focused only on Pakistani EFL learners of the foundation semester and findings may not be generalized beyond this group.

Age range

All participants were limited between the ages of 17 and 19 and this age range could have unique features that differ from older age groups.

English Language Proficiency

All participants had the same academic proficiency as they all completed twelve years of compulsory education. The homogeneity could impact the generalizability of the results for more diverse language proficiency levels.

Program Duration

The study was extended to nine months due to the COVID-19 pandemic, potentially introducing external factors that could impact outcomes.

Sampling Technique

The study used purposive sampling to select 220 participants, which may limit the generalizability of the findings to a broader population.

Contextual

The study is specific to Sukkur IBA University and its results may not apply to other educational settings.

Methods and Procedure

Research Design

The quantitative research design was used in this study. This aimed to collect numerical data and analyze it statistically to understand the reading attitude of pre-university EFL learners of Sukkur IBA.

Methodology

In this study, pre-test and post-test research designs were employed to evaluate the reading attitudes of EFL pre-university learners of the foundation program.

Population

The population of the study is the Pakistani pre-university EFL students studying in the foundation semester of Sukkur IBA University. The participants include both male and female students between the age group of 17 and 19 years of age. All the participants have recently completed their intermediate-level education with the same academic and English language proficiency level. Moreover, they have studied English for the last twelve years as a compulsory subject. Furthermore, they joined this foundation semester program to polish all four language skills before getting admission to the regular program of the university.

Sampling

There are almost 500 students and 12 classes in the foundation semester program from across the country. Krejcie and Morgan's (1970) table of sample size has been used for determining the selection of sample size from the whole population. In total 220 participants were non-randomly selected based on the purposive sampling technique.

Instrument

The data was collected through a questionnaire. It was adapted from the study by (Memon, 2014; Yamashita, 2013). This questionnaire fits the context and setting of the present study as the previous studies also measured the reading attitudes of learners through this questionnaire. The questionnaire was used with some modifications; the same questionnaire has been used in various EFL contexts to

measure the reading attitude of the students. Some items were added to the questionnaire to meet the needs of the present study. This questionnaire measures the cognitive and affective reading attitude. The cognitive components are related to the beliefs and thoughts, that are associated with reading. While the affective components are referred to as feelings and emotions related to reading. The first four variables are related to cognitive attitude while the last two variables are related to affective attitudes toward reading. (1) Self-perception as a reader in English (2) Intellectual value (3) Practical value (4) Linguistic value (5) Reading Comfort (6) Reading Anxiety The total variables of the questionnaire are six and the total items are 33. Using the five-point Likert scale of reading attitudes, researchers were able to measure Pakistani EFL learners' pre-university attitudes toward reading in English. The five-point Likert scale is a simple, reliable, and versatile scaling technique (Dörnyei and Taguchi, 2009).

Reliability and Validity of the Instrument

The reliability and validity of the scale were established through a systematic procedure. At first, the questionnaire content validity was checked by three experts. All three experts had a vast research experience in teaching and learning language. The questionnaire was revised based on the suggestions provided by three experts. After this, a pilot study was conducted on a set of 30 students. After receiving the feedback and conducting the pilot study, necessary revisions to the questionnaire were made. The reliability of the scale was determined through Cronbach Alpha reliability coefficients. The reliability of the scale was 0.789 which is considered an acceptable level of reliability of the scale.

Data Collection Procedure

This research was carried out in two phases. In the first phase, the pilot study was conducted and after following the procedure of instrument validation and checking the reliability through piloting, the researchers conducted the actual study phase. In this study, a pretest-posttest design was employed. As the purpose was to investigate the reading attitude of EFL pre-university Learners, the reading questionnaire was collected in the first class as a pretest and then the learners were provided instruction using IR and ER approach for about six months then in the last class post-questionnaire data was collected. The data collection procedure started in October 2020 and lasted for about nine months till May 2021. However, the total duration of the program was six months but due to the covid-19, the program was delayed and continued for up to nine months. The pilot study was completed in October 2020. The researcher started actual study data collection based on the findings of the pilot study.

Treatment

In this study, the teachers employed both IR and ER approaches in the classrooms. In the IR approach, the learners were explicitly taught language features including vocabulary, grammar, comprehension, and reading strategies using a textbook. Students were encouraged to read various reading materials both inside and outside the classroom. The teachers were provided IR and ER instructional material and teaching plans to be used. Moreover, the learners were provided with reading material relevant to the IR and the ER approach, so the nature of the material was introduced covering both aspects. In the IR approach, the learners were recommended a skill-based textbook with follow-up language-related activities. In the ER approach, the learners were required to read twelve books in the whole semester. Learners were also given the autonomy to read books of their own choice. Apart from the books, learners were also provided weekly magazines and newspapers. The teachers were provided a course outline for the English language classes and the teacher followed the same pattern in all classes of the foundation program. Besides, all learners received the same instructional approach in the reading classes.

Data Analysis

To find the significant difference in reading attitudes between the pre-and post-test phases, descriptive statistics, and paired-sample t-tests were used in this study. The findings of the same group are compared using paired t-tests to determine whether there are any significant differences between the pre-and post-test outcomes. In this study, the average scores of all students before and after the test were given in numbers.

Results

The researchers used paired samples t. test to assess the impact of integrated intensive and extensive reading approaches on the reading attitudes of pre-university EFL learners after participating in the

foundation semester using the current reading approaches. The learners' attitudes were measured with six variables.

Table 4.1: Paired sample *t*-test and Descriptive statistics of attitudinal variable

Variable.	M	SD	T	P
Self-Perception as readers				
Pretest	3.39	.5249	-2.985	.003
Post-test	3.53	.46649		
Intellectual Value				
Pretest	3.80	.5701	-1.998	.047
Post-test	3.91	.5894		
Practical Value				
Pretest	3.98	.6333	-1.232	.219
Post-test	4.06	.6333		
Linguistic Value				
Pretest	3.66	.4701	-15.714	.000
Post-test	4.31	.4453		
Reading Comfort				
Pretest	3.33	.5382	.865	.388
Post-test	3.38	.6433		
Reading Anxiety				
Pretest	3.46	.7999	1.763	.079
Post-test	3.32	.7999		

Table 4.1 shows the mean score of the pretest and post-test of the self-perception as a reader (SPR) aspect. As shown here, the mean score of the post-test is marginally higher than that of the pre-test. It also indicates a shift from a moderate level to a high level of attitude. Moreover, the result of the post-test is significantly different from that of the pretest score ($p = 0.003$). Thus, it can be inferred that students' perceptions about themselves as readers of English have significantly improved. Regarding the results of intellectual value, the mean score of the post-test is marginally higher than that of the pre-test. Moreover, the result of the post-test is significantly different from that of the pretest score ($p = .047$). Thus, it can be inferred that students' intellectual value through reading in English has significantly improved. Regarding practical value, as shown here, the mean score of the post-test is minutely higher than that of a pre-test. Moreover, the result of the post-test is not significantly different from that of the pretest score ($p = .219$). Thus, it can be inferred that students' practical value through reading in English has not significantly improved.

Concerning linguistic value, the mean score of the post-test is higher than that of the pre-test. Moreover, the results of the score of the post-test are significantly different from that of the pretest score ($p = .000$). Thus, it can be inferred that students' linguistic value through reading in English has significantly improved. It can be interpreted that students felt that reading in English can contribute to the development of their language skills. The comfort value is shown here, the mean score of the post-test is slightly higher than that of the pre-test. Moreover, the score of the post-test is not significantly different from that of the pretest score ($p = .388$). Thus, it can be inferred that students' comfort value through reading in English has not significantly improved. It can be interpreted that students felt a bit uncomfortable while reading in English before and after the program. The last variable is reading anxiety, as shown in the table, the mean score of the pretest is higher than that of the post-test. Moreover, the pretest score is significantly different from that of the post-test score ($p = .388$). Thus, it can be inferred that students' reading anxiety in English has significantly decreased. It can be interpreted that students felt that reading in English can help them overcome their reading anxiety.

Discussion

This study investigated the reading attitude of EFL Pakistani pre-university learners before and after participating in the foundation program. The findings indicated that reading approaches had a positive effect on the reading attitude of the learners. The self-perception as a reader value indicated that EFL learners were believed to have been skilled and fluent readers in English after their exposure to the current reading approaches in the foundation semester. This implies that learners gained training in useful reading strategies inside the classroom, and they were also provided an input-rich environment of reading material of their choice. The findings also indicated that reading ability is developed with the help of reading autonomy that learners develop (Yamashita, 2013), which is the reason that readers continued independent reading that brought about proficiency in their language learning

(Homoud & Schmitt, 2009). Regarding intellectual value, it showed a significant difference in the post-results. This implies that learners attach great value to reading in terms of their intellectual growth after participating in the program. Moreover, the learners considered reading as a very valuable and important skill for increasing their thinking and knowledge. Moreover, as discussed earlier, the learners were involved in more IR and ER activities so it could be assumed that both approaches may have contributed to this aspect. However, previous studies claim that the intellectual value of readers is enhanced through the ER approach (Dickinson, 2017; Porkaew & Fongpaiboon, 2018; Yamashita, 2013). Findings suggest that the IR approach also had its role in achieving intellectual growth among the learners.

In addition, there was no significant difference between the pre-and post-results for the practical value. The findings revealed that learners attached great value to reading for gaining practical benefits before the start of the program and at the end of the program. Learners believed that reading would bring about external benefits for them in their future jobs, grades, better future, and overall self-development before and after their participation in the reading sessions of the foundation semester. Since the learners' practical value did not significantly change between the pre- and post-tests. Instructors teaching in their previous reading classes may likely have inculcated the significance and value of reading among them. Moreover, all participants were in their pre-university foundation program, and they had to embark upon their regular studies so they may have realized that reading is a core aspect not only for their academic growth but also for their professional growth. However, the findings of some other studies are not consistent with the findings of the current study as learners perceived no changes in their practical value through reading. (Porkaew & Fongpaiboon, 2018; Yamashita, 2013) and found a limited increase in their practical value (Salameh, 2017).

Concerning the linguistic value, the pre-and post-results showed significant differences and the findings were very amazing as it was revealed that learners obtained linguistic benefits by engaging themselves in reading through the current reading approaches. The findings also showed that learners' beliefs about linguistic benefits through the current reading approaches changed from a high level to a very high level after the program. This supports the researcher's assertion that reading helps students strengthen their reading and other language skills. (Grabe & Stoller, 2019; Nation & Waring, 2019; Renandya, Hidayati, & Ivone, 2021; Stoller, 2015; Yamashita, 2015). This variable has given a very high mean score from the other five variables. This indicates that the learners believed the role of reading was essential for the growth of their reading comprehension and language skills.

The finding suggests that as learners were given both types of instructional approaches through IR and ER approach to enhance their proficiency, both the productive and receptive skills of the learners increased. Similar findings are also available in the literature that have provided consistent results with this study (Chien and Yu, 2015; Dickinson, 2017; Salameh, 2017; Tien, 2015) However, those studies provided only ER treatment to the participants. While in the current study, learners got both IR and ER treatments. The comfort value is associated with feelings of enjoyment and ease about reading. The findings revealed that EFL learners attached emotions and feelings towards reading English before and after their involvement in the reading classes. They felt comfortable reading in English but to a moderate level before and after the program. It can be assumed that learners' feelings of comfort could not be enhanced to a greater extent with the help of ER and IR approaches. It is also assumed that teachers may have supported in the form of guidance and scaffolding to understand the complex nature of texts. However, the comfort value of reading had moderate mean scores in both the pre-and post-questionnaire. This suggests that learners felt a bit uncomfortable before and after participating in the reading sessions. This finding also confirms the findings of similar studies regarding the comfort value of reading (Porkaew & Fongpaiboon, 2018; Salameh, 2017; Dickinson, 2017; Tien, 2015; Chien & Yu, 2015; Yamashita, 2013).

Finally, anxiety is the negative variable of the questionnaire, this variable is related to the feeling of being nervous or uncomfortable while reading in English. The Findings revealed that learners had reading anxiety at a high level at the start of the program, but it changed to a moderate level after the program. This indicated that learners had overcome their nervousness and anxiety about reading. It is assumed that they faced some challenges while reading in English at the start of the program, but they managed to overcome them to a certain level. Moreover, their reading proficiency was very poor so this may be the cause of their reading anxiety. It has also been observed that learners' reading anxiety may be decreased if they are provided with an input-rich environment of ER

and make them proficient in reading the text by teaching them how to read the text. These techniques may have been applied to lower their anxiety. So is the reason that their anxiety is at a moderate level after participating in the reading classes as compared to before getting exposure to the current reading approaches. This finding is consistent with those of related investigations (Chien & Yu, 2015). Similarly, Yamashita (2013) concluded that reading anxiety decreased and reading comfort increased through ER. Moreover, their worries about anxiety about reading in English decreased (Porkaew & Fongpaiboon, 2018; Salameh, 2017; Utku & Koroğlu, 2017; Nita, Susilo & Surya, 2022).

Most of the studies given in the literature that support reading attitudes belong to the area of ER alone. However, this study examined the impacts of the current reading approaches including IR and ER on the reading attitude of the learners. However, few studies also support this study that measured the effects of both IR and ER approaches on the reading attitudes of the Learners and found that both methods had a favorable impact on the students' attitudes toward reading. (Homoud & Schmitt, 2009; Park, 2020). As in the current reading program, the learners were provided implicit and explicit teaching of reading in the form of IR and ER approaches. The findings indicate that out of six variables, four variables provided significant differences while two variables provided insignificant differences. This may be because learners may not have received the required reading input in the form of interesting essay material and the teachers may have concentrated more on the IR approach. Overall, it could be said that learners' reading attitudes changed after their active participation in the reading sessions.

Conclusion

The current study adds to the body of knowledge on integrated IR and ER reading approaches by confirming the beneficial impact of both approaches on EFL learners' attitudes toward reading. The findings of the current study provided evidence that both approaches could successfully promote the cognitive and affective reading attitudes of Pakistan EFL learners. The study tried to fill the gap by investigating the reading attitude of learners after implementing both the IR and ER approaches in the present context. However, the previous studies have either investigated the ER approach alone or compared the IR and the ER approach to measure the effects on the reading attitude of the learners, so this study is a major contribution to the knowledge gap in this dimension of the research.

The overall findings of this study indicated that learners got significant benefits in their linguistic competence using the current reading approaches as results showed very surprising figures. Besides this, their evaluation of themselves as a reader in English also gave very positive figures. Regarding their attitudes towards intellectual value and practical value, the findings revealed that learners attached great value to it before and after they participated in the reading sessions. They thought that reading enhanced their knowledge and thinking capacity, Moreover, findings also revealed that reading benefits them in their jobs, academics, and their overall self-development. However, findings about the comfort value of reading were moderate before and after their participation in the foundation program. This shows that they still had some issues and difficulties in reading. Regarding reading anxiety, the findings were moderate after the program. This indicates that learners have overcome their reading fear and nervousness. Overall findings suggest that learners increased their reading attitude after their successful participation in the reading classes using IR and ER approaches. The current study has some implications for the teaching of reading in EFL classrooms.

This study implies that teaching EFL learners with the help of explicit instructional approach (IR) and implicit instructional approach (ER) could provide learners with a motivating and fostering environment to develop their reading attitudes. This study also concludes that positive feelings towards reading in English can be enhanced with the ER approach along with the already introduced IR approaches in the EFL Classrooms. Learners' positive attitudes can be attributed to the free selection of reading material in the ER sessions and at the same time the teaching of reading strategies in those sessions. The study's overall findings are in line with the body of research suggesting that students need to read more to become enthusiastic and proficient readers.

This study also has some limitations which need further attention in future studies. First, the study was conducted quantitatively, and the results could have been triangulated with the help of qualitative data to support the quantitative data. Second, the study is one group pre- and post-design, but it should have been a pure experimental study. This study was conducted for one semester so for the most desirable results, the longitudinal study is required in different settings. Future studies may

be carried out in various settings and other dimensions such as reading motivation and reading strategies may be studied after the learners are provided intervention through IR and ER approaches.

Recommendations of the Study

This study proposes some recommendations based on the findings. The findings from the study shed light on the value and importance of integrating the ER approach into the already dominant IR approach. It can be said that the ER approach if introduced in the reading sessions, could prove to be a motivating factor to make learners habitual readers, avid readers, and independent and lifelong readers. Literature on ER also suggests that benefits through ER cannot be brought overnight as it takes time to see the effects. EFL teachers in Pakistan and outside should revisit their teaching reading methodology by adopting the balanced IR and ER approach to get the maximum benefits from this reading instructional approach. It is believed if this approach is followed in various contexts in Pakistani and abroad as a reading instructional approach, the poor reading proficiency and reading habits of learners could be developed. This study is also helpful for the administrator and educators to design their curriculum and syllabus with the incorporation of ER activities in the language syllabus and curriculum. The ER model could be incorporated in multiple ways in EFL classrooms depending on the needs of the learners.

Implication of the Study

Based on the study's findings, several educational implications are also proposed. In Pakistan, the teaching of reading is restricted to traditional methods and the classroom remains the only source for providing reading input to the students. The ER approach is not part of the syllabus either in schools, colleges, and even the university level at the government institution so teachers may think of incorporating the ER approach in the classrooms by using online resources. The ER approach may be added to the existing syllabus, and it should become part of the timetable and 30 to 40 percent time of the classroom may be dedicated to this approach along with the IR approach. Besides this, students should be provided easy access to the varied nature of reading material to maximize their reading engagement. Thus, it would nurture their reading habits and reading love. The use of technology may also be considered. The reading websites and the online digital library may be considered to help students in their learning process.

In addition, reading should be promoted to students both within and outside of the classroom. As in the present study, students were always encouraged to read the material provided to them and they were also given the freedom to choose their material. However, students must be given reading targets or reading goals to further increase their reading amount and reading consistency. In the current study, teachers regularly assigned students to read for 30 minutes in class. Finally, the involvement of teachers in every program determines its success. Therefore, teachers' training or orientation is essential to successfully implement the ER approach along with the IR approach. Teachers are more familiar with the IR approach as it is dominantly employed in EFL classrooms. It is an essential step to make teachers and administrators aware and familiar with the significance of the addition of the ER approach with the already introduced IR approach. Moreover, the IR and ER approach should be continued in future reading classes as it is a beneficial instructional approach, and this should be adopted by other institutions. To have effective and successful outcomes from the use of both approaches, first learners mainly need training and teaching through the IR approach as many entering students were novice readers and were not proficient in reading in English, and they needed to be taught through the "read to learn" approach. The more formal and proper integration of both approaches in the reading classrooms is required for future classes.

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