

# THE CURRENT STATE OF READING CULTURE AMONG STUDENTS OF THE FOREIGN LANGUAGE SCHOOL - THAI NGUYEN UNIVERSITY IN THE ERA OF TECHNOLOGY 4.0

*Nguyen Thi Ngoc Anh, Dinh Thi Lien*

*<sup>1</sup>School of Foreign Language, Thai Nguyen University, Thai Nguyen, Vietnam*

## ABSTRACT

*Reading culture plays a crucial role in helping students acquire knowledge, develop skills, cultivate character, and effectively support their learning and scientific research processes. In the context of Industry 4.0, with the explosion of digital media, the Internet, and smart devices, students' reading culture is undergoing profound changes and is being strongly impacted. This article will analyze the current state of reading culture among students at the Faculty of Foreign Languages - Thai Nguyen University, and propose some solutions to improve reading culture for students in the era of Industry 4.0.*

**Keyword:** *Reading culture, students, digital technology 4.0, School of Foreign Languages, Thai Nguyen University.*

## 1. INTRODUCTION

In the history of human knowledge development, printed books have always played the role of the main means of storing, disseminating, and receiving knowledge. Before audio-visual media, the internet, social networks, e-books, and online learning platforms appeared and became popular, reading books was considered the most basic and effective way for learners to access information. However, with the explosion of information technology and the strong impact of the Fourth Industrial Revolution, the learning environment and methods of knowledge acquisition for students have undergone many profound changes. Digital technology opens up the possibility of accessing knowledge quickly, diversely, and flexibly, but at the same time creates new challenges for maintaining and developing reading culture in the traditional sense [1].

Today, students can easily access a large amount of documents, books, scientific articles, and other learning resources with just a few taps on a smartphone or computer. Digital learning materials such as e-books, video lectures, podcasts, and online learning resources are widely integrated into learning and research activities. These tools offer many outstanding advantages such as convenience, quick search capabilities, cost savings, and time efficiency. However, this is accompanied by an increase in skimming habits, fragmented and superficial information reception,

as well as the risk of decreased concentration and critical thinking skills when accessing long or highly specialized texts [2].

Conversely, it is undeniable that the digital environment also creates significant opportunities to innovate reading culture. A portion of students have learned to harmoniously combine reading paper books and exploiting digital learning resources, proactively building selective and purposeful reading habits. When properly guided, the use of e-books and online knowledge platforms can effectively supplement printed books, helping learners expand their knowledge, enhance their self-learning and research abilities, and cultivate independent thinking in the digital context [3].

For the School of Foreign Languages - Thai Nguyen University, which trains students in language and culture, the requirement for reading comprehension, analysis, and information processing skills is more important than ever. Students not only need to acquire specialized knowledge but also need to regularly access diverse sources of information in many different languages. Therefore, reading culture is not only a personal habit but also a fundamental academic ability, contributing to determining the quality of learning, scientific research, and long-term career development of learners [4].

In that context, studying the current state of reading culture of students at the School of Foreign Languages - Thai Nguyen University is of practical significance. This study aims to clarify changes in reading habits, the level of priority between printed books and digital learning materials, and the motivations and barriers to reading in the era of Industry 4.0. The research results not only help identify the problems posed to the formation and development of students' reading culture, but also provide a scientific basis for the school in building solutions, support programs, and creating a learning environment that encourages deep reading and directed reading [5].

From the above analysis, it can be seen that studying students' reading culture in the context of digital transformation is not only an urgent theoretical requirement but also has important practical significance for university training. Accurately assessing the current situation will contribute to shaping appropriate strategies for developing reading culture, helping students to both effectively utilize the advantages of technology and maintain sustainable and in-depth reading habits – an important foundation for lifelong learning in the era of Industry 4.0 [6].

## 2. CONTENT

### 2.1. Theoretical basis of reading culture

Reading culture not only helps students improve their professional knowledge but also contributes to their holistic personal development. To promote and enhance the spirit of learning and a love of reading, on March 15, 2017, the Prime Minister signed Decision No. 329/QĐ-TTg approving the Project on Developing Reading Culture in the Community until 2020, with a vision to 2030. The Project outlines the view that developing reading culture is one of the important contents of the national cultural and educational development. It clearly defines the general objective as: Building and developing reading habits, needs, skills, and movements (printed and electronic publications) among all strata of the population, especially among young people, teenagers, students, and focusing on people in rural areas and areas with difficult socio-economic conditions; improving the reading environment; Contributing to raising the intellectual level, developing thinking, creativity, nurturing personality and soul, strengthening awareness of

law compliance, forming a healthy lifestyle in Vietnamese people and society, and promoting a learning society [7].

Currently, there are many conceptions of reading culture through various angles and perspectives. Reading culture is a concept with two meanings, one broad and one narrow. In the broad sense, it is the reading behavior, reading values, and reading standards of each individual, of the community, and of managers and state management agencies. In the narrow sense, it is the reading behavior, values, and standards of each individual. This behavior, values, and standards also include three components: reading habits, reading preferences, and reading skills. From a broad perspective, Bui Van Vuong considers the term "reading culture as reading books in a cultured way, or building a reading society" (quoted by Dan Son, 2006); According to linguist Pham Van Tinh, "Reading culture is reading in a way that conforms to the rules of knowledge access" (quoted by Phan Hung Son, 2012). From a narrower perspective, Tran Thi Minh Nguyet (2006) argues that reading culture is not just about what to read, but also, and primarily, how to read, to what extent one comprehends and appreciates the content of books, and also includes the reader's attitude towards books and newspapers.

Thus, reading culture is a broad concept, encompassing many different elements such as habits, skills, and the influence of reading on individual and community development. It is not just the act of reading books, but also a part of the process of learning, sharing, and developing knowledge. It creates a foundation for the sustainable development of individuals and communities [8].

The era of Digital Technology 4.0 has brought many major positive changes to reading culture.

- Unlimited access to knowledge: The internet and digital platforms have broken down barriers of space and time. Readers can easily access the world's vast digital libraries (e.g., Google Books, open learning resource repositories) at low or free cost [9].
- Personalized reading experience: E-book reading applications allow users to adjust font size, background color, bookmarks, and instant dictionary lookups, increasing reading efficiency and comfort.

- Enhanced interaction: Technology allows readers to discuss, share, and provide direct feedback on the content they have read through forums, blogs, and social networks. This transforms the reading process from a personal activity into a community activity, promoting critical thinking [10].
- Encouraging reading among those who dislike printed books: The convenience and novelty of e-books and reading applications can attract young people who are reluctant to read printed books.

However, it also brings about several serious problems:

- It causes changes in readers' reading skills and habits.
- Reduces memory retention.
- Issues related to ethics and copyright.
- Time constraints.

## **2.2. The current state of reading culture among students of the Faculty of Foreign Languages - Thai Nguyen University in the era of Industry 4.0**

To objectively assess the current state of reading culture among students in the context of digital transformation, the research team conducted a survey of 617 students from the Faculty of Foreign Languages – Thai Nguyen University between July 2025 and December 2025. The questionnaire was designed to collect information on reading habits, preferred reading formats, time spent reading, and students' perceptions of the role of reading culture in their studies and career development. Simultaneously, the survey also examined the advantages and obstacles students face in accessing and using traditional and digital learning resources.

The survey sample structure fairly accurately reflects the diversity of students' academic levels within the university. Specifically, first-year students accounted for the largest proportion with 282 people; second-year students had 88 people; third-year students comprised 107 people; and fourth-year students numbered 73 people. and the group of fifth-year and above students included 67 people. This distribution allows for comparison of differences in reading habits and motivations between learning stages, thereby identifying

trends in changing reading culture throughout the training process.

The analysis of survey data not only helps to outline the overall picture of the level of maintenance and development of students' reading culture, but also contributes to clarifying the impact of digital technology on knowledge access behavior. The results presented below focus on clarifying: (1) the level of student participation in reading activities; (2) the choice between printed books and digital learning materials; (3) the motivation and purpose of reading activities; and (4) factors that support or hinder the formation of sustainable reading habits. Based on this, the study aims to propose some suggestions to improve the effectiveness of developing reading culture for students in the context of Industry 4.0.

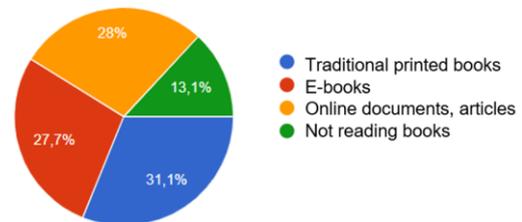


Figure 1. Survey results for the question "What format do you usually read books in?"

The survey results for the question "What form of reading do you usually use?" are shown in Figure 1. Specifically, the survey results from 617 responses show that traditional printed books still hold the highest priority with a rate of 31.1%. However, the influence of Industry 4.0 is very evident, with the total rate of digital reading methods, including online materials (28%) and e-books (27.7%), reaching 55.7%. This indicates that students at the Foreign Language University are strongly shifting from traditional reading methods to utilizing flexible and convenient digital platforms. In addition, the data also shows a noteworthy 13.1% of students admitting to not having a reading habit. Overall, these results reflect a diverse reading culture where paper books still hold their own value, but modern reading methods are gradually gaining dominance in student life.

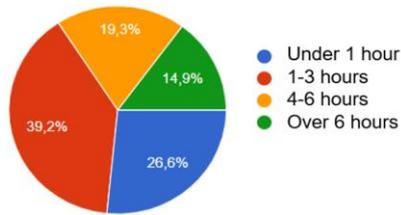


Figure 2. Survey results for the question "How much time do you spend reading each week?"

Alongside the strong shift towards digital reading methods, the amount of time students dedicate to reading each week has also undergone significant changes, reflecting their priorities for this activity. According to the survey data in Figure 2, the group of students who spend 1-3 hours per week accounts for the highest percentage at 39.2%. This indicates that although access to materials has become more flexible, the habit of in-depth reading remains quite limited, with 26.6% of students spending less than 1 hour per week reading. Meanwhile, the group of students who truly invest more than 6 hours per week in reading accounts for a modest 14.9%. This correlation suggests that although the majority of students are aware of the importance of reading, transforming it into a sustainable and in-depth research habit in the digital age remains a significant challenge.



Figure 3. Survey results for the question "What genre of books do you usually read?"

The limited time available for reading directly influences content choices, forcing students to weigh the need for entertainment against the goal of in-depth learning. The survey results (Figure 3) show that literary books and novels are the most popular genre with 216 choices (35%), reflecting students' need to relieve mental stress after intense study hours. Following closely behind are specialized books with 31.9% (197 choices), a rate demonstrating the high awareness of students at the Foreign Language School in cultivating professional knowledge and language skills. Notably, self-help and personal development books (26.1%) and scientific and research books (22.9%) also received significant attention, demonstrating their efforts to improve their skills and thinking in the context of integration. This diversity in reading genres confirms that, despite

limited time, students are striving to balance reading for intellectual enrichment with reading to build a solid career foundation.

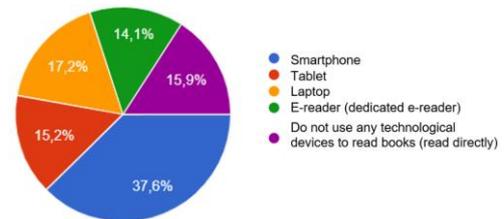


Figure 4. Survey results for the question "What technological device do you use to read books and access information?"

Proactive knowledge acquisition based on personal interests and needs has led students to choose convenient reading tools that suit the dynamic pace of the 4.0 era. The survey results, shown in Figure 4, indicate that smartphones are the dominant device with 37.6% of choices, demonstrating a preference for mobility and unlimited connectivity. In addition, devices supporting work and study such as laptops (17.2%) and tablets (15.2%) also play a significant role in accessing digitized resources. Notably, the fact that 14.1% of students use dedicated e-readers shows a growing trend of investing in a structured digital reading experience. Nevertheless, 15.9% of students still maintain in-person reading without devices, creating an interesting intersection between traditional and modern methods, where smart devices play a central role in connecting knowledge.

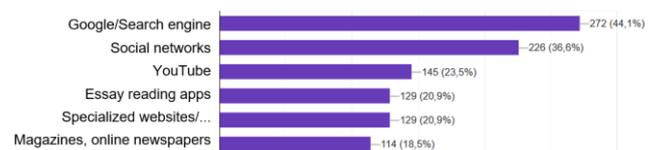


Figure 5. Survey results for the question "Which channels do you frequently use to search for information?"

The proficient use of smart devices has not only changed how students access information but also reshaped their entire information-seeking ecosystem in the digital environment. According to the survey results in Figure 5, Google and other search engines still hold a dominant position with 44.1% (272 votes), indicating students' proactive and selective research mindset when seeking authoritative knowledge. However, the influence of the digital age has also made social media (Facebook, Instagram, etc.) the second most

important information channel with 36.6%, reflecting the habit of quickly updating news through interactive platforms. In addition, multimedia and in-depth information sources such as YouTube (23.5%) and specialized websites (20.9%) are also significantly utilized. The combination of traditional search engines and modern social platforms creates a multifaceted picture of how students at the School of Foreign Languages select and process data in the vast sea of information of today's technological age.

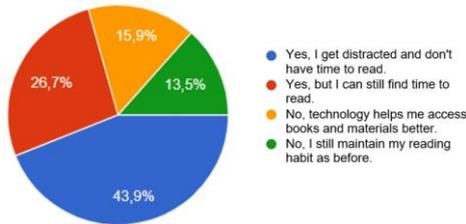


Figure 6. Survey results for the question "In your opinion, how does reading affect your learning and personal development?"

The diversity of modern information search and access channels does not diminish students' awareness of the core value of reading for their personal development. According to the survey data in Figure 6, 43.9% of students affirmed that reading is "very important," directly enhancing their knowledge and professional skills. Furthermore, 26.7% considered it an important, though not the only, factor, demonstrating a high appreciation for the role of books in a multimodal learning system. However, a noteworthy fact is that approximately 13.5% of students still believe that reading has no impact, and 15.9% prefer learning through other sources instead of books. This divergence demonstrates that while the majority of students at the Foreign Language University still firmly believe in the value of books, the explosion of short and fast information sources is gradually creating significant challenges to maintaining a sustainable and in-depth reading culture.

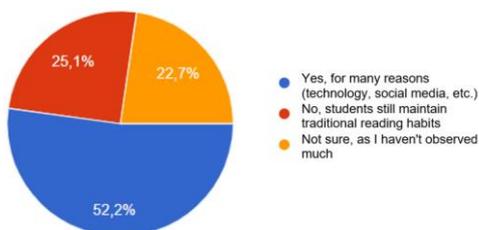


Figure 7. Survey results for the question "Do you think reading culture is declining among students today?"

The conflict between the perceived importance of reading and the reality of being overwhelmed by fast-paced information has led to persistent concerns about the decline of reading culture. According to the survey results in Figure 7, 52.2% of students believe that reading culture is deteriorating due to the negative impact of technology and social media. This figure far exceeds the optimistic group of 25.1% – who believe the community still maintains traditional reading habits. Meanwhile, 22.7% of students maintain a neutral or uncertain attitude due to a lack of real-world observation. The overwhelming majority of concerned opinions demonstrate a thought-provoking reality: although Industry 4.0 opens up a vast treasure trove of knowledge, it also creates a "black hole" of distractions, threatening to overshadow the values of deep reading culture with instant forms of entertainment.

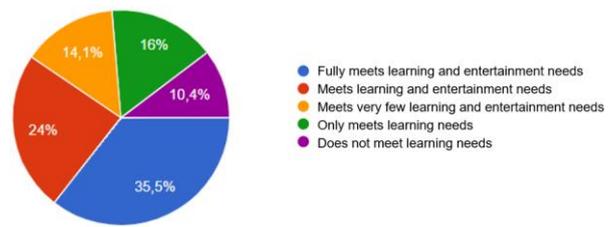


Figure 8. Survey results for the question "How well does the school library meet the book and periodical needs of students?"

Concerns about the decline of reading culture in the face of technological advancements pose a challenge not only for students themselves but also for academic support units, especially school libraries. The survey results show a fairly positive sign, with 35.5% of students rating the school library as fully meeting their learning and entertainment needs. Furthermore, the levels of "meeting learning and entertainment needs" (24%) and "only meeting learning needs" (16%) also demonstrate the school's efforts in providing learning resources. However, approximately 14.1% of students still believe the library meets very few needs, and 10.4% assert that the library does not meet their needs at all. This situation suggests that, to attract students back to a culture of in-depth reading, libraries need to continue improving not only the number of books but also the space and digital services to be compatible with students' current technology usage habits.

Besides the efforts from the school and library, the reality of students' reading culture still faces

significant internal and external barriers that hinder their access to in-depth knowledge. Survey results have revealed a "combination" of reasons why students read less, with the explosion of the digital age playing a leading role as both a tool and a major distraction. Specifically:

- Academic pressure and time constraints: The two most common reasons are "Busy with studies" and "Many exams," leading to "Little time" for reading outside of the curriculum.
- The dominance of digital entertainment: "Social media" is the most common distraction, followed by activities like "Watching movies" and "Playing games." This explains why most students only dedicate 1–3 hours per week to reading, as their free time is fragmented across online entertainment platforms.
- Psychological and skill barriers: Many students admit to having "No prior reading habit" and feeling "Low interest" in acquiring knowledge through books.

In summary, the current state of reading culture among students at the Faculty of Foreign Languages - Thai Nguyen University in the 4.0 era presents a multifaceted picture: students are very proactive in using technological devices and modern search tools, but are lacking the necessary quiet moments for in-depth reading due to the overwhelming influence of entertainment and the pressure of grades. To improve this situation, comprehensive solutions are needed to rekindle intrinsic interest and optimize the library's digital resources to better suit the reading habits of today's generation of students.

### **3. PROPOSED SOLUTIONS FOR DEVELOPING A READING CULTURE AMONG STUDENTS OF THE FACULTY OF FOREIGN LANGUAGES - THAI NGUYEN UNIVERSITY**

To clarify the factors leading to injuries and the impact of injuries on students during their Physical Education course, the research team further analyzed the survey results obtained from 1076 valid questionnaires. The survey focused on identifying the causes of injuries, the degree of learning disruption, the impact on students' psychology, awareness of first aid, and students' views on injury prevention measures.

The survey results on the causes of injuries showed that subjective factors related to students accounted for a higher percentage than objective

factors. Specifically, 350 students, or 51.6%, believed that the main cause of injury was improper or insufficient warm-up before exercise. This was the most common cause, reflecting the fact that students still underestimate the role of warm-up and stretching, while this is an important step in preparing the body to adapt to the intensity of exercise. In addition, incorrect technique was chosen by 299 students, equivalent to 44.1%, as one of the main causes of injury. This shows that students' motor skills and ability to learn techniques are still limited, especially for sports requiring complex techniques.

Overtraining, exceeding one's physical capacity, was also noted by 266 students, accounting for 39.2%. This reality shows that a portion of students lack accurate self-assessment of their personal physical condition, easily getting caught up in the general pace of the class or a competitive mentality, leading to overtraining. Furthermore, factors related to training conditions also contribute to injuries, with the use of inappropriate clothing or sports shoes being chosen by 133 students, accounting for 19.6%. Unsafe training grounds and equipment conditions were reported by 125 students (18.4%), and unfavorable weather and training environment were mentioned by 124 students (18.3%). These reasons highlight the role of facilities and teaching conditions in ensuring student safety.

Besides, several other causes, although at lower rates, are still noteworthy. Sixty-seven students (9.9%) attributed injuries to a lack of safety awareness during group exercises, while 56 students (8.3%) believed that instructors' insufficient observation and guidance during lessons also contributed to the increased risk of injury. These results indicate that injuries in Physical Education are a consequence of the combined impact of multiple factors, from individual students to the organizational and management conditions of teaching.

Regarding the impact of injuries on the learning process, the survey results show that injuries caused varying degrees of disruption for students. Specifically, 345 students (50.9%) reported that injuries did not disrupt their Physical Education studies. However, 194 students, or 28.6%, had to miss less than a week of classes after an injury, and 139 students, or 20.5%, had to miss more than a week. The relatively high rate of students

having to temporarily suspend their studies due to injury shows that injuries not only affect health but also directly impact the progress and learning outcomes of the Physical Education course.

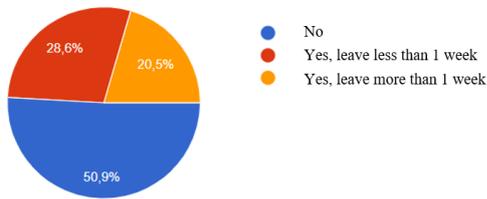


Figure 6. Rate of learning disruption after experiencing trauma

Beyond physical and time-consuming impacts, injuries also significantly affect students' psychological well-being. Survey results show that 322 students (47.5%) stated that injuries did not affect their academic performance. However, 238 students (35.1%) admitted to feeling apprehensive about participating in training after an injury, especially in subjects that had previously caused the injury. Furthermore, 118 students (17.4%) reported that injuries reduced their interest in Physical Education. These negative psychological impacts can lead to students avoiding physical activity, decreased academic participation, and long-term effects on their physical training habits (Figure 7).

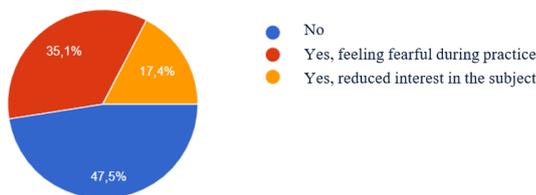


Figure 7. Survey rate of injuries affecting students' learning psychology

Regarding awareness and skills in handling injuries, the survey results showed that 438 students, accounting for 65.2%, reported having basic first aid knowledge for injuries, while 234 students, equivalent to 34.8%, still lacked basic first aid skills. The relatively high percentage of students lacking first aid knowledge indicates the need to strengthen the dissemination, education, and training of sports first aid skills for students, in order to minimize the severity of injuries when they occur.

When asked about injury prevention measures during the Physical Education course, students gave many opinions reflecting a fairly positive understanding of this issue. Among these, the

most frequently chosen measure was proper warm-up and stretching, with 390 students, accounting for 57.5%. Next, practicing proper technique and adhering to instructor instructions was considered very important by 382 students, equivalent to 56.3%. Measures related to training conditions were also of interest to students, with 269 students (39.7%) choosing to inspect the field and equipment before training; 198 students (29.2%) suggesting that the school improve its facilities; and 199 students (29.4%) highly appreciating instructors' guidance on sports safety skills.

In addition, organizing training sessions on first aid for sports injuries was also chosen by 119 students (17.6%) as one of the necessary measures. Although this rate is not yet high, given that more than one-third of students still lack basic first aid knowledge, this is a significant solution in minimizing the consequences of injuries and enhancing students' self-protection awareness.

From the above analysis, it can be seen that the causes and effects of injuries during the Physical Education course at Thai Nguyen University are multifaceted, impacting students' physical, psychological, and academic performance. This situation highlights the urgent need to develop and implement comprehensive, scientific, and practical injury prevention measures to ensure student safety and improve the quality of Physical Education teaching in the current period.

### 3. SOME MEASURES TO PREVENT INJURIES FOR STUDENTS DURING THE PHYSICAL EDUCATION COURSE

Based on survey results and current situation analysis, the development of reading culture needs to be implemented synchronously from learners, teachers, and training institutions. Below are some key solutions we propose for three target groups: Students, Lecturers, and Schools.

#### 3.1. For Students

(1) - Develop a personal reading plan and specific goals: Students need to identify their reading purpose (learning, research, expanding knowledge, developing language skills, etc.), establish a weekly reading schedule, and prioritize in-depth reading of core materials instead of reading broadly.

(2) - Flexibly combine printed books and digital learning materials: Using paper books, e-books, online databases, and learning platforms in parallel will help optimize knowledge resources and train skills in selecting and evaluating information.

(3) - Taking notes, summarizing, and discussing after reading: Summarizing, creating mind maps, group discussions, or participating in book clubs helps reinforce content, increase memorization ability, and develop critical thinking.

(4) - Cultivating active and critical reading habits: Students need to learn how to ask questions, compare sources, identify inaccurate information, thereby forming the ability to self-learn and self-evaluate information in the digital environment.

(5) - Utilizing technology to support effective reading: Document management applications, bookmarking, note-taking, digital dictionaries, and academic research software can help increase reading productivity and support foreign language learning.

### 3.2. For Lecturers

(1) - Integrate reading activities into course design: Lecturers need to develop a list of required and recommended materials, assign reading tasks before class, extended reading, or thematic reading related to lecture content.

(2) - Guide students on academic and critical reading methods: Equipping students with skills in speed reading, selective reading, citation, document management, and plagiarism prevention helps improve the quality of self-study.

(3) Organize assessment methods based on reading activities: Presentations, book reviews, reading journals, document summaries, etc., will encourage students to participate in reading seriously and systematically.

(4) - Encourage student scientific research linked to reading materials: When participating in research projects, students are required to read, synthesize, and analyze materials, thereby improving their academic ability and long-term reading habits.

(5) - Creating an inspiring reading environment: Lecturers can share reading experiences, introduce good books, or organize seminars to

exchange materials, contributing to the formation of a dynamic academic community.

### 3.3. For the School

(1) - Developing a modern learning resource ecosystem: Increasing investment in the library, expanding the printed book collection, digital databases, and access accounts for scientific journals; and optimizing the search system for easy student access.

(2) - Building reading promotion programs and campaigns: Organizing "Reading Week," book introduction competitions, forums for sharing reading experiences, multilingual reading clubs, etc., to create motivation and maintain reading habits.

(3) - Integrating reading culture into training and development activities: The school can stipulate minimum reading activities per semester, combined with process evaluation, thereby encouraging students to read with goals and plans.

(4) - Training in information and digital skills: Training courses on searching, evaluating, and citing academic documents, and using document management software (Zotero, Mendeley, etc.) will help students effectively utilize learning resources.

(5) - Strengthening academic connections with businesses and international partners: Collaborative organization of seminars, academic forums, bilingual book fairs, etc., helps students broaden their horizons and see the practical value of reading in their studies and careers.

## 4. CONCLUSION

Research shows that the reading culture of students at the Foreign Language University is undergoing a strong shift from traditional forms to digital platforms, with over 55% of students prioritizing reading e-books and online materials. Although the majority of students are still aware of the core importance of reading for personal development, the time available for this activity is quite limited, mainly ranging from 1-3 hours per week. The explosion of Industry 4.0 technology and distractions such as social media and video games are becoming major obstacles hindering the habit of in-depth reading. To maintain and develop a reading culture, a coordinated effort is needed between the university in modernizing the library and the students' own efforts in building

active reading methods, transforming their interest into a sustainable research habit in the digital age.

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