

# Exploring EFL Students' Perceptions of Reading Habits in English Academic Reading: A Case of a Cambodian Private School

Piseth Sum<sup>1</sup>, Sarin Sok<sup>2</sup>, Sina Pang<sup>3</sup>

School of Foreign Languages, The University of Cambodia, Cambodia<sup>1</sup>

School of Education and Professional Development, The University of Huddersfield, The United Kingdom<sup>2</sup>

Graduate School of Humanities and Social Sciences, Hiroshima University, Japan<sup>3</sup>  
*sumpiseth701@gmail.com*<sup>1</sup>, *sarinsok99@gmail.com*<sup>2</sup>, *pang.sina.hs@moeys.gov.kh*<sup>3</sup>

## Article History

Received: 06 September 2023

Reviewed: 04 October 2023

Accepted: 01 November 2023

Published: 25 November 2023

**Keywords:** academic reading, reading habits, reading strategies, students' perceptions

**Abstract:** Reading is one of the most essential skills to open up a world of knowledge, comprehension, and amusement. Despite increasing global interest, there has been little research on reading habits and academic performance in Cambodia. This study examines the English as a Foreign Language (EFL) students' perceptions of reading habits in English academic reading. The study employed a qualitative approach, in which seven participants were selected for interviews using 18 questions to explore their perceptions of reading practices. The findings revealed that the EFL students had positive perceptions of reading habits and self-reported that it helped them improve their English proficiency in general. Furthermore, it also highlighted the importance of reading habits in enhancing students' English academic reading. However, it is pivotal for educators to provide guidance and support to their students in the process of reading practices to improve their English academic reading achievements. Future researchers are recommended to conduct a study that comprehensively investigates the association between reading habits and academic achievements, employing quantitative and/or mixed methods in multiple schools.

## INTRODUCTION

One of the most common skills in learning is reading, which is essential for students to enhance their knowledge and comprehension abilities. Reading constitutes a critical means of gaining vital information and insights that could help an individual cope with the challenges of modern life (Akanda et al., 2013). Reading helps individuals foster the growth of the moral and critical faculties necessary for problem-solving by conceptualizing the context (Abid et al.,

2023; Chotitham & Wongwanich, 2014). Similarly, Holte (1998) pointed out that reading provides learners a quality of life and helps them understand culture and cultural heritage. He also argued that reading encourages and liberates citizens as well as fostering community engagement. Reading is vital in education for the intellectual growth of students. Moreover, Tella and Akande (2007) claimed that individual consistent practices develop reading ability, and this will affect learners for the rest of their academic endeavors. Therefore, individuals need to reinforce their consistent reading practices to strengthen their reading competencies.

Despite its significance, reading alone does not guarantee success since it requires the involvement of other essential skills. In this regard, students need to cultivate writing, critical thinking, problem-solving, and communication skills to maximize their potential. Furthermore, reading alone is also insufficient to equip students with the competencies they need to face the challenges of modern life because they should be able to apply the knowledge they have gained to succeed. Thus, students must strengthen other essential abilities besides reading to succeed academically and professionally.

Reading habits help students acquire the necessary and meaningful knowledge. As Bashir and Mattoo (2012) claimed, proficient reading habits are a powerful tool for academic success in their lives. The acquisition of reading habits through regular and deliberate engagement with academic materials and exam preparation is an integral aspect of effective learning strategies for students. It is recognized as a fundamental factor in fostering critical thinking and academic success. It mainly contains two aspects: students' comprehension ability and reading speed. A student's reading ability is closely related to their vocabulary, cultural background knowledge, and reading techniques (Yuill et al., 1989). Students who are good at reading tend to perform better in their studies. Nevertheless, different students may have different reading preferences. This variation depends on the reflection of the student's level of academic achievement, which reflects the level of knowledge someone has obtained from their education (Bashir & Mattoo, 2012).

Considering reading habits in Cambodia, though limited in research, the findings from a small-scale study by Sokhet (2018) involving 115 university students from diverse socioeconomic backgrounds indicate a significant correlation between reading habits and academic performance. He added that Cambodian students habitually engage in nocturnal reading practices because they prefer a peaceful reading atmosphere. This evidence suggests that reading habits are vital to students' learning performance. Given the lack of research on

reading habits and English academic reading in Cambodia, this study examines the English as a Foreign Language (EFL) students' perceptions of reading habits on English academic reading, regarding their perceptions of reading habits, how reading habits affect their English academic reading, and the reading strategies they apply.

## **LITERATURE REVIEW**

### **Perceptions of Reading**

Research has shown that students perceive reading differently. Young learners tend to view reading as a physical act, such as standing up and sitting down. For example, a grade-2 student described reading as the process where they need to stand up and sit down because they observed their classmates asked by the teacher to read aloud and then sit one after another (Birketveit et al., 2018). In contrast, adult students find silent and independent reading more motivating and engaging (Pflaum & Bishop, 2004). It shows that older students find oral reading boring, as it does not allow them to demonstrate their comprehension or capture their interest.

Perception of reading is a complex phenomenon influenced by various factors, including age, prior experiences, motivation, and academic achievement. Prior experience and motivation significantly influence students' views on reading. Students with positive reading experiences are more likely to be motivated to read, whereas those with negative reading experiences may be less motivated to read (Ahmadi, 2017). It also correlates with students' academic achievements. A study by Ellis and Van Staden (2017) showed that students with low academic achievement are more likely to have less motivation to engage in reading. If the issue is not timely and properly addressed, students who have had unpleasant reading experiences may be more likely to have less motivation to read, which could lead to poor academic performance. Thus, teachers need to foster reading habits that encourage students to read.

### **Reading Habits**

Reading habits, defined as the regular and consistent practice of reading, greatly impact students' personalities, affecting their professional and social lives (Chettri & Rout, 2013). For students, access to reading materials and facilities is essential for developing their interests. A wide variety of genres of reading materials can attract students and engage them with reading (Braten & Braasch, 2017). Proficient reading habits can help students acquire knowledge,

skills, and information for personal and professional development (Fatiloro et al., 2017). Research also found that reading for leisure or pleasure is highly prevalent among highly educated individuals (Skenderi & Ejupi, 2017).

In today's fast-changing world, managing and adjusting to change is vital. Reading habits can support students to adapt to changes by developing their personalities through diverse reading materials as well as supporting their professional lives through enriched information, knowledge, and skills.

### **Reading Strategies**

Research has shown that there are various types of reading strategies. Intensive reading, for example, is the process of reading short passages to extract the overall meanings of texts, which is commonly guided by classroom instructors using conventional reading methods (Alahirsh, 2014; Alsaif & Masrai, 2019). Given that most reading skills are developed through the comprehensive study of short passages, intensive reading is remarkably effective in developing students' reading skills (Nuttall, 1996). He added that the readers should have specific aims in mind when doing intensive reading.

On the other hand, extensive reading is defined as reading as much as feasible within the learner's peak acquisition zone to obtain reading experience and develop one's general language skills (Mermelstein, 2015; Mo, 2021). More specifically, extensive reading is a private activity (Mason & Krashen, 1997) in which readers stay in their private reading environment based on their interests. As Williams (1984) described, extensive reading involves reading lengthy books quite rapidly. Students can strengthen their reading abilities and be engaged. Reading for enjoyment, for instance, is a part of extensive reading. This is because this type of reading can be enjoyable, and students are unlikely to read many textual materials they are not interested in (Alsaif & Masrai, 2019).

Skimming, also known as gist reading, can help readers understand the most basic content of texts. Students can typically do this through magazines or newspapers, and it would mentally help them quickly list articles they might consider reading in-depth or when they search for a name in a telephone directory. In this sense, comprehension is exceptionally low, and understanding of the overall content is very superficial (Cho & Afflerbach, 2017). Specifically, Beale and Reilly (2017) contended that skimming is one of the tools students can use to read

more in less time. However, as Rahman (2020) indicated, skimming occurs during the reading process, allowing readers to search for details other than the main idea.

On the other hand, scanning involves moving your eyes quickly in a sentence to obtain simple information. Beale and Reilly (2017) pointed out that scanning is another useful tool for accelerated reading. Unlike skimming, when scanning, readers focus only on specific facts or information rather than reading the entire text. To scan successfully, readers need to understand the reading materials' structure and content to find specific information. It is true that one reading strategy cannot be used for all situations, contexts, and aims. Thus, the implementation of reading strategies depends on the purpose of reading. Reading strategies are essential for developing reading habits and eventually improving students' academic performance.

### **English Academic Reading**

Despite the significance of academic English reading, it appears challenging and stressful for students, contrary to reading for entertainment (Anwar & Sailuddin, 2022; Eriksson, 2023). As Anwar and Sailuddin (2022) argued, academic reading has been typically perceived as time-consuming and unpleasant. Likewise, the process of reading academically in English as a second language is exceedingly complex, hard, and intentional, requiring readers to use metacognitive methods (Li & Munby, 1996; Zhang, 2022). Academic reading necessitates a more profound and critical analytical ability to interact with diverse text forms (Sohail, 2015). Students put in their best efforts, though they may not always succeed, to understand the academic English texts required to read during their academic pursuits (Dardjito et al., 2023).

This evidence suggests academic reading is more likely to stress students, as it requires them to think deeply and critically in order to be comprehensively aware of the meaning. It may not attract students to read like reading general texts. For this reason, students are commonly taught reading strategies to ensure they are capable of understanding academic articles or texts that are significant for their studies, particularly research (Zhang, 2022).

## **METHODS**

### **Research Design**

This study employed a qualitative case study. Rashid et al. (2019) stated that the qualitative method starts with the study of hypotheses, worldviews, and uses of theoretical perspectives and research questions that investigate the meanings given by individuals or

groups to the social dimension. It is linked with the research aim of exploring the EFL students' perceptions of reading habits in English academic reading.

### **Sampling Technique**

Snowball sampling was adopted to ensure the validity of the research. Seven students from two campuses of a private school in Phnom Penh, Cambodia, out of a total population of 254, were selected to participate in the interview for approximately 30 minutes. The creation of the study sample is facilitated by recommendations made by individuals who possess or are aware of others who possess specific characteristics pertinent to the investigation (Biernacki & Waldorf, 1981; Denscombe, 2021). Therefore, this method starts with a small sample of cases chosen from the population and then asks those cases to nominate further instances, which are then asked to propose additional cases until the desired sample size is reached (Denscombe, 2021).

### **Data Collection and Analysis**

This study employed semi-structured individual interviews to investigate the experiences of seven selected EFL students with prior experience in English language communication. The sample included five female and two male intermediate students to examine potential gender differences in this population. However, the relatively small sample size may limit the generalizability of the findings to the entire population. Each recorded interview was transcribed using Microsoft Word shortly after the interview. This study adopted two types of analysis: content analysis and discourse analysis. Content analysis is a method that determines similar themes from the interviewees (Xie et al., 2019). It notes the similarities in the seven transcripts, categorizes similar ideas, and discusses them in detail. On the other hand, discourse analysis looks at words, phrases, and sentence structures to determine if there is a deeper meaning (Gibbs, 2018). However, the objectives of this study were kept in mind throughout the analysis process to ensure validity and reliability.

## **FINDINGS**

### **Students' Perceptions of Reading Habits**

This current study investigates how students perceive reading as a tool for learning and the strategies they use. Regular reading is essential for fostering academic success and broadening general knowledge. As one of the participants described:

“I think reading habits are very important...it helps us to under[stand] the new context and er...I think that when spend on reading...help us improve our knowledge and help us plan for our future. It also helps us think fast than we not read.” (S4)

All participants viewed regular reading as an effective way to develop their personal psychological development and critical thinking skills. Rich exposure to reading activities may enhance readers' abilities to process information in their minds and their proficient reading experience. As the following participants highlighted:

“We read a lot [...], it makes us improve our [...] and our thinking is faster than [when] we do not read and has [have] new ideas a lot...so it can help us love reading much. When we read, we also can release our stress. When we use our habit to read, it can make us love reading and make us clearer and clearer.” (S2)

“When we are stressed, we can use these skills to help, and it can release stress. We need to read funny context [s] and make ourselves feel good.” (S5)

The results revealed that the students perceived reading habits as a tool for their study and had a positive attitude towards reading. This concept is closely associated with the skills applied during reading. Although they appeared keen on reading a range of documents for their purposes, applying proper skills in the right contexts may make their reading experience more fruitful and successful.

Although most students were aware of the importance of reading habits and how these routines affected their studies and themselves, most students spent relatively little time on reading. The majority of students spent up to an hour on reading per day. Two participants shared similar views, saying the following:

“I don't have much time to read. I read [read] only around 30 minutes to 1 hour per day.”(S1)

“I read maybe 30 minutes to 45 minutes.” (S2)

The transfer of first language (L1) strategies in second language (L2) reading and overall strategy use patterns in both languages are crucial for students' reading ability. However, despite their exposure to both languages, these students tend to read more books in Khmer because of their lower language proficiency. Nonetheless, their strong understanding of the concepts of words and structures in their native language can aid their comprehension and interpretation of English texts. One participant emphasized that:

“Most of the time I read Khmer books but also some English. Some books have words that I don't understand and it is hard to read, especially technical words. I don't know the words...I don't understand the context, and sometimes, we know the words but translating them does not match the meaning. It is hard to understand [the] meaning of sentences in English.” (S6)

“...but When I read Khmer and know the basic and similar topic, I find it easier to read in English.” (S5)

In addition to the language barrier, academic pressure from their Khmer program forced them to read in Khmer. Some of these students only studied part-time; that is, they spent only one hour a day while they spent more than eight hours, including an extra class with the Khmer program. As illustrated by a participant:

“But I don't have time to read [an] English book. I read before class started. Because I don't have enough time...you know COVID-19 so, my class is studying online and I need to hold on [the] phone or [...] so that I can chat with my teachers at high school for study.” (S5)

Regarding how to schedule their readings, only one student set a clear schedule for his reading, whereas others remained uncertain based on their situations and feelings. Three of them only read as preparation for the lessons, exams, or assignments. Two of the participants read when they avoided wasting time or wanted to reduce stress. When talking about reading to reduce stress, the participants tended to read books that contained entertaining content, such as novels or funny texts. As one participant stated:

“[...] if we read books related to mindset it can release our mind, if we read literature we know the story[...]. If we read it can help us to release it [...] and avoid spending our free time.” (S3)



To deal with these problems, different students use different strategies to keep themselves motivated and continue reading. These strategies include finding the best time to read, reading more entertaining content, guessing the context's meaning, and translating the texts or words into Khmer.

“[...]sometimes we don't know all [the] meaning [s] of the words but we use those skills. It can make me try to find the points that are important and the meaning of the context. Some articles which we read can make us interested and we read them again and again. [...] we know the words, but we translate it, it is a bit hard to understand the meaning.” (S6)

This finding indicates that the students have been able to recognize the problems they face during their reading activities, and they are eventually able to find solutions to continue the regular reading activities.

### **The Impacts of Reading Habits on English Academic Reading**

When questioning the impact of reading habits on their English academic reading, they all reported that regular reading improved their academic reading performance. That is, their reading for pleasure, reading during free time, reading to reduce stress, reading to obtain information, and other non-academic reading eventually improved their academic reading performance. As one of the participants emphasized:

“I think reading habit is very important [...] er it helps us to understand lesson [s] when I will study with [the] teacher because I easy [easily read] to read in class and read faster. It helps us a lot with our study, habits, and makes us read more at school. I feel I can know a lot when I read for exam [s] or assignment [s].” (S4)

In addition, reading habits help develop students' interest in reading for classes. As noted by the participants, reading habits build up their interest in reading on various academic subjects.

“Yes, it strongly influences my academic performance because when I know the skills [from reading] it means that it shows the ways how important reading already, so I have habits to read...it's really support [supportive] to my study and I have more focus on reading other subjects [s] such as history.” (S7)

It can be seen from the findings that reading habits encouraged the students to have more interest in reading across diverse content, including English academic reading and other subjects. Reading habits make them read faster and easier to comprehend the reading materials.

## **The Strategies to Enhance Academic Reading**

### ***Extensive Reading***

The results demonstrated that the students used extensive reading strategies in their reading. The students consumed non-academic reading of simplistic and diverting books. The students learned to read by reading rather than studying vocabulary, grammar, and phrases in texts. In other words, the students read when they felt bored with their studies or academic readings, as illustrated by a participant:

“[...] and if we are stressed we can use...extensive reading to make our feeling good also,[...] when we are stressed, when we read books, it can help us release it...we read when we are lazy with study.” (S1)

In addition to using this strategy for entertaining reading, these students agreed that extensive reading positively impacted their reading practices and interest in reading. Reading quickly to entertain themselves also helped them improve their reading speed, become familiar with the structures, and think faster.

### ***Intensive Reading***

Unlike extensive reading, which is quiet and not analytical, intensive reading is more critical and time-consuming. Based on the interview, all students extensively utilized this strategy in either Khmer or English. One of them viewed intensive reading as an effective lesson and test preparation method. For example, one of the participants explained:

“[...] when we used these strategies, we always concentrate to read because these reading need us to read carefully and need to know all points in our reading points. I set one way to read...I stay focus [focused] on my reading, especially when I read history books, because most of the time I always read the history...if we don't determine to read it, it is easy to forget.” (S4)

Intensive reading required more time and effort, and it was generally not interesting, as most of the texts they read were more academic and had education-related content.

### ***Skimming***

Gist reading is another term for skimming, a strategy students use to understand texts. Skimming was more likely to be used with nonfiction sources because it focused on finding only the basic or main themes; they just read what was relevant to their goals. While reading,

skimming helped students to look for minutiae in addition to the main points. As an illustration, one of the participants described the following:

“I always use...skimming because it is important for reading. [...] Yes, it can improve [my reading habits]. It can help me...when we read sometimes we don't [understand] all [the] meaning [s] of the words but we use those skills to find the point and meaning of the text.” (S6)

### ***Scanning***

While most students acknowledge their use of scanning techniques in reading, research strongly suggests that reading from a computer screen impedes effective scanning because of blocked pathways, resulting in reduced comprehension. Therefore, reading from a paper source is more favorable for efficient scanning and quick comprehension of texts. Scanning helped the students focus on some parts of the texts they needed to comprehend.

“[...] when I read I don't know the words [...] if we don't know the words we can translate. ...when you read English articles, the difficulty is that you don't know the vocabulary. If we don't understand any part, we can search and read that part again...[I] want to know the sentences or words too, so we need to scan them all...er...we want to note points we want to know.” (S5)

## **DISCUSSION**

Reading is essential for language learning because it helps develop students' reading, writing, and vocabulary skills, enabling them to gain comprehensive knowledge, generate ideas, and enhance their ability to brainstorm effectively. Hence, incorporating reading into language learning can greatly benefit students' overall linguistic development. As noted by Droop and Verhoeven (2003), frequent reading improves reading skills since it can help develop reading speed and comprehension ability. It can be achieved through intensive reading. According to Grellet (1996), intensive reading effectively develops students' reading skills because most reading skills are developed through detailed short passages.

Moreover, regular reading habits can enhance comprehension skills beyond academic needs and provide a broader understanding of current events, leading to the recognition of the value and significance of reading for both personal growth and development. Reading for pleasure, however, also known as extensive reading, is a stress-reducing activity that can enhance an individual's enjoyment of free time. This kind of reading involves reading a long text quickly (Williams, 1984) and more private (Mason & Krashen, 1997). They have freedom

in choosing the content for their reading. For pleasure, students may read both Khmer and English.

Developing a positive attitude towards reading equips students with essential habits, skills, and strategies that enable them to comprehend texts beyond their literal meanings. Reading habits make them develop an initial interest in reading (Baker & Broonkit, 2004). They assert that this ability can help readers understand what they are reading in various forms in their daily lives (Nordin & Eng, 2017). The process of such thinking development also has a relation with students' perception of what and how they are reading. The findings of this study suggest that positive perceptions of reading habits help students develop reading strategies or skills.

Considering reading strategies, the study revealed four main strategies/skills students use to enhance their academic reading: extensive reading, intensive reading, skimming, and scanning. Intensive reading is important for academic reading because it helps develop linguistic skills and long-term knowledge. In contrast, extensive reading helps students develop skills such as locating information, finding relevant facts, and understanding the general meaning of the text. Extensive reading exposes students to more reading contexts, enriches their positive reading experience, and develops initial reading interest, which later develops the ability to be patient and focus on complicated and long reading (Ahmadi, 2017).

Scanning and skimming reading strategies enhance students' reading experience and increase their motivation in reading (Pflaum & Bishop, 2004). The use of scanning and skimming forms a solid foundation for developing proficient reading skills among students, which is crucial for academic achievement. Beginning with simple and short reading texts that involve daily life and personal interests, and gradually progressing to more complex academic materials, students acquire skills, techniques, and strategies that enhance their reading proficiency. Reading strategies utilized by most students are primarily developed through their habitual reading practices, which include reading for pleasure and academic tasks. Their skill set tends to align with those used during leisure reading, such as skimming and scanning, which are highly significant and frequently used in daily life.

The results of this study also support the findings from a previous study that students who have skilled reading strategies and proficient reading habits tend to have good academic reading results. From the results, we can imply that poor reading habits and limited reading skills also affected students' reading performance; students with poor reading skills tended to

avoid reading (Owusu-Acheaw & Larson, 2014). It shows that good reading habits and strategies are crucial factors affecting students' reading performance. Furthermore, motivation significantly influences student reading performance because it enhances good reading habits and strategies. A lack of interest in reading may stem from a lack of purpose or enjoyment, highlighting the importance of engaging and enjoyable content to encourage reading and ultimately improve reading skills. Students must entertain themselves while reading because boring and lengthy academic reading may not motivate them to read constantly (Nuttall, 1996).

Regarding the effect of reading habits on academic performance, the study's findings also confirm the claim made by Benwari and Nemine (2014) that students' academic success and performance can be improved by developing good reading habits. The findings of this study demonstrate the validity of Jemide's (2001) argument that reading habits often contribute to improved academic performance in students. This conclusion is supported by the study of Benwari and Nemine (2014), who found that effective reading practices are essential for academic success, in addition to other criteria. Their investigation also highlighted the role of certain harmful elements, such as lack of resources, laziness, and excessive television consumption, impeding students' educational progress. Additionally, the study suggests that several factors, including student attitude, class environment, and reading strategies, affect students' reading proficiency.

While the current study showed that students typically had a positive perception of reading, further examination is needed to identify the specific factors that contribute to this view and to assess the validity and potential biases of the methodology used in the research.

## **CONCLUSION**

This current study has examined the EFL students' perceptions of reading habits in English academic reading. The findings revealed that EFL students had positive perceptions of reading habits. It also highlighted the importance of reading habits in enhancing students' English academic reading skills. Besides, students highlighted the significant role of reading strategies in their reading habits, improving their English academic reading.

Through these findings, several recommendations have been made for enhancing students' reading habits. As some respondents mentioned the need for encouragement to develop a passion for reading, it is essential for school managers and teachers to consider integrating at least one reading session into their weekly academic schedule as well as to provide engaging reading materials that appeal to students. It is recommended that future

researchers conduct a study on a comprehensive understanding of the relationship between reading habits and academic performance using quantitative or mixed methods on various campuses in private or public schools on a larger scale.

## REFERENCES

- Abid, N., Aslam, S., Alghamdi, A. A., & Kumar, T. (2023). Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1020269>
- Ahmadi, M. R. (2017). The impact of motivation on reading comprehension. *International Journal of Research in English Education, 2*(1), 1-7. [http://ijreeonline.com/files/site1/user\\_files\\_68bcd6/admin-A-10-1-9-13b10a6.pdf](http://ijreeonline.com/files/site1/user_files_68bcd6/admin-A-10-1-9-13b10a6.pdf)
- Akanda, A. K. M., Hoq, K. M. G., & Hasan, N. (2013). Reading habit of students in social sciences and arts: A case study of Rajshahi University. *Chinese Librarianship, (35)*. <https://white-clouds.com/iclc/cliej/cl35AHH.pdf>
- Alahirsh, H. (2014). Exploring the effectiveness of extensive reading on incidental vocabulary acquisition by EFL learners: An experimental case study in a Libyan University, (Unpublished PhD thesis). University of Nottingham.
- Alsaif, A., & Masrai, A. (2019). Extensive reading and incidental vocabulary acquisition: The case of a predominant language classroom input. *International Journal of Education and Literacy Studies, 7*(2), 39-45. <http://dx.doi.org/10.7575/aiac.ijels.v.7n.2p.39>
- Anwar, I. W., & Sailuddin, S. P. (2022). Academic reading difficulties in higher education. *Journal of Languages and Language Teaching, 10*(2), 309-314. <https://doi.org/10.33394/jollt.v10i2.4849>
- Baker, W., & Boonkit, K. (2004). Learning strategies in reading and writing: EAP contexts. *RELC Journal, 35*(3), 299-328. <https://doi.org/10.1177/0033688205052143>
- Bashir, I., & Mattoo, N. H. (2012). A study-on-study habits and academic performance among adolescents (14-19) years. *International Journal of Social Science Tomorrow, 1*(5), 1-5.
- Beale, G., & Reilly, P. (2017). Digital practice as meaning making in archaeology. *Internet Archaeology, (44)*. <https://doi.org/10.11141/ia.44.13>
- Benwari, N. N., & Nemine, E. B. B. (2014). Intensive reading as a study habit and students' academic achievement in economics in selected secondary schools in Bayelsa State, Nigeria. *Journal of Curriculum and Teaching, 3*(2), 94-99. <http://dx.doi.org/10.5430/jct.v3n2p94>

- Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. *Sociological Methods & Research*, 10(2), 141-163. [http://ftp.columbia.edu/itc/hs/pubhealth/p8462/misc/biernacki\\_lect4.pdf](http://ftp.columbia.edu/itc/hs/pubhealth/p8462/misc/biernacki_lect4.pdf)
- Birketveit, A., Rimmereide, H. E., Bader, M., & Fisher, L. (2018). Extensive reading in primary school EFL. <http://dx.doi.org/10.5617/adno.5643>
- Bråten, I., & Braasch, J. L. (2017). Key issues in research on students' critical reading and learning in the 21st century information society. In *improving reading and reading engagement in the 21st century* (pp. 77-98). Springer, Singapore. [https://link.springer.com/chapter/10.1007/978-981-10-4331-4\\_4](https://link.springer.com/chapter/10.1007/978-981-10-4331-4_4)
- Chettri, K. N., & Rout, M. K. (2013). Reading habits and their impact on students' academic performance: A study of secondary school students in Nepal. *International Journal of Educational Research and Technology*, 4(1), 68-75.
- Cho, B.-Y., & Afflerbach, P. (2017). An evolving perspective of constructively responsive reading comprehension strategies in multilayered digital text environments. In S. E. Israel (Ed.), *Handbook of Research on Reading Comprehension* (pp. 109–134). The Guilford Press. <https://psycnet.apa.org/record/2016-60476-006>
- Chotitham, S., and Wongwanich, S. (2014). The reading attitude measurement for enhancing elementary school students' achievement. *Procedia Soc. Behav. Sci.* 116, 3213–3217. <https://doi.org/10.1016/j.sbspro.2014.01.737>
- Dardjito, H., Rolls, N., Setiawan, A., & Sumekto, D. R. (2023). Challenges in reading English academic texts for non-English major students of an Indonesian university. *Studies in English Language and Education*, 10(3), 1290-1309. <https://doi.org/10.24815/siele.v10i3.29067>
- Denscombe, M. (2021). *The good research guide: Research methods for small-scale social research* (7th ed.). Open University Press. <https://ebookcentral.proquest.com/lib/hud/reader.action?docID=6888276>
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first-and second-language learners. *Reading Research Quarterly*, 38(1), 78-103. <https://doi.org/10.1598/RRQ.38.1.4>
- Ellis, S., & Van Staden, L. J. (2017). Some variables influencing academic achievement: Reading, motivation, learning strategies, learning approaches. *Journal of Educational Studies*, 16(2), 113-131. <https://journals.co.za/doi/epdf/10.10520/EJC-f89606fdd>
- Eriksson, L. (2023). “Gruelling to read”: Swedish university students' perceptions of and attitudes towards academic reading in English. *Journal of English for Academic Purposes*, 101265. <https://doi.org/10.1016/j.jeap.2023.101265>
- Fatiloru, O. F., Adesola, O. A., Hameed, B. A., & Adewumi, O. M. (2017). A survey on the reading habits among colleges of education students in the information age. *Journal of Education and Practice*, 8(8), 106-110. <https://files.eric.ed.gov/fulltext/EJ1139158.pdf>

- Gibbs, G. R. (2018). *Analyzing qualitative data* (Vol. 6). Sage.  
[https://www.betterevaluation.org/sites/default/files/Thematic\\_coding\\_and\\_categorizing.pdf](https://www.betterevaluation.org/sites/default/files/Thematic_coding_and_categorizing.pdf)
- Grellet, F. (1996). *Writing for advanced learners of English*. Cambridge University Press.
- Holte, M. S. (1998). Creating an optimum reading culture in the low countries: The role of stichting lezen. *64th IFLA General Conference*. <https://origin-archive.ifla.org/IV/ifla64/098-80e.htm>
- Jemide, W. I. (2001). *Attitudes to student educational advancement*. Ibadan: Dolan Publishers.
- Li, S., & Munby, H. (1996). Metacognitive strategies in second language academic reading: A qualitative investigation. *English for Specific Purposes*, 15, 199-216.  
[https://doi.org/10.1016/0889-4906\(96\)00004-X](https://doi.org/10.1016/0889-4906(96)00004-X)
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102. [https://doi.org/10.1016/S0346-251X\(96\)00063-2](https://doi.org/10.1016/S0346-251X(96)00063-2)
- Mermelstein, A. D. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language*, 27(2), 181-196.  
<https://files.eric.ed.gov/fulltext/EJ1078420.pdf>
- Mo, A. (2021). Improving 9th grade EFL students' reading speed through an enhanced extensive reading methodology. *The Asia-Pacific Education Researcher*, 30(2), 109-117. <https://doi.org/10.1007/s40299-020-00518-w>
- Nordin, R., & Eng, L. S. (2017). Text-selection for teaching reading to ESL tertiary students: A study on genre and content preferences. *International Journal of Instruction*, 10(1), 71-84. [https://www.e-iji.net/dosyalar/iji\\_2017\\_1\\_5.pdf](https://www.e-iji.net/dosyalar/iji_2017_1_5.pdf)
- Nuttall, C. (1996). Teaching reading skills in a foreign language. *ERIC*.  
<https://eric.ed.gov/?id=ED399531>
- Owusu-Acheaw, M., & Larson, A. G. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library philosophy and Practice*, 0\_1.  
<https://www.proquest.com/publiccontent/docview/1738006233/fulltextPDF/9A42BB4BF8D34EB4PQ/1?accountid=11526>
- Pflaum, S. W., & Bishop, P. A. (2004). Student perceptions of reading engagement: Learning from the learners. *Journal of Adolescent & Adult Literacy*, 48(3), 202-213.  
<https://doi.org/10.1598/JAAL.48.3.2>
- Rahman, K. (2020). EFL undergraduates' journal article reading strategies. *El-Tsaqafah: Jurnal Jurusan PBA*, 19(1), 88-96. <https://doi.org/10.20414/tsaqafah.v19i1.2346>



- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International Journal of Qualitative Methods*, 18, 1609406919862424.  
<https://journals.sagepub.com/doi/pdf/10.1177/1609406919862424>
- Skenderi, L., & Ejupi, S. (2017). The reading habits of university students in Macedonia. *Conference Paper of the 15th International Conference "Knowledge in Practice"*.  
<http://ikm.mk/ojs/index.php/kij/article/view/3966>
- Sohail, S. (2015). Academic reading strategies used by Leeds Metropolitan University graduates: A case study. *Journal of Education and Educational Development*, 2(2), 115-133. <https://files.eric.ed.gov/fulltext/EJ1161457.pdf>
- Sokhet, S. U. N. (2018). Reading habits and academic performance: A study of university students in Cambodia. *UC Occasional Paper Series*, 3(1).  
[https://uc.edu.kh/Occasional\\_Paper\\_Series/1.%20Reading%20Habits%20and%20Academic%20Performance%20A%20study%20of%20University%20Students%20in%20Cambodia.Sokhet%20Sun.pdf](https://uc.edu.kh/Occasional_Paper_Series/1.%20Reading%20Habits%20and%20Academic%20Performance%20A%20study%20of%20University%20Students%20in%20Cambodia.Sokhet%20Sun.pdf)
- Tella, A., & Akande, S. O. (2007). Children reading habits and availability of books in Botswana primary schools: Implications for achieving quality education. *The Reading Matrix*, 7(2), 117-142. <https://eric.ed.gov/?id=EJ1066611>
- Williams, A. B. (1984). *Shrimps, lobsters, and crabs of the Atlantic coast of the eastern United States, Maine to Florida*. Smithsonian Inst Pr.
- Xie, X., Huo, J., & Zou, H. (2019). Green process innovation, green product innovation, and corporate financial performance: A content analysis method. *Journal of Business Research*, 101, 697-706. <https://doi.org/10.1016/j.jbusres.2019.01.010>
- Yuill, N., Oakhill, J., & Parkin, A. (1989). Working memory, comprehension ability and the resolution of text anomaly. *British Journal of Psychology*, 80(3), 351-361.  
<https://doi.org/10.1111/j.2044-8295.1989.tb02325.x>
- Zhang, X. Y. (2022). A Study on EFL graduate students' academic English reading strategies. *Open Journal of Modern Linguistics*, 12, 799-812.  
<https://doi.org/10.4236/ojml.2022.126055>