



Available Online at: <https://www.ejal.info>

<http://dx.doi.org/10.32601/ejal.10119>

Eurasian Journal of Applied Linguistics, 10(1) (2024) 210-224

EJAL
Eurasian Journal of
Applied Linguistics

EFL Learners' Attitudes toward Reading in both English and Arabic

Waleed Ahmed Nureldeen^{a*} , Hala Alsabatin^b , Abdalmuttaleb Al-Sartawi^c ,
Reda S.M. Al-Mawadieh^d 

^a *UBT Academy, University of Business and Technology.*

Email; w.nureldeen@ubt.edu

^b *College of Education, Zarqa University, Zarqa, Jordan.*

Email: halahs1980@gmail.com

^c *Dept. of Accounting & Economics, College of Business & Finance, Ahlia University, Bahrain.*

Email; amusleh@ahlia.edu.bh

^d *College of Education, Zarqa University, Zarqa, Jordan.*

Email; rmawadieh@zu.edu.jo

Received: 14 September 2023 | Received: in Revised form 26 November 2023 | Accepted 26 January 2024

APA Citation:

Nureldeen, W. A., Alsabatin, H., Al-Sartawi, A., Al-Mawadieh, R. S. M. (2024). EFL Learners' Attitudes toward Reading in both English and Arabic. *Eurasian Journal of Applied Linguistics*, 10(1), 210-224.
Doi: <http://dx.doi.org/10.32601/ejal.10119>

Abstract

The English reading ability of university students is crucial for their academic achievement, regardless of whether they are studying English or any other subject in English. Examining the affective factors that influence this ability is critical for understanding its development. Research has been conducted on the correlation between first language (L1) and English as a second language (ESL/EFL) reading attitudes, but there is limited research on the correlation between L2 and L1. This research seeks to investigate the similarities in reading perspectives between Arabic-speaking international students and English-speaking university students. The study employed surveys and semi-structured interviews to evaluate individuals' viewpoints on bilingual reading. The objective was to assess individuals' attitudes towards reading in two languages. Both quantitative and qualitative analyses were conducted. The study revealed that students' reading preferences remained consistent across different languages. However, the relationship between second-language reading attitudes and first-language reading attitudes was found to be minimal. The implications of the current study suggest that enhancing reading attitudes in both languages may enhance reading ability. The study utilised subjective data and targeted a specific demographic, limiting its generalizability to more diverse student populations.

© 2024 EJAL & the Authors. Published by Eurasian Journal of Applied Linguistics (EJAL). This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Attitudes to Reading, Biliteracy in EFL and Arabic, Affective Factors in Reading.

Introduction

Reading is an essential tool of input for effective and long-lasting language acquisition. The reading ability of EFL students and those who study in English is a significant factor in determining their academic achievement. Examining factors that impact learners' reading, such as attitudes, is relevant for teaching reading in an EFL classroom. Sufficient exposure is crucial for acquiring a second language. The importance

* Corresponding Author

Email: w.nureldeen@ubt.edu

DOI: <http://dx.doi.org/10.32601/ejal.10119>

of reading in improving second language proficiency is especially significant in situations where reading materials are limited. Extensive reading (ER), characterised by reading large quantities of material for pleasure, has been shown to enhance reading proficiency, fluency, and foreign language (FL)/second language (L2) skills. Foreign language learners benefit from extensive reading (ER) as it provides them with enjoyable and comprehensible reading material, leading to enhanced language skills.

The literature suggests that ER has positive effects on reading fluency and vocabulary, although limited research has investigated its influence in Arab English as a Foreign Language (EFL) settings (Ateek, 2021). Petscher (2010) conducted a study to define reading attitudes as a multidimensional construct. The author defined attitudes as the dominant emotions, preparedness for action, and evaluative beliefs related to reading. There is a lack of agreement among researchers and scholars regarding the definition of reading attitudes, leading to complexity in measuring attitudes. The study of attitudes is further complicated by their potential for change. Several research studies on reading attitudes indicate that readers' attitudes change over time (Anderson, Tollefson, & Gilbert, 1985; Baba & Affendi, 2020; Kush et al., 2001) The study of such a dynamic construct is demanding due to these circumstances. Understanding attitudes towards reading necessitates longitudinal research studies that track attitude changes and the factors that influence them.

Research on attitudes towards reading can be broadly classified into different lines of study. One line of research has focused on examining the relationship between reading attitudes in ESL/EFL and L1. Another area of study examines factors that influence attitudes towards reading, such as teacher gender, teaching strategies, and cultural background. Researchers in the third line of inquiry have shown interest in studying the evolution of attitudes towards reading over time. This study aligns with previous research in the same field.

The existing literature on attitudes towards reading in the ESL/EFL context, especially among Arab ESL/EFL learners, is significantly limited. Early studies on the reading attitudes of ESL/EFL readers exhibited linguistic stereotyping and the categorization of learners from certain cultures as having negative attitudes towards reading. Field and Aebersold (1990) conducted a review of studies on ESL bilingual learners (i.e., Moroccans and Western Samoans). ESL learners from these cultures were categorised as originating from 'non-literate' cultures, characterised by an emphasis on 'rote memorization' and a reliance on what was referred to as 'verbal memory' both in and outside of the classroom. In addition, the stereotype of 'oral' cultures is juxtaposed with the 'American' culture, which relies on analysis within its educational system. Field and Aebersold (1990) argue that English exhibits a sense of "playfulness" as it is used in joyful ways. The authors argue that Moroccan culture lacks the quality of mental flexibility, which in turn affects students' attitudes towards reading in English.

Conversely, Kamhi-Stein (2003) examined the attitudes towards reading in both L1 and English as ESL among four college students who were native Spanish speakers. The author employed various methods, including think-aloud protocols, self-assessment reports, open-ended interviews, and assessments of reading comprehension in both Spanish and English. The author's conclusion is that attitudes towards L1 have an influence on ESL reading behaviour, based on data analysis. Readers who perceive L1 reading as advantageous often engage in deliberate mental translation into L1 while reading in ESL. The author contends that when ESL readers view reading as a process of meaning construction, their reading behaviour becomes more diverse and adaptable. Similarly, Nachmani (2015) identified attitudes towards reading in English as a second language (L2) as a crucial determinant of success in acquiring reading skills in EFL. The author conducted a study using a questionnaire to gather data from EFL reading experts and EFL teachers. The study examined the impact of 'parental intervention' on young learners' EFL reading ability, considering their L1 background as well as their economic and socio-cultural background. The results indicated that parental intervention was the most significant cultural/non-linguistic factor in determining young learners' success in developing EFL reading ability.

A seminal study by Yamashita and Jiang (2010) examined the correlation between reading attitudes in Japanese (L1) and English (L2) and the performance of Japanese EFL learners in extensive reading. Data was collected from 59 tertiary level learners. Participants completed a two-section attitude questionnaire on reading attitudes in their L1 and L2. The data from the attitude survey identified four attitude variables (i.e., comfort, value, self-perception, and anxiety). The study's findings indicate that attitudes towards reading are transferred from the first language (L1) to the second language (L2), regardless of the level of proficiency in L2. Furthermore, the variable 'value' exhibits higher transferability compared to other attitude variables such as comfort, self-perception, and anxiety. The author stated that the aim of this study was to test the threshold hypothesis regarding the transfer of attitudes. The claim appears to misunderstand Cummins' original proposal (1979) regarding the hypothesis, which focuses on the circumstances in which L2 learners can use their L1 reading skills to enhance their L2 reading skills.

In a subsequent study, Yamashita (2007) replicated the research study and addressed the methodological flaw. The author argues that the transfer of reading ability from L1 to L2 is distinct from the transfer of attitudes. They also argue that the concept of a linguistic threshold does not apply to the transfer of reading attitudes from L1 to L2. Furthermore, there is a lack of published research investigating the attitudes of Arab ESL/EFL learners towards reading in Arabic or English. The scarcity of research in this field enhances the significance of any study investigating the reading attitudes of Arab learners in ESL/EFL and L1. The present

study aims to fill the gap in our understanding of the attitudes of Arab EFL learners towards English (L2) and Arabic (L1). The findings of this study could have important implications for the teaching and learning of EFL reading among Arab learners. Understanding the reading attitudes of Arab students is essential for enhancing their academic performance and English language proficiency. The reading habits of students impact their comprehension and retention in both L1 and L2.

Despite the extensive literature on the topic, there has been a lack of in-depth research on Arab EFL students' reading attitudes in both languages. The language proficiency of these students varies. This study aims to address a gap in the literature by examining the perspectives of Arab intermediate and advanced EFL students on reading in their first and second languages. The study will focus on the following question: How do Arab EFL students who are intermediate and advanced readers in both their native language and English see reading? This study will investigate the relationship between Arabic and English reading attitudes at two specific levels. The project aims to enhance reading skills and language proficiency in both first and second languages. The primary objective of the study is to enhance reading habits in order to improve teaching and curriculum design. The analysis of these attitudes will be conducted in order to achieve this objective. The findings may be useful for educators and politicians working in multilingual environments to promote balanced bilingualism and academic success.

Literature Review

Attitudes play a crucial role in understanding human behaviour. The extent to which an individual holds a positive or negative opinion about a particular conduct is what (Ajzen, 1991) refers to as an attitude. A revised definition suggests that it is a "dormant inclination to respond to any aspect of an individual's reality, including actions" or "psychological entities" to different extents. In simple terms, a person's willingness to participate in an activity increase based on how positively they view that behaviour. At the onset of attitude research, the tripartite model emerged as a widely recognised paradigm, encompassing affect, behaviour, and cognition. There has been a debate about prioritising one aspect, specifically emotion, over others when developing an attitude (N Khreisat & Mugableh, 2020). According to a study by Maio (2018), the cognitive component of attitudes involves how people perceive and think about the object of their attitude, which is reflected in their beliefs. Some scholars view this section as crucial because it showcases the positive or negative evaluation of the subject. The present study solely focused on attitudes towards reading, particularly recreational reading.

To distinguish recreational reading from other types of reading, it is essential to establish a clear definition before delving into its connection with attitudes (Korkmaz & Öz, 2021). Accordingly, A precise definition of recreational reading is required for the current investigation. Reading for pleasure encompasses the voluntary engagement of individuals in books, magazines, or websites, allowing them to immerse themselves at their own pace and in their own manner, independent of external opinions (Kasih, Amelia, & Fitratullah, 2021). Various terms, such as leisure reading, spare time reading, reading outside of school, voluntary reading, and recreational reading, have been employed by researchers to refer to the act of reading for pleasure. Both terms, reading for pleasure and leisure reading, have been used interchangeably in reading research. The attitude towards reading is crucial when acquiring a new language. According to (Kasih et al., 2021), reading attitudes are "vital to any effort to systematically foster engaged readers". Research has linked a positive attitude to increased engagement and continued reading.

Additionally, research has shown that one's attitude towards reading can impact their reading proficiency. The reader's attitude towards reading significantly influences various aspects of their reading habits, including frequency of reading, book selection, and enjoyment of reading. Toste, Didion, Peng, Filderman, and McClelland (2020) argue that reading attitude is as important as reading skills and express concern over the lack of emphasis in classroom instruction. When scholars attempted to provide a definition of the concept of attitude specifically related to reading, the complexity of the idea resulted in several competing proposals. Consequently, the complex nature of the term has prompted scholars to propose various definitions. An early attempt to define reading attitudes was made by Alexander and Filler (1976). An emotional framework that "causes the learner to approach or avoid a reading situation" was their definition. "A state of mind, accompanied by feelings and emotions, that make reading more or less probable" (p. 215) is how (Smith, 1990) defines it. Alenezi's (2021) study found that students demonstrate a strong understanding of reading strategies both prior to, during, and after reading. The correlational analysis revealed a moderate relationship between students' beliefs about reading techniques and their core understanding of reading strategies. Furthermore, the aforementioned studies provide recommendations for future research on effective teaching methods for EFL students reading English.

In a study conducted by Mori (2004), the author examined the correlation between the motivation and attitudes of Japanese university students studying EFL and their engagement in extensive reading outside of the classroom. The study involved 100 female participants who were given a three-section questionnaire. The questionnaire aimed to assess their attitudes and motivations towards reading in English, learning EFL,

and a specific assigned reading task. Participants were assigned an extensive reading task and completed a progress report. The study's findings suggest that the amount of extensive reading done by EFL learners is predicted by factors such as study habits and motivation towards a specific reading task. Neither attitudes towards reading nor reading proficiency scores were found to be significant predictors. [Morgan and Fuchs \(2007\)](#) conducted a review of 15 studies that examined the connection between children's reading ability and their beliefs about their own reading competence. The study findings indicate a moderate correlation between reading ability and motivation to read, suggesting a bidirectional relationship between these variables.

In a study conducted by [Şentürk \(2015\)](#), the focus was on examining the attitudes and motivation of Turkish learners at the tertiary level when it comes to reading in English as a foreign language. By examining the responses of 61 EFL learners who completed a 'Foreign Language Attitudes and Motivation Questionnaire', the author found that while attitudes towards reading in English are generally neutral among learners at different proficiency levels, those with higher proficiency levels tend to have more positive attitudes towards reading in English.

Another line of research aimed to investigate the attitudes of Chinese EFL learners towards reading. [Ghadessy \(1988\)](#) conducted a study to examine the attitudes of Malay and Chinese Singaporean EFL young learners (N = 645) towards reading. The study aimed to investigate the impact of social gatherings among Malay students on their reading attitudes in certain schools. The participants completed a reading comprehension test and an attitude test. The study findings indicate significant disparities between the two groups, with Chinese and Singaporean students demonstrating superior reading abilities and more favourable attitudes towards reading.

The variables affecting the attitudes of Singaporean EFL teenage learners were also examined. The study conducted by [Murad Sani and Zain \(2011\)](#) proposed a hypothesis that suggests a decline in attitudes towards reading among avid readers in the rigorous educational system of Singapore. After surveying 173 students, data analysis revealed no gender differences in attitudes toward decline. In addition, intrinsic motivation attitudes exhibit a noticeable decline, while attitudes towards learning orientation remain relatively stable. [Kam Tse, Zhu, Yan Hui, and Ng \(2017\)](#) conducted a comparative study on achievement and attitudes towards reading in English in Hong Kong, Singapore, and England. The researchers used data from the PIRLS 2001 report to gain insights into the reading performance and attitudes in the three countries. The analysis revealed that Singaporean students, followed by students from Hong Kong, exhibit a more favourable attitude towards reading compared to their English counterparts. English students demonstrate higher achievement rates compared to their counterparts from Singapore and Hong Kong, despite similar levels of attainment. [Akpınar \(2013\)](#) investigated the relationship between Hong Kong students' reading performance in Chinese (L1) and English (L2), their attitudes toward reading in both languages, and their self-perception as readers. The PIRLS 2001 and 2006 reports provided the data. The quantitative analysis results indicate that students generally perform better in reading Chinese compared to reading English. The authors found a positive correlation between attitudes towards reading in both Chinese and English and reading achievement in both languages.

Several studies have examined attitudes towards reading in both preservice and Inservice ESL/EFL teachers through surveys. [Iftanti \(2012\)](#) conducted a survey of 747 preservice teachers to investigate their reading attitudes. The study focused on the concept of 'aliteracy', which refers to the inclination of readers to abstain from reading. The authors presented data demonstrating a decrease in reading rates among American students, college graduates, and professionals. The study findings indicate that preservice literacy teachers recognise the significance of reading, although the data suggests that they are not enthusiastic about engaging in reading activities. Similarly, the study conducted by [Kartal and Özmen \(2018\)](#) examined the attitudes of Turkish EFL teacher students towards reading in both their native language (L1) and English as a Foreign Language (L2). The disposition of 230 participants was assessed using a questionnaire that utilised the same data collection tool. The study found that anxiety is the primary emotional factor influencing EFL learners' attitudes towards reading in both their EFL and native language.

The review indicates that there has been limited research on the correlation between reading attitudes in ESL/EFL and L1. Furthermore, the findings of these studies have not yielded a definitive conclusion regarding the possible correlation between reading attitudes in ESL/EFL and those in L1. The lack of consensus on the correlation between reading attitudes in L2 and the native languages of its learners contributes to this phenomenon. Furthermore, there is a lack of extensive studies that involve a significant number of learners from diverse linguistic backgrounds and aim to investigate the characteristics of attitudes towards reading in EFL and in learners' first language (L1). The majority of studies have focused on specific groups of ESL/EFL learners who share the same native language.

Method

The study uses a non-experimental, criterion-group mixed-model design. The research study does not involve any treatment or manipulation of variables. This study aims to examine the relationship between two

independent variables: attitudes towards reading in L1 and L2, and performance level in reading comprehension in L1 and L2. The study focuses on two distinct groups: intermediate and advanced learners. The study relies on both quantitative and qualitative data analyses. The study ensures control over the variables of age group and cultural background by equating the study participants on these factors. The study participants are within the age range of 17 to 22 years and share a common cultural background (i.e. Arab culture).

The study included 18 Egyptian and 18 Saudi EFL university students who were studying English as their academic subject. The participants in this study were second, third, and fourth-year students enrolled in the Department of English at an Egyptian and a Saudi university. All of them were college students who had studied EFL for approximately 14 years. All of them acquired Arabic as their native language and continue to use it as the main means of communication outside of class. The participants acquired Arabic reading skills during their early school years (from 6 to 9 years). They acquired reading skills in EFL during their early years of schooling (ages 6 to 12). These individuals acquired proficiency in both their L1 and L2 at nearly the same time, resulting in the development of biliteracy. Departments currently enrol the students using English as the language of instruction.

Data Collection

Data were collected from two universities in Egypt and Saudi Arabia during two consecutive academic terms. A group of 36 participants completed a standardised reading comprehension test in English, specifically the Nelson-Denny Reading Comprehension and Vocabulary Test. The following day, the participants underwent a standardised reading test in Arabic, which was developed by the Saudi National Centre of Assessment (Qiyas). A few days after completing the reading tests, the participants were asked to fill out a questionnaire. The questionnaire consisted mostly of five-point Likert scale questions, which aimed to understand the participants' attitudes towards reading in their first language (Arabic) and L2. Sixteen participants were selected for open-ended interviews conducted one week after completing the questionnaire. The duration of each interview varied between ten and fifteen minutes, contingent upon the level of detail in participants' responses. The interviews aimed to investigate the issues highlighted by the participants in the questionnaire. During the interview sessions, the interviewer's role was limited to seeking clarification from participants by asking questions such as 'Could you elaborate further?', 'Could you illustrate what you mean by...?', 'Could you be more specific?', and 'Could you provide more details?' The speaker also demonstrated paralinguistic expressions indicating attentiveness and interest, such as 'hmm' and 'yeah'.

Data Analysis

The collected data were analysed using quantitative and qualitative methods to address the research questions. Cronbach's alpha, a statistical tool used to assess the reliability of questionnaire items in a psychometric test, was employed to investigate their reliability. The reliability coefficient of the questionnaire data was 0.615, indicating an acceptable level of reliability. The frequency of each choice for every questionnaire item was statistically calculated. The Mann-Whitney U Test (i.e., a nonparametric test used to compare two unpaired groups) and Kruskal Wallis Test (i.e., a nonparametric test used to compare three or more samples) were used to explore differences in various categories of participants' attitudes (i.e., attitudes about motivation to read, attitudes about comfort during reading, attitudes about anxiety during reading, and attitudes about self-perception as readers). The procedure was used to assess reading attitudes in both the L1 and L2. The qualitative analysis examined participants' input regarding four affective factors associated with attitudes: motivation, comfort, anxiety, and self-perception as readers. This analytical model was developed using insights from prior research on affective factors associated with reading by [Yamashita, \(2007\)](#).

Findings

The Relationship between Reading Attitudes in English and Arabic

To address the first and second research questions, we analysed participants' responses to attitude questionnaire items. We conducted statistical analysis to examine the relationship between attitudes towards reading in Arabic and English. The Kruskal-Wallis test was used to examine differences in participants' attitudes across various categories, including motivation to read, comfort during reading, anxiety during reading, and self-perception as readers. This section presents a comprehensive quantitative analysis of the correlation between attitudes towards reading in English and Arabic. The following section provides a detailed analysis of various categories of attitudes, including both positive and negative ones.

Table 1: The Relationship between Reading Attitudes in English and Arabic.

	Motivation EN	Anxiety EN	Comfort EN	Self- Perception EN	Motivation AR	Anxiety AR	Comfort AR	Self- Perception AR
Motivation EN	1	-0.260	.554***	0.298	0.198	0.115	0.036	0.057
Anxiety EN		1	-.516**	-.373*	0.090	0.297	0.033	-0.202
Comfort EN			1	.506**	-0.082	0.169	-0.194	-0.012
Self- Perception EN				1	-0.296	0.115	-0.204	0.081
Motivation AR					1	-.472**	.767***	.460**
Anxiety AR						1	-.721***	-.543***
Comfort AR							1	.622***
Self- Perception AR								1
Cronbach's Alpha	.724	.880	.777	.989	.884	.914	.897	.982
Mean	3.9875	2.4938	4.0104	3.1719	3.8031	1.9875	4.2031	4
SD	0.44919	0.847	0.48441	0.84824	0.74854	0.8827	0.72058	0.94186

*P < 0.05; **P < 0.01; ***P < 0.001.

The table above demonstrates a correlation between attitudes towards reading in English and Arabic within each language, indicating internal consistency in attitudes towards reading in both languages. High motivation, low anxiety, high levels of comfort, and clear self-perception among readers are positively associated with proficiency in each language. There is a significant correlation between low motivation, increased anxiety, low degrees of comfort, and a lack of or uncertainty about self-perception as readers. The analysis of the data indicates that there is no significant correlation between attitudes in English and Arabic, including their constituent factors of motivation, anxiety, comfort, and self-perception. The findings indicate that the participants hold two distinct sets of attitudes towards reading in English and Arabic. In order to enhance comprehension of this outcome, the subsequent section aims to investigate participants' attitudes towards these four factors and establish a connection between them and the results obtained from quantitative analysis of attitudes.

Attitudes to Reading in English and Arabic

This section analyses participants' attitudes expressed in the interviews thematically to gain insight into the affective factors that influence their perception of reading in both Arabic and English. This section verbally analyses the factors of motivation, comfort, anxiety, and self-perception identified in participants' interviews, with reference to their discourse. The factors are derived from the attitude questionnaire items.

Motivation

The researcher analysed data on participants' motivation for reading, considering the presence or absence of motivation, the strength (if applicable), frequency, stability, and source of motivation (intrinsic versus extrinsic).

Motivation towards Reading in English

The study found that 13% of participants expressed a lack of motivation, while 87% reported varying degrees of motivation towards reading in English. Among this cohort of enthusiastic readers, 79% indicated a higher-than-average level of motivation, as reported. Furthermore, a significant majority of participants (65%) reported frequent motivational experiences. In addition, 72% of the participants in the same group indicated a high level of motivation. Similarly, 64% of participants who reported motivation primarily attributed their motivation to extrinsic factors. In comparison, 8% of participants reported experiencing intrinsic motivation, while 28% exhibited a combination of both extrinsic and intrinsic motivation.

The study found that participants' motivation to read in English is primarily extrinsic, with some variation observed between the two groups. Intermediate-level participants often read with their focus on an external incentive or goal. The attitudes towards motivation expressed by intermediate-level participants were primarily short-term and focused on passing college courses and obtaining a degree:

I read because (+) I want (eh) need to pass all courses (eh). Doctors leave us many (++) materials to read on Moodle. I (eh) have to read a lot before (+) quiz and midterm. (eh) I don't like this time hhhh, but I must (+) do this. (Participant 3)

The participant's goal in reading, as shown in the example above, is focused on meeting the requirements of their college courses, specifically passing an exam. It is evident that the participant's perception of this type of 'functional' reading is not positive. Other participants were primarily focused on obtaining a degree as a means to secure future job opportunities:

I study and (em) read a lot before (eh) exams simply because (eh) I wanna graduate (++) an (eh) get a good job. That's all. (Participant 12)

Typically, data analysis reveals that intermediate-level individuals often express a perspective on motivation tied to reading for practical purposes commonly linked to educational success. A significantly lower percentage of participants in this group discussed reading as a way to gain 'new knowledge,' although they also acknowledged that this type of motivation has not been driving them to cultivate the habit of reading:

To know about ANYTHING in this (eh) (+) wo- world you need to read. Reading is (++) something good (eh) and the book is the best friend in (+) this world. Honestly, I don't read a lot. (Participant 2)

The remaining individuals in this group expressed a lack of motivation when it comes to reading, and they attribute this to the educational system's shortcomings in instilling a passion for reading during their formative years:

We (eh) did (+) NOT learn to learn early at school. Teachers (em) didn't (eh) ta take us to the (++) library. They make us (+) write words many times in our notes. We were doing this fo- (+) for long time. You (++) can't make me read and write a lot now. (Participant 8)

When it comes to the motivation of advanced-level students to read English, data analysis indicates that there is a combination of extrinsic and intrinsic motivation. Interestingly, more participants demonstrate intrinsic motivation towards reading. More than just academic goals drove the reading habits of a significant majority of participants in this group. Approximately 68% of them revealed that they read not only to excel in their college courses or achieve a high 'Grade Point Average', but also to fulfil an internal desire to read. The participants, however, also emphasised that reading for academic success can lead to securing a rewarding job opportunity or obtaining a governmental scholarship for postgraduate studies:

When I READ and study hard (+) I can graduate with a (+) very high GPA. (eh) Mine is 4.5 now and this will de- (+) definitely help me get a scholarship to do (+) a master's degree in America or Canada. I also get a good job (eh) with a high pay. (Participant 3)

A smaller percentage of the participants in the advanced group expressed their views on the importance of reading as a lifelong skill. They connected this to the prevalence of English as a worldwide language – and more significantly – to the importance of reading as a language skill necessary for success in academia and the workplace:

If I make a good reader in English, this for sure helps me to be successful in college and (+) and in my future career. (++) Now, English is spoken everywhere. (eh) It's important to read, write and speak in English (+) for your success in college and in your job. (Participant 11)

As mentioned in the example above, the motivation of the participants in the advanced group goes beyond just passing a course or completing a degree. Their motivation has evolved to encompass more than just immediate academic needs. Put simply, this type of motivation is ingrained in readers, prompting them to contemplate more complex and enduring external factors and fostering an internal desire to read simultaneously.

Motivation towards Reading in Arabic

Regarding the attitudes of intermediate and advanced participants towards reading in Arabic, the analysis of data reveals a range of attitudes. These attitudes vary from demotivation (52%) to purely functional extrinsic motivation (29%), with only a small percentage (19%) of participants expressing their internal motivation to read in Arabic. Participants expressed that they have limited motivation to read in Arabic beyond what is required for their college courses, official paperwork, or occasional reading of the Qur'an:

I don't feel like (++) I want to read in Arabic much. (eh) Well, maybe cause I (+) study English. We just don't need that much. Of course, I like Arabic ba- I read it when I read Qur'an (o) from time to time. Honestly, not that much. I don't read Arabic.

(Participant 13)

Other participants also expressed a similar sentiment, attributing their lack of motivation to read in Arabic to a perceived lack of necessity for doing so. Once again, they emphasised that the significance of Arabic cannot be compared to that of English. Consequently, individuals read in the language they are required to read in:

I read (+) in English because I should (+++) (em) if I was studying in Arabic, (++) I wou- (eh) I will do. I only read (eh) chat wi- with (eh) my friends on my phone hhhh. I don't even need to (eh) (++) go to (eh) (+++) any government office to finish papers. My dad did that. (Participant 15)

Despite a significant number of advanced participants expressing a lack of motivation to read in Arabic (27%), the majority of high achievers in the Arabic reading test (73%) reported feeling motivated to read in Arabic. Among this group, the majority of participants in this category expressed that their motivation stems from within. It is centred around a general preference for reading in Arabic. They described how their early passion for reading in Arabic was nurtured primarily by their family:

I like to read novels (++) in Arabic. It's been my habit since (em) I was a (+) young girl. My siblings (++) have the same habit too. Mum used to read ta (+) for us when we were kids (++) mainly bedtime stories, you know? It started from there (**). (Participant 1)

As mentioned by the participant above, maintaining the drive to stay motivated in reading Arabic often comes from personal reasons, particularly for learners who are studying a foreign language. This is because reading in Arabic is no longer necessary for academic or professional success. Individuals who cultivate a love for reading in a supportive setting, be it at home or in an educational institution, often maintain their enthusiasm for reading in their native language.

Comfort

Comfort relates to the emotional aspect, signifying a positive experience during reading. Readers may or may not experience a positive emotion as they read. Other factors such as motivation, anxiety levels, and an individual's self-perception as a reader strongly influence this factor. When discussing comfort, the analysis centres around the presence or absence of comfort, the level of comfort experienced (if relevant), how often one feels comfortable while reading, and how comfort has evolved over the years since a participant became literate.

Comfort while reading in English

Based on the data collected, it is evident that the participants primarily emphasised comfort as the most significant positive factor. While the majority of Egyptian participants expressed a sense of comfort while reading in English, a significant number of Saudi participants shared a similar sentiment. Overall, a high percentage of participants reported experiencing this positive feeling. A consistent pattern emerged among the participants in terms of their level of comfort, how often they experienced comfort, and how their comfort evolved over the years since they acquired literacy in English as a Foreign Language.

Regarding the source of comfort, a significant majority of the participants (80%) expressed that they experience a greater sense of ease when they engage in voluntary reading. They mentioned factors such as their interest in the topic and genre, the lack of time constraints, and the convenience of their reading environment as variables that contribute to their comfort while reading. In addition, participants in both groups, including advanced-level readers, expressed that their level of comfort is affected by various factors. These factors include the level of difficulty of the text, the length of the text, their familiarity with the topic, and their level of motivation:

I don't (+++) don't like to read very long pages. I (eh) feel tired easily (++) or if the the book has a lot of difficult words I first see or (em) read. It gets (++) (eh) boring. hhhh Most of college books (eh) like this. hhhh (Participant 10)

It is evident from the example above that readers experience a decrease in comfort when certain variables related to the text have a negative impact on their reading performance. A comparable perspective was conveyed in the response of the following example:

Well, (++) I think I can still enjoy reading a text as (+) long as I know what it is about (eh). I mean I know something about the subject. At school, (+) I liked to read Harry Potter novels. I READ a lot. I was a bookworm and I MEAN it. ... I get bored (eh) by (++) science books. I (+) can't complete (eh) two or three pages. (Participant 9)

Comfort while Reading in Arabic

In terms of participants' comfort with reading in Arabic, it exhibited a similar pattern to their comfort with reading in English. In general, the majority of participants expressed a high level of comfort when reading in Arabic. Specifically, the Egyptian participants reported feeling comfortable at a rate of 95%, while the Saudi participants reported a slightly lower rate of 85%. The percentages related to the level of comfort, the frequency of experiencing comfort, and the growth of comfort were slightly lower than the overall percentage mentioned earlier. Several readers have shared their sense of "guilt" for not reading more often in Arabic, particularly because they feel at ease while reading:

Honestly, (eh) I (+) don't find reading in Arabic very (eh) or just boring. (eh) (eh) I can still read and (eh) enjoy (+) what I read ESPECIALLY, moti- motivational quotes (eh) (+) (eh) and (eh) novels. I think (eh) we

should (eh) read more in our (++) language like (**) (+++) others. (Participant 6)

On the other hand, individuals with limited reading skills in Arabic expressed their discomfort with reading in Arabic due to the complex structure and vocabulary of the language, as well as their limited proficiency in Standard Arabic. They also mentioned that this difficulty could be due to the variations between spoken colloquial Arabic and written standard Arabic:

OK, (++) Arabic is the mo- the MOST difficult language. I don't (+) can't know (eh) or understand Arabic (eh) written in old books. I also (eh) don't (+) understand grammar of Arabic and (eh) (eh) the (eh) strange word or words we (eh) don't use. (+) My father [[الله/WALLAH]] say that I'm an idiot. hhhh He knows Arabic well. He studied it well (eh) I didn't.

(Participant 2)

As demonstrated in the example above, the participant attributes their discomfort to a combination of inadequate Arabic reading skills and a limited proficiency in Standard Arabic. These factors played a role in the development of a stereotype among individuals with limited reading skills, suggesting that Arabic is extremely challenging even for native speakers. Another stereotype emerged, highlighting the disconnect between spoken Arabic and standard written Arabic.

Anxiety

Experiencing a negative feeling of nervousness while reading is a common aspect of anxiety's affective factor. This factor can be loosely associated with a deficiency in positive affective factors such as motivation and comfort. It can also be linked to how one perceives themselves as a less proficient reader in any given language. To explore the nature of this emotional factor, the author focused on the presence or absence of anxiety, the intensity of anxiety, the frequency of experiencing anxiety, the relationship between anxiety and various types of reading tasks, and the potential causes of anxiety.

Anxiety in Reading in English

After analysing the data collected from participants' interviews, it was found that a majority of participants (81%) reported feeling little to no anxiety or stress while reading in English. The percentages varied among Egyptian and Saudi participants, with 87.5% of Egyptians and 75% of Saudis reporting the same. Additionally, it was discovered that students experience reduced anxiety levels as they enhance their reading abilities in both their first and second languages. Although a small percentage of advanced-level readers reported feeling anxious while reading in English, a significantly higher percentage of participants in the intermediate group shared this sentiment. Based on the data, it was found that a small percentage of participants, specifically 6%, reported experiencing a high level of stress when it comes to reading. On the other hand, the anxiety level of 94% was below average. However, a significant portion of the participants, about 66%, remained uncertain about the extent of their anxiety (with equal percentages among Egyptian and Saudi study participants).

The primary factors contributing to anxiety were found to be unfamiliarity with the topic (52%), the difficulty of the language used in the text (29%), the length of the text (9.5%), and a combination of all these variables (9.5%). Participants from both groups provided additional reasons for experiencing anxiety, expanding on their answers from the questionnaire.

But all also depends on (+) whether I am reading in front of someone or (+) (eh) I am reading with no one watching me (+) cause I feel anxious only if there is someone (eh) watching me. (++) (eh) If it is about reading in front of (o) a group of people (em) then I think it strongly affects my reading (+) like pronouncing words wrong. (Participant 9)

The participant in the above example associates anxiety with the activity of reading out loud. Reading stress in this context arises from the fear of facing the audience or making mistakes during the reading process. Some participants associated anxiety with a general feeling of discomfort and worry when engaging with written texts, particularly for academic purposes.

I feel (eh) (++) stressed when I come to read special (em) (+) when study. Ok, doctors (++) make us (+) read a lot. This is (++) sil- we don't like to do this. (++) Last semester, in academic writing course, (eh) it was a lot of reading. (eh) NO ONE like this. (Participant 16)

The above example indicates that 'reading stress' is often caused by a general aversion to read, particularly when it is done for academic reasons. The observed stress can be attributed to a lack of comfort. On the other hand, advanced-level readers associated anxiety with encountering difficulties while reading in English (e.g., reading under time pressure, the excessive difficulty of a text, or elevated style of a written text).

I don't think that reading makes me (+) worried. I ONLY feel (eh) nervous when I don't have time to finish reading (**) in an exam for example. (++) or (eh) I feel so if what I read is (++) difficult to understand. Some writers are really difficult to read for hhhh. Otherwise, I'm OK with reading hhhh (Participant 5)

Anxiety While Reading in Arabic

The percentages of participants experiencing anxiety while reading in Arabic were slightly lower compared to reading in English. Specifically, 83% of the participants reported a lack of anxiety when reading in Arabic. Similarly, a mere 8% of participants reported frequent experiences of anxiety. Approximately 7% of the participants experienced significant anxiety when reading in Arabic. Regarding the causes of anxiety, the challenge of understanding text language was found to be the most significant factor, accounting for 38% of the variance. The combination of unfamiliarity with the text topic, difficulty of the text language, and length of the text were identified as the second most significant factors contributing to anxiety, accounting for 23% of the reported reasons. The length of the text was identified as the third primary cause of stress in reading (18%), while unfamiliarity with the topic of the text was identified as the fourth most significant source of anxiety (12%). Participants cited factors such as the reading environment and difficulty reading aloud as potential causes of anxiety, accounting for 9% of responses.

The study found that proficient readers experience less anxiety when reading texts in their native language, despite the low frequency of reading in Arabic among participants in both groups. The less proficient readers expressed anxiety and reluctance to continue reading, particularly when encountering texts written in classical Arabic.

No, I (+) don't feel (eh) (+++) I (eh) I'm nervous when I read old Arabic. (eh) (+++) I don't understand it [[طيب/Tayyib]] I throw the book (++) quickly cause I (eh) find so many words [[طيب/Tayyib]] It (+++) happen with the old Arabic poetry in (eh) Arabic ONE. (Participant 7).

Conversely, Advanced Arabic readers assert that reading in Arabic is comparable to reading in English in terms of reduced anxiety. The majority of participants reported that reading in Arabic is less stressful due to their native speaker advantage. The authors limited the experience of anxiety to situations where certain variables related to text or context are involved. The variables identified include the use of an unfamiliar register, insufficient time to complete a reading task, and low frequency of reading in Arabic.

(+++) WELL, why should I feel nervous about reading in my (+) mother tongue? I (++) some- SOMETIMES feel so when (+) I read books very SPECIALISED in one (eh) area. They are NOT easy to understand what the writer means. (++) Some writers (eh) are NOT easy to (+) read for. OR perhaps (+) because we don't read in Arabic. I'm not so (+) sure but why did my grandpa read in Arabic better? (Participant 4)

Self-Perception

Self-perception, as an affective factor, pertains to readers' conceptualization of themselves in the context of reading. This factor is associated with various variables, including the learners' self-perception as proficient readers. According to the literature review, researchers propose that children only become proficient readers once they develop a self-concept as readers. The process of evolution can be influenced by home and societal cultures through reading practices in the language children use to develop literacy.

Self-Perception in Reading in English

According to the collected data, 55% of the study participants expressed uncertainty about their self-perception as English readers. The prevalence of this tendency was slightly higher among Saudi participants (60%) compared to their Egyptian counterparts (50%). A similar percentage of participants (57%) were undecided about how often they regard themselves as good readers. The majority of participants (65%) identified a combination of variables (i.e., ability to read very often, ability to read long texts such as books and novels, ability to read sophisticated texts such as academic texts, and ability to read quickly) as factors that contribute to being a proficient reader in English. The remaining participants independently identified one or more of these variables as factors that contribute to being a proficient reader in English. Approximately 21% of the participants identified the capacity to comprehend lengthy texts, such as books and novels, as a crucial factor in determining one's proficiency as a reader. The variable was frequently associated with the ability to read (9%) and the ability to read sophisticated texts (5%).

Closely related, a significant proportion of participants (40%) identified the inability to cultivate a reading habit as the primary barrier to improving their reading skills. The variable was subsequently associated with the overall EFL proficiency level (28%), a general aversion to reading (16%), limited access to reading resources (12%), and insufficient guidance and support (8%). In this regard, there were differences between the Egyptian and Saudi participants. The Egyptian participants frequently cited their overall EFL proficiency level and lack of access to reading resources as hindrances to becoming good readers. In contrast, the Saudi participants considered their general dislike of reading and inability to develop the habit of reading in English to be the main obstacles to their development as good readers. The discrepancy can be explained by considering the socio-economic and cultural factors prevalent in the two societies where the participants reside.

The study participants were interviewed to determine their perception of themselves as readers in English. It was found that the majority of participants at both levels do not consider themselves to be skilled readers in English. Among the advanced group readers, only 25% considered themselves proficient in English,

whereas approximately 10% of the intermediate group participants identified as good readers. The participants who developed self-perception as readers attributed this development to their reading history and frequent reading.

I READ a lot. I was a bookworm and I MEAN it. I read for all (+) GOOD writers (+) Joan Wickersham, Diane Williams and Daniel Woodrell. (+) You name it. Of course, I also read classics. My (+) father (eh) I mean I owe this to my parents.

(Participant 9)

On the contrary, readers with lower reading abilities often hesitated to identify themselves as skilled readers, although a small percentage of them did. Some individuals found the concept of identifying themselves as 'readers' to be unfamiliar and surprising.

I'm not sure (++) what do you mean? (eh). I can't talk about (++) myself as good or (eh) bad reader...If you ask about (eh) reading a lot, (+) no, I read (+) only to study (eh) courses. I work (++) (eh) and study at the same time. (eh) DON'T have much time for this (Participant 4)

Some participants attributed their lack of progress as readers to both the educational system and parents:

The (eh) lack of appropriate guidance in both school and (eh) at home, (++) because we do not have enough and the right knowledge to share, as (eh) we, IN TURN, did not receive.

it in (eh) (+) an appropriate way. (Participant 16).

Self-Perception in Reading in Arabic

Generally speaking, the study participants demonstrated their self-awareness of their positive self-image as proficient readers in Arabic. The percentage of participants who hold this attitude is higher than their self-perception in English. Approximately 77% of the participants self-identified as proficient readers in Arabic. The substantial proportion of Saudi participants (87.5%) who identified themselves as proficient readers in Arabic substantiated the finding. Egyptian participants exhibited lower levels of self-perception when reading Arabic. A majority of the Egyptian participants (66.5%) reported considering themselves proficient readers in Arabic, while a significant proportion (33.5%) remained uncertain about their self-perception. The frequency of self-perception in Arabic reading was similar to the overall rate of self-perception.

The study found that 62% of participants identified several variables that contribute to being a good reader in Arabic. These variables include the ability to read frequently, the ability to read long texts like books and novels, the ability to read complex academic texts, and the ability to read quickly. Approximately 24% of respondents ranked the capacity to read lengthy texts, such as novels and books, as the second most significant factor. This was followed by the ability to read frequently, which was chosen by 10% of participants, and the ability to comprehend complex texts, such as academic literature, which was selected by 4%.

Regarding the obstacles to becoming proficient readers in Arabic, 72% of participants identified the lack of a reading habit as the primary obstacle, while 16% mentioned a general dislike for reading as the second most significant obstacle. The variables of insufficient support and guidance at home and in school ranked third (7%), preceded only by a lack of access to Arabic reading resources (5%).

The development of advanced reading skills closely correlates with the self-perception of readers in their first language (L1). Good readers typically develop a self-perception as skilled readers, whereas poor readers do not exhibit a similar inclination. As skilled Arabic readers, a significant proportion demonstrated self-awareness of their positive self-image. Among less proficient readers, their self-perception as a competent reader in Arabic was also weaker compared to their self-perception in English. While around 56% of proficient Arabic readers perceive themselves as skilled readers, only about 22% of readers with lower reading abilities consider themselves to be proficient readers.

The self-perception in Arabic, similar to English, is influenced by the frequency of reading and one's history as a reader. Proficient readers engage in both extensive and intensive reading over an extended period of time. Students' infrequent reading in Arabic appears to impede the development of their self-perception.

I think (++) I can be (o) kind of a good reader in Arabic. I can manage (eh) (++) when I read. But also (eh) I can't say that (++) I'm (eh) excellent (eh) in (eh) Arabic reading because (++) we don't (eh) read a lot in (eh) Arabic (Participant 2)

The participant's self-perception as a reader is negative, as evident in the example provided. The lack of self-perception can be attributed to infrequent practice of reading in Arabic. This pattern is more evident among lower-level Arabic readers, as demonstrated by the example below.

OK (++) Arabic reading (+++) I don't (+) think I read Arabic (eh) (++) well. I read slow (o) when I read hhhh We don't (eh) read (+) much Arabic books anyway. (+) We (eh) only read and write much on (++) social media applications (eh) WhatsApp, Instagram and Snapchat but mostly (++) comics and videos.

(Participant 6).

As can be concluded from the above analysis, participants were by far less positive about their self-perception as readers. They reported an inability to describe themselves as skilled readers in English and – to a different extent – in Arabic. They attributed this to the infrequent practice of reading, reading history as children, and the inability to read quickly and successfully.

Discussion

Interpreting the study findings on attitudes towards reading in L2 (EFL) and L1 (Arabic) is complex and not straightforward. The complexity of this issue stems from the limited amount of prior research on the attitudes of Arab EFL learners towards reading. Thus, these findings are not easily interpretable in the context of existing research. The results are interpreted by referencing literature on the attitudes of non-Arab ESL/EFL learners towards reading in their L2 and L1.

The results of the data analysis suggest that there are some differences in the affective factors related to reading attitudes in English and Arabic. However, there is a negligible correlation between attitudes towards reading in both languages. The study's findings indicate that attitudes towards reading in both English and Arabic are internally consistent. Put simply, there is a positive correlation between high motivation, high levels of comfort, clear self-perception as a reader, and low anxiety. Conversely, there is a negative correlation between low motivation, discomfort, uncertainty about self-perception as readers, and high reading stress.

There is a significant correlation between anxiety and poor reading skills in both languages. However, as learners develop advanced reading skills in either language, positive factors such as motivation, comfort, and self-perception are enhanced. The results align with previous studies (Lam, Tse, Lam, & Loh, 2010; S.-k. Tse, 2009; S. K. Tse, Yuen, Loh, Lam, & Ng, 2010) that have linked the progression of positive affective factors to the advancement of reading abilities. The findings of Morgan and Fuchs (2007) support the notion that there is a reciprocal association between positive attitudes towards reading and reading skills. The prevalence of extrinsic motivation among Arab EFL learners aligns with previous findings by Bokhorst-Heng and Pereira (2008) and Murad Sani and Zain (2011). These studies indicate that intrinsic motivation for reading tends to diminish over time, making room for extrinsic motivation. Regarding anxiety, university students may experience uncertainty when approaching academic reading tasks. The anxiety experienced can be attributed to the COVID-19 pandemic and its associated changes. The comfort that students expressed with reading on social media should not overshadow the anxiety that arises from this state of uncertainty.

Implications: Theoretical and Practical

This study offers theoretical and practical insights into the reading attitudes of Arab students learning EFL. This study contributes to the theoretical understanding of the intricate relationship between attitudes towards reading in native and second languages. The limited correlation between reading attitudes in Arabic (L1) and English (L2) indicates that emotional factors influencing reading may operate differently across languages, even within the same person. The restriction of the connection led to this determination. This raises questions about the assumption that positive attitudes towards reading in one language will necessarily carry over to another language, highlighting the necessity for further investigation in this area. This study highlights the importance of developing robust Arabic and English reading attitudes through the use of autonomous techniques, thereby enhancing their practicality. The study's findings have implications for its implementation.

Prior to instructing each language, teachers should assess the most effective methods for addressing students' emotional needs. Use culturally relevant literature and diverse supplementary reading materials to boost interest and motivation in Arabic. Participative and student-centered exercises can help students gain confidence and enthusiasm for the English language. The findings also indicate the need for customized reading attitude therapies based on individual ability levels. Intermediate students may benefit from reading and writing exercises, while advanced students may benefit from assignments that enhance their analytical skills and promote leisure reading. Educational institutions can enhance multilingual literacy and academic achievement by addressing individual and curriculum reading attitudes.

Limitations and Future Research

While the study has made valuable contributions to the discipline, it is important to acknowledge its limitations when examining the data. Social desirability bias and self-assessment may be present in questionnaires and semi-structured interviews that gather subjective data. This presents a problem, as both methods have the potential to gather subjective data. Future research could be enhanced by incorporating objective measures such as reading comprehension exams or longitudinal studies to monitor changes in reading attitudes. The study focused exclusively on Arab English language learners at an intermediate or advanced level. Due to the limited scope of the study, the findings may not be generalizable to different cultural and

language contexts. It is important to study diverse populations, including students with varying first- and second-language skills. Further research should investigate similar topics using more diverse populations.

Additionally, the study ignored other factors that may have affected reading habits. This category includes participants' socioeconomic position, education, and reading resources. Future studies must incorporate these potential elements to accurately evaluate how language competency affects reading attitudes. This clarifies the relationship between the two categories. Given their restricted relationship, understanding the mechanisms that form reading attitudes in first and second languages is vital. Due to their weak friendship. Psycholinguistic approaches could aid multilingual reading cognition and affective studies. Further research may improve our understanding of multilingual reading and help us create more effective teaching methods. This can be done by addressing these constraints and investigating alternatives.

Conclusion

In conclusion, this study explores the reading habits of Arab students learning English as a foreign language. The research indicates a weak correlation between the reading attitudes of Arab and English language students. This study demonstrates that a positive attitude in one language may not necessarily be applicable to another language. The emotional aspects of multilingual reading are complex and significant. Further research is necessary to comprehend the various factors that influence reading attitudes across different languages. The understanding of this has theoretical implications. The findings of this study suggest that individualised instruction can promote passionate reading habits in both first- and second-language learners. The use of culturally relevant materials and engaging activities can enhance children's reading skills and academic achievement.

Although the study has limitations in terms of subjective data and a narrow demographic scope, it provides an opportunity for future research to explore similar issues using more objective measures and across broader populations. Future research should focus on addressing the limitations of bilingual literacy programmes and further investigate the cognitive and emotional aspects of reading in two languages. The study sheds light on the complex connection between attitudes towards reading in first and second languages. The study provides guidance for educators teaching multilingual students.

Bibliography

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. doi: [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Akpinar, K. D. (2013). Lexical inferencing: perceptions and actual behaviours of Turkish English as a Foreign Language Learners' handling of unknown vocabulary. *South African Journal of Education*, 33(3), 1-17. doi: Retrieved from <https://journals.co.za/doi/abs/10.10520/EJC139296>
- Alenezi, S. (2021). Investigating Saudi EFL students' knowledge and beliefs related to English reading comprehension. *Arab World English Journal (AWEJ) Volume*, 12(1), 339-356. doi: <https://dx.doi.org/10.2139/ssrn.3826843>
- Alexander, J. E., & Filler, R. C. (1976). *Attitudes and Reading. Reading Aids Series*. Eric. doi: Retrieved from <https://eric.ed.gov/?id=ED126491>
- Anderson, M. A., Tollefson, N. A., & Gilbert, E. C. (1985). Giftedness and reading: A cross-sectional view of differences in reading attitudes and behaviors. *Gifted Child Quarterly*, 29(4), 186-189. doi: <https://doi.org/10.1177/001698628502900411>
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109-131. doi: <https://doi.org/10.32601/ejal.911195>
- Baba, J., & Affendi, F. R. (2020). Reading Habit and Students' Attitudes towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam. *Asian Journal of University Education*, 16(1), 109-122. doi: <https://doi.org/10.24191/ajue.v16i1.8988>
- Bokhorst-Heng, W., & Pereira, D. (2008). Non-at-risk adolescents' attitudes towards reading in a Singapore secondary school. *Journal of Research in Reading*, 31(3), 285-301. doi: <https://doi.org/10.1111/j.1467-9817.2008.00369.x>
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222-251. doi: <https://doi.org/10.3102/00346543049002222>
- Field, M. L., & Aebersold, J. A. (1990). Cultural attitudes toward reading: Implications for teachers of ESL/bilingual readers. *Journal of Reading*, 33(6), 406-410. doi: Retrieved from <https://www.jstor.org/stable/40031973>
- Ghadessy, M. (1988). Testing the Perception of the Paralinguistic Features of Spoken English. *IRAL: International Review of Applied Linguistics in Language Teaching*, 26(1), 52-61. doi: Retrieved from <https://www.proquest.com/openview/105f157b68d9ca877b57b97daeb6c905>
- Iftanti, E. (2012). A survey of the English reading habits of EFL students in Indonesia. *Teflin Journal*, 23(2), 149-164. doi: Retrieved from <https://core.ac.uk/download/pdf/233168206.pdf>

- Kam Tse, S., Zhu, Y., Yan Hui, S., & Ng, H. W. (2017). The effects of home reading activities during preschool and Grade 4 on children's reading performance in Chinese and English in Hong Kong. *Australian Journal of Education*, 61(1), 5-23. doi: <https://doi.org/10.1177/0004944116689093>
- Kamhi-Stein, L. D. (2003). Reading in two languages: How attitudes toward home language and beliefs about reading affect the behaviors of "underprepared" L2 college readers. *Tesol Quarterly*, 37(1), 35-71. doi: <https://doi.org/10.2307/3588465>
- Kartal, G., & Özmen, K. S. (2018). An investigation of the professional development agenda of Turkish EFL student teachers. *Journal on English Language Teaching*, 8(3), 7-17. doi: <https://doi.org/10.26634/jelt.8.3.14498>
- Kasih, E., Amelia, D., & Fitratullah, M. (2021). Unraveling Students' Attitude of Using Blog for Online Learning in Literature Class. In *2021 Universitas Riau International Conference on Education Technology (URICET)* (pp. 419-424): IEEE. doi: <https://doi.org/10.1109/URICET53378.2021.9865946>
- Korkmaz, S., & Öz, H. (2021). Using Kahoot to improve reading comprehension of English as a foreign language learners. *International Online Journal of Education and Teaching*, 8(2), 1138-1150. doi: Retrieved from <https://www.iojet.org/index.php/IOJET/article/view/1002>
- Kush, J. C., Watkins, M. W., Ward, T. J., Ward, S. B., Canivez, G. L., & Worrell, F. C. (2001). Construct validity of the WISC-III for White and Black students from the WISC-III standardization sample and for Black students referred for psychological evaluation. *School Psychology Review*, 30(1), 70-88. doi: <https://doi.org/10.1080/02796015.2001.12086101>
- Lam, Y. R., Tse, S. K., Lam, J. W., & Loh, E. K. (2010). Does the gender of the teacher matter in the teaching of reading literacy? Teacher gender and pupil attainment in reading literacy in Hong Kong. *Teaching and Teacher Education*, 26(4), 754-759. doi: <https://doi.org/10.1016/j.tate.2009.10.010>
- Maio, G. R. (2018). *The psychology of attitudes and attitude change*. Sage. doi: Retrieved from <https://us.sagepub.com/en-us/nam/the-psychology-of-attitudes-and-attitude-change/book257922#contents>
- Morgan, P. L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73(2), 165-183. doi: <https://doi.org/10.1177/001440290707300203>
- Mori, S. (2004). Significant motivational predictors of the amount of reading by EFL learners in Japan. *RELC Journal*, 35(1), 63-81. doi: <https://doi.org/10.1177/003368820403500106>
- Murad Sani, A., & Zain, Z. (2011). Relating adolescents' second language reading attitudes, self efficacy for reading, and reading ability in a non-supportive ESL setting. *The Reading Matrix*, 11(3), 243-254. doi: Retrieved from <https://www.researchgate.net/profile/Azlina-Sani/publication/275585014>
- N Khreisat, M., & Mugableh, A. I. (2020). Multidimensionality of EFL recreational reading attitudes: An EFA and CFA approach. *Journal of Research in Applied Linguistics*, 11(2), 57-69. doi: <https://doi.org/10.22055/RALS.2020.15946>
- Nachmani, L. (2015). Cultural aspects of EFL reading acquisition. *Procedia-Social and Behavioral Sciences*, 209, 351-357. doi: <https://doi.org/10.1016/j.sbspro.2015.11.248>
- Petscher, Y. (2010). A meta-analysis of the relationship between student attitudes towards reading and achievement in reading. *Journal of Research in Reading*, 33(4), 335-355. doi: <https://doi.org/10.1111/j.1467-9817.2009.01418.x>
- Şentürk, B. (2015). EFL Turkish university students' attitudes and motivation towards reading in English. *Procedia-Social and Behavioral Sciences*, 199, 704-712. doi: <https://doi.org/10.1016/j.sbspro.2015.07.601>
- Smith, M. C. (1990). Reading habits and attitudes of adults at different levels of education and occupation. *Literacy Research and Instruction*, 30(1), 50-58. doi: <https://doi.org/10.1080/19388079009558033>
- Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K-12 students. *Review of Educational Research*, 90(3), 420-456. doi: <https://doi.org/10.3102/0034654320919352>
- Tse, S.-k. (2009). Chinese language education in Hong Kong: twenty five years of educational research in Hong Kong. *Educational Research Journal*, 24(2), 231-255. doi: Retrieved from <https://hub.hku.hk/handle/10722/85099>
- Tse, S. K., Yuen, A. H.-k., Loh, E. K.-y., Lam, J. W.-i., & Ng, R. H.-w. (2010). The impact of blogging on Hong Kong primary school students' bilingual reading literacy. *Australasian Journal of Educational Technology*, 26(2), 164-179. doi: <https://doi.org/10.14742/ajet.1088>
- Yamashita, J. (2007). The relationship of reading attitudes between L1 and L2: An investigation of adult EFL learners in Japan. *TESOL Quarterly*, 41(1), 81-105. doi: <https://doi.org/10.1002/j.1545-7249.2007.tb00041.x>
- Yamashita, J., & Jiang, N. (2010). L1 influence on the acquisition of L2 collocations: Japanese ESL users and EFL learners acquiring English collocations. *Tesol Quarterly*, 44(4), 647-668. doi: <https://doi.org/10.5054/tq.2010.235998>

List of Phonemic Symbols Used by Participants in Interviews

The following list of phonemic symbols, proposed by the author, was used to transcribe interviews:

(+)	a short pause
(++)	a longer pause
(+++)	a very long pause
Uppercase	stress (pitch and volume)
()	inaudible or unclear utterance
(o)	the following talk is said softly
(**)	physical noise
h	a sigh
hhhh	laughter
eh	a verbal pause filler
em	a verbal pause filler
A hyphen (-)	unfinished word (e.g., wo-, fo- etc.)