

Barriers and Strategies in Academic Reading Comprehension Among EFL Learners at Hamzanwadi University

Nur Niningsih Iza Laily¹, Siti Ayu Surayya², Ari Prasetyaningrum³, Yulia Agustina⁴

Universitas Hamzanwadi, Indonesia

¹ nininglaely@gmail.com, ² ssurayya@hamzanwadi.ac.id, ³ rheafanny1981@gmail.com,

⁴ rahestin@gmail.com

Abstract

The main objective of this study is to identify various difficulties in understanding English academic reading texts and the strategies used to overcome them. This study employed a mixed-methods approach, combining quantitative data from Likert-scale questionnaires with qualitative insights from semi-structured interviews. A total of 30 fourth-semester EFL students at Hamzanwadi University were selected through purposive sampling. Descriptive statistics were used to analyze questionnaire responses, while qualitative data were analyzed using Miles and Huberman's (1994) interactive model to deepen understanding and validate the findings. The results uncovered that the most common challenges included unfamiliar vocabulary, complex sentence structures, difficulty in identifying main ideas, and connecting information across paragraphs. Other contributing factors were a lack of focus when reading lengthy texts and a low interest in certain topics. Emotional pressures, such as anxiety and lack of confidence, also worsened reading difficulties. To cope with these challenges, several strategies were applied, including rereading, using dictionaries and translation tools, taking notes, writing summaries, highlighting key sentences, and breaking the text into smaller parts. These strategies helped improve comprehension and reduce the burden of reading complex academic texts.

Keywords: Academic Reading; Reading Difficulties; Reading Strategies; EFL Learners

INTRODUCTION

Academic reading comprehension is fundamental for university students, especially in English-speaking higher education environments (Singgih, 2025). This skill includes comprehending, interpreting, and critically engaging with academic texts, which is crucial for success in academic programs (Septia et al., 2022). Reading comprehension is central to students' academic success, especially those learning English as a foreign language (EFL) (Suleiman Al Qunayeer, 2021). Academic reading is not just about recognizing words or translating sentences, but also involves processing complex ideas, understanding field-specific vocabulary, and critically engaging with texts (Andi, 2023). However, many EFL learners in Indonesia struggle to achieve satisfactory academic reading comprehension due to various barriers related to language proficiency, text complexity, and lack of reading strategies (Ramadhianti & Somba, 2023). Recent research on English as a foreign language (EFL) Learning in Indonesia revealed that challenges in academic reading comprehension are not only linguistic but also involve affective factors and a lack of effective reading strategies. Kurniawati et al., (2024) found that students often struggle to comprehend long and complex academic texts due to limited vocabulary and inadequate reading strategies. To overcome this problem, the students applied techniques such as skimming, scanning, and mind mapping, which proved effective in helping students improve their reading comprehension. At Hamzanwadi University, students of the English education study program are expected to engage with a variety of academic texts as part of their coursework, including textbooks, scientific journals, research articles, and other

learning materials written in English. However, many students still face difficulties in understanding these materials effectively. Such challenges are often caused by limited vocabulary knowledge, a lack of effective reading strategies, and limited English reading habits. Previous research has identified several common barriers faced by EFL students in academic reading, including linguistic barriers such as insufficient vocabulary and complex sentence structures, psychological barriers such as low confidence and motivation, and cognitive barriers, such as lack of effective reading strategies (Nussy & Pekpekay, 2024). These barriers negatively affect students' academic performance and reduce their enthusiasm for learning English. In addition, cultural differences and ignorance of Western academic conventions can also hinder students' understanding of English academic texts. Many EFL learners experience difficulties in interpreting implied meanings, identifying argumentative structures, and understanding culturally embedded references in materials (Singh, 2019). These factors further complicate the reading process and require targeted instructional support to help students bridge the cultural and language gap. Furthermore, Yang (2016) emphasized that successful reading comprehension is strongly influenced by the reader's background knowledge, reading strategies, and motivation. This highlights the importance of providing EFL learners with not only language skills but also effective reading instruction that addresses cognitive, linguistic, and socio-cultural aspects to improve their overall comprehension. On the other hand, various reading strategies have been proven effective in helping students overcome these challenges. Strategies such as skimming, scanning, predictive reading, note-taking, and metacognitive strategies such as monitoring and evaluating comprehension have significantly improved academic reading among EFL learners (Fauzi, 2018). Because of the identified barriers, it is important to examine the academic reading barriers and strategies experienced by EFL students at Hamzanwadi University. Understanding their difficulties and the strategies they use will guide the design of more effective and personalized learning. Therefore, this study aims to examine barriers and strategies in academic reading to support improving students' reading skills and learning outcomes.

METHOD

This research employed a mixed-methods approach, combining quantitative and qualitative methods to comprehensively examine the academic reading barriers and strategies of EFL students at Hamzanwadi University (Creswell & Creswell, 2018). The quantitative component served as the primary method, using a Likert-scale questionnaire to gather measurable data on students' academic reading difficulties and strategies. Meanwhile, the qualitative component, semi-structured interviews was used to explore students' deeper insights and provide context to the quantitative findings. The study was conducted with 30 fourth-semester students from the English Education Study Program at Hamzanwadi University. These participants were selected through purposive sampling (Friday & Leah, 2024), as they had completed academic reading courses and had sufficient exposure to English academic texts, making them appropriate subjects for this research. The main instrument used in this study was a structured questionnaire, consisting of 20 closed-ended statements based on a five-point Likert scale: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The statements were developed based on common barriers and strategies in academic reading, including vocabulary difficulty, grammar complexity, lack of motivation, unfamiliar content, reading anxiety, and reading strategies such as skimming, scanning, and note-taking. The students' responses were analyzed using descriptive statistics in the form of percentages and categorized into different levels of agreement to identify trends and patterns. To complement and validate the quantitative data, semi-structured interviews were conducted with a subset of students, selected based on their questionnaire responses. These interviews provided further insight into students' reading

habits, perceived difficulties, and strategies used when approaching academic texts. This triangulation of data sources helped to increase the validity and depth of the study’s findings. Data analysis for the quantitative component involved calculating the percentage distribution of each response category per item. These results were then interpreted based on the level of agreement, identifying which barriers and strategies were most commonly experienced. The qualitative data analysis implemented Miles and Huberman's (1994) interactive analysis model, which consists of three main components: data collection, data reduction, and data display.

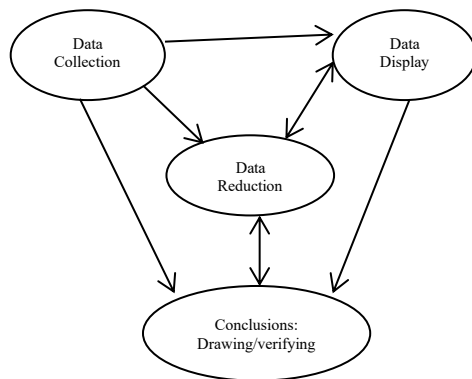


Figure 1. Miles and Huberman's (1994) interactive analysis model

Analysis was conducted on an ongoing basis, both during the data collection process and afterwards, to ensure that all information was analyzed thoroughly and systematically.

RESULTS AND DISCUSSION

Results

A. Students’ Barriers in Academic Reading

Data on the barriers and strategies in academic reading comprehension among EFL students at Hamzanwadi University were collected through questionnaires and interviews. However, this section focuses only on the questionnaire results, which aimed to identify various difficulties students face in understanding English academic texts. The statements in the questionnaire were designed based on common types of reading challenges: problems with understanding difficult words and grammar, difficulty in processing and organizing the information, and lack of interest or motivation to read. The students’ responses to the 20 items in the questionnaire are presented in Table 1.

Table 1. Students’ Barriers in Academic Reading

No	Statement	Strongly agree (%)	Agree (%)	Neither (%)	Disagree (%)	Strogly disagree (%)
1.	I find it difficult to understand technical vocabulary in academic texts.	3,3	40.0	40.0	10.0	6.7
2.	Complex sentence structures in academic texts confuse me.	0.0	56.7	30.0	10.0	3.3
3.	The length of sentences or paragraphs in academic reading materials makes understanding difficult.	13.3	23.3	40.0	16.7	6.7

4.	Abstract or unfamiliar topics are hard for me to comprehend.	3.3	46.7	36.7	6.7	6.7
5.	I have a limited English vocabulary to understand academic texts.	3.3	40.0	40.0	10.0	6.7
6.	I often feel anxious when reading academic texts in English.	0.0	33.3	30.0	30.0	6.7
7.	Lack of sufficient time to read academic texts hinders my understanding.	10.0	36.7	46.7	3.3	3.3
8.	I struggle to identify the main idea or key points in academic texts.	0.0	43.3	30.0	20.0	6.7
9.	Cultural or contextual differences in academic texts affect my comprehension.	6.7	53.3	36.7	0.0	3.3
10.	The complicated grammar used in academic texts makes understanding difficult.	0.0	56.7	30.0	10.0	3.3
11.	Lack of practice with academic reading makes me unaccustomed to this style of writing.	3.3	50.0	40.0	3.3	3.3
12.	I feel less confident when reading academic texts in English.	10.0	20.0	30.0	36.7	3.3
13.	I lose focus when reading long academic texts.	10.0	36.7	40.0	10.0	3.3
14.	Vocabulary used in academic texts is often unfamiliar to me from everyday learning.	0.0	46.7	33.3	13.3	6.7
15.	I find it hard to understand specific terms or jargon in academic texts.	3.3	53.3	40.0	0.0	3.3
16.	The dense presentation of information in academic texts makes it difficult to grasp the meaning.	0.0	6.7	43.3	46.7	3.3
17.	I often need to reread parts of the academic text to understand the content.	0.0	0.0	40.0	60.0	0.0
18.	I find it challenging to connect ideas between paragraphs in academic texts.	0.0	3.3	63.3	33.3	0.0
19.	I have difficulty interpreting graphs or tables included in academic reading materials.	0.0	6.7	53.3	36.7	3.3
20.	Lack of interest in the topics of academic texts hinders my understanding.	0.0	6.7	30.0	60.0	3.3

Based on the questionnaire results, it was evident that students continued to face various difficulties in understanding English academic reading texts. These difficulties included challenges such as understanding unfamiliar or technical vocabulary, grasping the meaning of lengthy and complex sentences, and organizing scattered information across different parts of a passage. The highest percentage of agreement was found in the statements “Complex sentence structures in academic texts confuse me” and “The complicated grammar used in academic

texts makes understanding difficult,” both of which received 56.7% agreement from students. This indicated that sentence complexity and grammatical structure were among the most prominent barriers. On the other hand, the statement with the lowest agreement was “I often need to reread parts of the academic text to understand the content,” with 60% of students disagreeing and 40% selecting “neither.” This showed that most students did not consider rereading as a frequent or preferred strategy, despite the challenges they faced in understanding texts. Additionally, some students reported a lack of confidence in their reading abilities and expressed disinterest in reading topics they found too difficult or unfamiliar. Statements related to confidence and motivation, such as “I feel less confident when reading academic texts in English” and “Lack of interest in the topics of academic texts hinders my understanding,” received notable levels of agreement, with 30% of students feeling neutral and 60% disagreeing for the latter, indicating varied levels of engagement among the respondents. The questionnaire used in this study consisted of 20 statements designed to reflect common challenges students often encountered when reading academic texts. It was distributed to 30 fourth-semester students from the English Education Study Program at Hamzanwadi University. To determine the overall level of difficulty experienced by each student, this study adopted a classification system adapted from the Hamilton rating model. According to this model, the higher the total score obtained by a respondent, the greater the level of difficulty they experienced in understanding academic texts. Most students were found to fall into the moderate to high categories of difficulty, confirming that reading academic texts in English remained a significant challenge for EFL learners at this level. This classification helped the researcher to group students’ reading difficulties more clearly and to identify the overall trend in comprehension challenges. By placing students into specific categories, it became easier to understand how widespread each level of difficulty was among the participants. The classification of barrier levels is presented in Table 2 below:

Table 2. Hamilton Classification of Academic Reading Barriers

Score range	Barrier Level Category
0–29	Low
30–49	Moderate
50–70	High
>70	Very High

This classification shows that most students fall into the moderate to high barrier levels. These findings emphasize that reading academic texts in English remains a significant challenge for EFL students and highlight the need for instructional approaches that can more effectively support students in overcoming these difficulties. Based on the overall questionnaire results and the classification using the Hamilton model, it was found that although some students experienced only mild difficulties, the majority fell into the moderate to high levels of difficulty. Out of 30 students, 11 students (36.7%) were categorized as having a high level of difficulty, and 9 students (30%) were in the moderate category. Meanwhile, only 6 students (20%) experienced a low level of difficulty, and the remaining 4 students (13.3%) showed a very high level of difficulty. These findings indicate that most students still faced serious challenges in understanding academic texts written in English. Some of the main difficulties encountered by students included understanding unfamiliar vocabulary, dealing with lengthy and complex sentence structures, and identifying the main ideas of the texts. Students also reported frequently losing focus when reading texts that were too long or too dense, which hindered their overall comprehension. Another problem that emerged was a lack of confidence when reading academic texts, especially due to the pressure to understand the material well or the fear of

being perceived as less capable than their peers. In addition, students experienced difficulty when dealing with academic texts that included visual elements such as graphs and tables. They found it confusing to interpret the visual data and struggled to connect it with the content of the text. This indicates that academic reading challenges were not only related to language, but also to students' ability to comprehend various forms of information presentation. Low interest in the topics being read also became an obstacle in understanding academic texts. When the reading topics were perceived as uninteresting or too difficult, many students lost motivation to continue reading. As a result, they failed to fully grasp the content of the text. This highlights the importance of reading strategies that are aligned with students' interests and needs in order to make the reading process more meaningful and effective. Emotional factors such as anxiety and lack of confidence also contributed to the reading difficulties experienced by students. Some of them felt tense or overwhelmed when faced with academic English texts due to the fear of not understanding them. If not addressed properly, such feelings can hinder the development of their reading skills in the long term. Overall, these results confirmed that understanding academic texts in English remained a considerable challenge for many students. This underlines the need for guidance, training in reading strategies, and the strengthening of students' motivation and self-confidence to help them become more capable and prepared in dealing with complex academic reading materials at the university level.

B. Interview Strategies in Understanding Academic Reading Materials

To explore the strategies used by students in understanding academic reading materials in English, the researcher conducted interviews with six fourth-semester students from the English Language Education Study Program at Hamzanwadi University. Each student was interviewed individually to gain in-depth information about their reading habits, strategies, and challenges they encountered while reading academic texts. The results of the interviews with six respondents revealed that students applied various strategies to help them comprehend English academic texts. One of the most common strategies was rereading difficult parts of the text. R1 (Question 1) mentioned that when she did not understand the reading, she would reread it slowly and translate word by word using a translation app on her phone. This indicates that rereading and using digital dictionaries were among the first steps students took when facing difficulties. In addition, some students relied on peers to help explain confusing parts before turning to dictionaries or translation tools.

R2 (Question 3) explained that if she and her friends did not understand the text, they would use a translation app or even ask AI tools. This shows that students combined collaboration and technology to overcome reading difficulties. To deal with lengthy or complex texts, some respondents used skimming and scanning strategies. R4 (Question 8) shared that she read titles and subtitles first to get a general idea of the text, then scanned for important information. This reflects the students' ability to adjust their reading strategies according to the structure of the material. Before starting to read, some students prepared themselves by choosing a quiet environment, opening a dictionary app, or reading the introduction to estimate the difficulty level. R5 (Question 2) stated that she made sure her study conditions were conducive and kept a translation app ready before beginning to read. Highlighting key points and taking notes was another common strategy.

R2 (Question 7) said she often highlighted important parts or wrote a brief summary in the margins of the text. This strategy helped them retain and recall important information when needed. Similarly, R6 also mentioned writing short notes to support her learning process. When struggling to identify the main idea, students tended to reread the opening and closing sentences of paragraphs and discuss them with peers. R3 (Question 9) explained that when she got confused, she would go back to the earlier parts of the text or ask a friend for clarification. This

shows that identifying the main idea was still a challenge but could be addressed through reflective strategies and peer discussion. Overall, the interview findings support the questionnaire results by highlighting that reading English academic texts remained a challenge for students. However, the students demonstrated various self-directed and adaptive strategies that reflected their awareness of the difficulties. The use of technology, collaboration with peers, and appropriate reading strategies were key elements that helped them better understand academic reading materials. Overall, all students interviewed stated that reading strategies are important in helping them understand academic texts. Applying the right strategy not only makes reading easier but also strengthens memory, improves learning efficiency, and reduces confusion when reading complex materials. The challenges most commonly faced by students when reading academic texts include difficult vocabulary, long and complex sentence structures, unfamiliar topics, and difficulty staying focused when reading long texts. To overcome these challenges, students tried to adjust and improve their reading strategies so that the reading process would become more effective and manageable.

Discussion

This study found that fourth-semester students of the English Education Study Program at Hamzanwadi University faced several challenges in understanding academic reading materials in English. These challenges included difficulties in understanding unfamiliar words, processing long and complex sentences, and identifying main ideas. Some students also struggled when the reading topics were uninteresting or the texts were too lengthy. These findings aligned with Rahayu et al. (2025) who stated that a lack of vocabulary, complicated sentence structures, and limited background knowledge were common barriers in academic reading. To address these issues, students applied various strategies such as rereading, using dictionaries or translation tools, highlighting key parts, summarizing, and discussing the material with classmates or lecturers. The findings also revealed that students frequently relied on digital tools, such as online dictionaries and translation applications, to support their reading comprehension. This is consistent with the perspective of Indriani et al. (2024) who highlighted the importance of digital-based instruments in enhancing English language instruction. These strategies supported the findings of Nurul Hasanah et al. (2024) who noted that translation and contextual guessing remained commonly used techniques among students at different educational levels. This study also supported Simanungkalit & Tombeng (2023) who found that reading comprehension was closely linked to vocabulary mastery and critical thinking ability. Students who actively took notes, summarized information, and analyzed what they read generally showed better understanding.

Another issue that students encountered involved interpreting visual elements such as graphs and tables. This was consistent with Samosir et al. (2024) who explained that students often struggled to process visual information, especially when it lacked a clear explanation or connection to the surrounding text. Students' interest and motivation also played an important role. Some admitted that they lost focus or became bored when the content was too difficult or not relevant to their interests. These experiences supported Smith et al. (2021) who emphasized that readers were more engaged when the reading topics matched their interests and background knowledge. Students also showed the ability to adapt their reading methods based on the level of text difficulty, which indicated a good level of self-awareness and independence in learning. Besides content-related challenges, emotional factors such as anxiety, low self-confidence, and a lack of motivation also affected students' reading comprehension. These findings supported Kimberley & Thursby (2020) who argued that emotional barriers could reduce reading performance if not managed properly. Moreover, as highlighted by Aisyah et al., (2025), critical reading was essential in academic settings. Students who were able to evaluate the content,

question the writer's intention, and adjust their reading strategies according to the text's difficulty tended to understand the material more effectively. In short, this study not only reinforced previous findings but also provided valuable insight into the real conditions experienced by early-stage university students learning English. Their ability to understand academic texts depended not only on vocabulary and reading skills but also on motivation, confidence, and the use of suitable strategies. Therefore, it was important for lecturers to support students in developing flexible reading techniques, building motivation, and strengthening self-confidence to improve their academic reading performance.

CONCLUSION

This study aimed to answer two research questions related to students' understanding of academic reading texts in English. The results showed that fourth-semester students of the English Education Study Program at Hamzanwadi University encountered various challenges in comprehending such texts. These challenges included difficulties in understanding unfamiliar vocabulary, processing long and complex sentence structures, and identifying main ideas. In addition, factors such as low interest in certain reading topics, limited background knowledge, and emotional pressures such as anxiety and low self-confidence also affected their reading comprehension. Another issue they faced was the difficulty in interpreting visual elements such as graphs and tables that often appeared in academic texts. To deal with these challenges, students applied a range of strategies to improve their comprehension. These strategies included rereading difficult parts of the text, using dictionaries or digital translation tools, highlighting important sentences, taking notes on unfamiliar words, summarizing content, and breaking long texts into smaller sections. They also used reading techniques such as skimming, scanning, inferring meaning from context, and adjusting their reading speed based on the level of difficulty. Furthermore, some students created a more focused learning environment and engaged in discussions with peers or lecturers to deepen their understanding. Overall, the students demonstrated awareness and initiative in selecting strategies that suited their needs and the challenges they experienced. This reflected an active and developing learning process. However, to achieve more optimal outcomes, they still needed support from lecturers in the form of guided reading instruction, consistent practice, and encouragement to build their confidence. Therefore, collaboration between lecturers and students played an essential role in creating an effective and sustainable academic reading experience, particularly within the context of learning English as a foreign language.

ACKNOWLEDGMENTS

I would like to sincerely thank my supervisor for their guidance and support throughout this project. My gratitude also goes to all the lecturers in the for their valuable knowledge and encouragement. Special thanks to all the respondents in English Department of Hamzanwadi University who participated in this study.

REFERENCES

- Aisyah, S., Inawati, I., & Pratolo, B. W. (2025). *Critical Reading and Literacy in EFL Context: A Systematic Literature Review*. 8(2), 475–485.
- Andi Rusgandi, M. (2023). Reading Strategies in Enhancing Students' Reading Comprehension: Are They Still Relevant? *IJET (Indonesian Journal of English Teaching)*, 12(1), 57–72. <https://doi.org/10.15642/ijet2.2023.12.1.57-72>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and*

- Mixed Methods Approaches* (Fifth Edit). Sage Publications.
- Fauzi, I. (2018). The Effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates to Students of English Study Programme. *Register Journal*, 11(1), 101. <https://doi.org/10.18326/rgt.v11i1.101-120>
- Friday, N., & Leah, N. (2024). Types of Purposive Sampling Techniques with Their Examples and Application in Qualitative Research Studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0419>
- Indriani, C. L., Muth'im, A., & Febriyanti, E. R. (2024). English Language Learning Through The Use of Digital Technology: A Literature Review. *Linguistic, English Education and Art (LEEA) Journal*, 7(2), 283–290. <https://doi.org/10.31539/leea.v7i2.9268>
- Kimberley, E., & Thursby, M. (2020). Framing the text: Understanding emotional barriers to academic reading. *Journal of University Teaching and Learning Practice*, 17(2). <https://doi.org/10.53761/1.17.2.2>
- Kurniawati, D. C., Rasuki, M., & Nurkamilah. (2024). Exploring Student Perceptions of Quizizz for TOEFL Reading Practice. *Scripta : English Department Journal*, 11(1), 124–132. <https://doi.org/10.37729/scripta.v11i1.5170>
- Nurul Hasanah, Syahban Mada Ali, & Rahma Melati Amir. (2024). Effectiveness of Contextual Guessing Strategy on Reading Comprehension in Indonesian EFL Pre-University Students: A Mixed-Methods Study. *Jelita*, 5(2), 325–334. <https://doi.org/10.56185/jelita.v5i2.744>
- Nussy, W. S., & Pekpekay, N. (2024). Reading Comprehension Skills in EFL Students. *MATAI: International Journal of Language Education*, 5(1), 34–42. <https://doi.org/10.30598/matail.v5i1.16238>
- Rahayu, J. P., Baehaqi, L., & Widiastuty, H. (2025). Navigating Academic Texts: Challenges and Strategies of International Students in Reading Comprehension. *Lexicon*, 12(1), 25. <https://doi.org/10.22146/lexicon.v12i1.106062>
- Ramadhianti, A., & Somba, S. (2023). Reading Comprehension Difficulties in Indonesian Efl Students. *Journal of English Language Teaching and Literature (JELTL)*, 6(1), 1–11.
- Samosir, C. M., Herman, T., Prabawanto, S., Melani, R., & Mefiana, S. A. (2024). Students' Difficulty in Understanding Problems in the Contextual Problem-Solving Process. *Prisma*, 13(1), 20. <https://doi.org/10.35194/jp.v13i1.3726>
- Septia, N. W., Indrawati, I., Juriana, J., & Rudini, R. (2022). An Analysis of Students' Difficulties in Reading Comprehension. *EEdJ: English Education Journal*, 2(1), 11–22. <https://doi.org/10.32923/eedj.v2i1.2519>
- Simanungkalit, A. G., & Tombeng, J. E. (2023). Students Vocabulary Mastery and Their Reading Comprehension at the Selected Private Junior High School in Airmadidi. *Sumikolah : Jurnal Ilmu Pendidikan*, 1(c), 104–112.
- Singgih Prastawa. (2025). Determinant of Success English Reading Skills Among University Students: Remedial and Challenge Strategies. *Chalim Journal of Teaching and Learning*, 5(1), 1–10. <https://doi.org/10.31538/cjotl.v5i1.1946>
- Singh, M. K. M. (2019). Academic reading and writing challenges among international EFL master's students in a Malaysian university: The voice of lecturers. *Journal of International Students*, 9(4), 972–992. <https://doi.org/10.32674/jis.v9i3.934>
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, 42(3), 214–240. <https://doi.org/10.1080/02702711.2021.1888348>
- Suleiman Al Qunayeer, H. (2021). An Investigation of the Relationship between Reading Comprehension, Vocabulary Knowledge, and English Language Proficiency Level of Saudi EFL Learners. *Advances in Language and Literary Studies*, 12(2), 59. <https://doi.org/10.7575/aiaac.all.v.12n.2.p.59>

Yang, X. (2016). Study on factors affecting learning strategies in reading comprehension. *Journal of Language Teaching and Research*, 7(3), 586–590. <https://doi.org/10.17507/jltr.0703.21>