

Reading Patterns and Preferences Among Students in the Digital Age - A Survey Report

Rajasree S¹, Rajeswari S², Ananthasankar U A³, Sreegauri G Unnithan⁴

¹Lecturer, Electronics and Communication Engineering Department, NSS Polytechnic College, Pandalam, Kerala.

²UGC Librarian, NSS College Rajakumari, Idukki, Kerala.

³Research Scholar, NSS College Rajakumari, Idukki, Kerala.

⁴UG Scholar, Electronics and Communication Engineering, TKM College of Engineering, Kollam, Kerala.

Abstract:

Reading is a fundamental skill that shapes students' academic performance, critical thinking, and overall personality development. The present survey report examines the reading habits of students, focusing on their preferences, frequency of reading, types of materials chosen, time spent on reading, and the influence of digital media on traditional reading practices. The study aims to understand current trends in students' reading behaviour and to identify factors that encourage or hinder regular reading. Based on the survey findings presented in the report, it is evident that while many students recognize the importance of reading for academic success and personal growth, their actual reading practices vary significantly. A considerable number of students prefer digital platforms over printed books, and academic-related materials are read more frequently than recreational texts. The report also highlights that time constraints, increased use of social media, and academic workload affect consistent reading habits. However, the data indicates a positive attitude among students toward developing better reading practices if provided with proper motivation, access to resources, and institutional support. Overall, the survey underscores the need for structured initiatives within educational institutions to promote a strong reading culture among students, ensuring balanced engagement with both academic and non-academic reading materials.

Keywords: Reading Habits, Digital Media, Academic Reading, Reading Culture

1. Introduction

Reading plays a vital role in the intellectual, emotional, and academic development of students. It enhances vocabulary, concentration, analytical thinking, and thereby contributes significantly to overall personality development [1]. The reading process helps students gain knowledge, broaden their perspectives, and develop critical thinking skills. In the modern educational environment, students are exposed to a wide range of reading materials, including printed books, newspapers, journals, and digital content such as e-books, websites, and online articles [2]. These resources have greatly influenced the way students approach reading and how frequently they engage with texts. This paper presents a detailed analysis of students' reading habits based on the data collected and documented in the survey report. The primary objective of the survey was to examine students' reading frequency, preferences, purposes, challenges, and the overall reading culture among them. Understanding these patterns is important for educators and

institutions to support strong academic skills among students [3]. Reading is widely regarded as one of the most important skills a student can possess. Researchers have consistently highlighted that students with regular reading habits tend to perform better academically and demonstrate improved communication and comprehension abilities [4]. Reading also contributes to emotional intelligence by allowing students to understand different cultures, opinions, and social experiences. In addition, leisure reading has been linked to reduced stress levels and improved mental well-being among young learners [5]. Educational psychologists have emphasized that students who develop reading habits at an early age are more likely to become independent learners and lifelong readers. However, the nature of reading has undergone significant changes over the past decade. In earlier times, reading primarily involved printed books, notebooks, and physical study materials. Students would often sit with textbooks and make notes using pens, pencils, and highlighters [6]. Libraries played a central role in academic learning, and students depended heavily on physical books for information gathering. In contrast, today's reading environment is strongly shaped by digital technology. Many students now read using smartphones, tablets, laptops, and e-readers, often with easy access to online resources and high-speed internet connections. The growth of digital platforms, online learning systems, and electronic libraries has transformed the traditional reading culture into a technology-oriented activity [7]. Several previous studies have examined the impact of digital technology on reading behaviour among students. Some researchers argue that digital reading increases accessibility and convenience because students can access educational resources anytime and anywhere [8]. E-books and online materials are often less expensive and easier to distribute compared to printed books. Digital platforms also provide interactive features such as search tools, hyperlinks, multimedia content, bookmarking, and note-taking functions, which can improve the learning experience [9]. During the COVID-19 pandemic, digital reading became even more important as schools and colleges shifted to online learning environments. Students increasingly depended on smartphones and laptops to access study materials, attend virtual classes, and complete assignments. Despite these advantages, many studies have also identified negative aspects associated with excessive digital reading. Researchers have reported that prolonged screen exposure may cause eye strain, headaches, fatigue, and reduced concentration [10]. Digital reading environments are often associated with multitasking and distractions caused by social media notifications, entertainment applications, and internet browsing. As a result, students may struggle to maintain deep concentration while reading online materials. Studies comparing print and digital reading have found that students often demonstrate better comprehension and memory retention when reading printed texts compared to digital screens [11]. Printed materials allow readers to navigate content more slowly and thoughtfully, which supports reflective learning and deeper understanding. To better understand these evolving reading behaviours, a survey was conducted among students to examine how they spend their time reading, what types of materials they prefer, which devices they commonly use, and whether reading for pleasure still remains part of their daily lives [12]. The findings of the survey reveal several important trends that highlight the transformation of reading habits in the digital era. One of the most significant findings from the survey is the increasing dominance of digital reading. A large majority of students reported that they prefer reading on digital devices such as laptops, tablets, or smartphones rather than traditional printed books. The main reason cited by students for this preference is convenience. Digital devices allow users to store and access thousands of books, articles, and notes on a single device. Additionally, features such as keyword search, adjustable font sizes, and quick access to online references make digital reading highly efficient and user-friendly [13]. However, this convenience also presents certain challenges. Many students acknowledged that reading on

a screen often leads to increased distractions. While reading digitally, it is easy to shift attention to notifications, social media platforms, or online videos. As a result, students may spend considerable time on their devices without maintaining consistent focus on the reading material. Consequently, although students appear to read more frequently due to digital accessibility, the depth of concentration and comprehension may sometimes be reduced. Similar findings were observed in previous studies, where researchers concluded that students engaged in shallow reading patterns while using digital devices [14]. The survey also explored the reasons why students engage in reading. A clear distinction was observed between academic reading and leisure reading. Most students read primarily for academic purposes, such as completing assignments, preparing for examinations, or understanding course materials. Academic reading has increasingly become fast-paced. Many students tend to skim their textbooks rather than read them thoroughly. They often focus on headings, highlighted keywords, bullet points, and summaries to quickly grasp essential information. While this strategy helps them manage time and complete academic tasks efficiently, it may also reduce long-term retention of knowledge. In contrast, leisure reading such as reading novels, magazines, or stories for enjoyment has gradually declined among students due to academic pressure and increased use of social media and entertainment platforms [15]. Furthermore, language preference also plays an important role in reading habits. Many students prefer reading materials in their native language because it improves comprehension and emotional connection with the text. At the same time, English-language reading materials remain highly important for academic and professional development, especially in higher education environments. Previous studies suggest that bilingual reading practices can positively influence language learning and communication skills among students [16]. Overall, the literature and survey findings indicate that reading habits among students are continuously evolving under the influence of digital technology, academic demands, and changing lifestyles. While digital reading offers flexibility and accessibility, maintaining balanced and focused reading practices remains essential for effective learning and intellectual growth. Educational institutions should therefore encourage both academic and leisure reading activities while also promoting healthy digital reading habits among students.

2. Methodology of the Work

Here the survey method was selected because it is one of the most effective techniques for collecting information regarding the opinions, behaviours, habits, and preferences of a large group of respondents within a limited period of time. The methodology was designed to understand the reading habits of college students, particularly focusing on their use of digital and printed reading materials, reading frequency, study environment, attention span, and leisure reading interests. The study adopted a descriptive research design, as it aimed to analyse and interpret the existing reading behaviours of students without manipulating any variables. The methodology focused on gathering factual information directly from students and interpreting the collected data systematically.

2.1 Objectives of the Study

The major objectives of the survey were:-

- To examine the reading habits of college students in the digital age.
- To identify students' preferences between printed and digital reading materials.
- To analyse the amount of time students spend on reading activities.
- To study the impact of digital devices and social media on reading concentration.
- To understand students' leisure reading interests and changing reading styles.

- To identify the factors that encourage or discourage regular reading habits among students.
- To evaluate the influence of multitasking and digital distractions on study efficiency.

For the purpose of the study, a sample of college students was selected using the random sampling method. Students from different academic years and departments were included to ensure diversity and fairness in the responses. A total of 400 students participated in the survey. The respondents included both male and female students from various age groups ranging approximately from 18 to 21 years. The selected sample represented students with different academic backgrounds and varying levels of exposure to digital technology. The sample size was considered sufficient to identify common trends and patterns in students' reading habits. The primary data for the study was collected through a structured questionnaire. The questionnaire contained both multiple-choice questions and opinion-based questions related to students' reading behaviour.

The questionnaire included questions regarding:

- Preferred reading medium (digital or printed)
- Time spent on reading daily
- Frequency of reading academic and non-academic materials
- Use of smartphones, laptops, tablets, or printed books
- Reading environment and study habits
- Attention span during reading
- Influence of social media and digital distractions
- Interest in leisure reading materials such as novels, blogs, and web fiction

The questionnaire was collected through online forms to make participation easier and more convenient for students. Students were informed about the purpose of the survey, and their responses were collected voluntarily. Confidentiality and anonymity were maintained throughout the study to ensure honest and unbiased responses.

2.2 Tools Used for Data Collection

The data for the survey was collected primarily using a Google Form questionnaire, which was designed to gather students' responses efficiently and systematically. The Google Form included both objective and opinion-based questions related to reading habits, digital reading preferences, study environments, attention span, and leisure reading interests. The survey link was shared among college students through digital platforms such as WhatsApp groups and email making participation convenient and accessible. Students responded using smartphones, laptops, and tablets, which helped in obtaining quick and organized responses. The collected responses were automatically recorded and stored digitally, making data organization and analysis more efficient. Statistical tables and percentage analysis methods were later used to classify, interpret, and present the collected data clearly. The use of Google Forms as a digital data collection tool improved the accuracy, speed, and convenience of the survey process while also encouraging greater student participation.

2.3 Method of Data Analysis

After collecting the responses, the data was carefully organized, classified, and analysed using percentage analysis. The responses were converted into numerical values and represented in tabular form to simplify interpretation.

The analysis focused on identifying:-

- Percentage of students preferring digital reading

- Percentage of students using printed books
- Reading frequency and duration
- Common distractions affecting concentration
- Preference for short-form or long-form reading materials
- Popular leisure reading formats among students

The collected data was then interpreted descriptively to understand the overall reading patterns and behavioural trends among students in the digital era.

3. Survey Analysis

The survey reveals several significant changes in the reading habits of students in the digital age. One of the most notable findings is the gradual shift away from traditional printed books toward digital reading platforms. In the past, students typically carried heavy backpacks filled with textbooks and notebooks. Today, however, many students rely on laptops, tablets, or smartphones to access their study materials. According to the survey data, more than 75 percent of students prefer digital reading for their academic work. This transition reflects the growing influence of technology in modern education and the increasing availability of digital resources. The primary reason for the popularity of digital reading is speed and convenience. Digital platforms allow students to locate information quickly using search functions, hyperlinks, and bookmarks. Instead of turning through multiple pages of a printed textbook, students can simply type a keyword and find the relevant section within seconds. While this method saves time and increases efficiency, the survey analysis indicates that it may also affect comprehension and retention. Many students tend to scan or skim digital texts rather than read them carefully. As a result, although students may locate information quickly, they may not fully understand or remember it for a long period. Another important trend identified in the survey is the growing preference for shorter reading formats, often referred to as “micro-reading.” Instead of reading lengthy chapters or detailed articles, many students prefer short pieces of information such as summaries, bullet points, short articles, and brief explanations. This pattern is closely connected to the influence of social media. Since students frequently use platforms that present information in short, concise formats, they have become accustomed to receiving knowledge in small and easily digestible segments. Consequently, long and complex reading materials may appear less appealing to many learners. The survey also highlights a noticeable gap in students’ ability to maintain concentration during reading. Nearly half of the students reported that they find it difficult to read more than five pages of a book without checking their phones. Constant notifications, messages, and online activities often interrupt the reading process. This indicates that although students are exposed to a large amount of information, their ability to focus deeply on a single text has decreased. In other words, students may be reading more frequently, but the depth of their engagement with the material has reduced. Another aspect examined in the survey is the reading environment. Traditionally, reading and studying were associated with quiet surroundings that allowed students to concentrate fully. However, the findings suggest that very few students now read in complete silence. Approximately 60 percent of respondents stated that they listen to music, watch television, or communicate with friends through messaging applications while studying. This habit of multitasking has become common among modern learners. Although students may believe that multitasking increases productivity, the survey data suggests otherwise. When students are distracted by other forms of media while reading, their learning process becomes slower and less effective. The analysis indicates that it takes students approximately 30 percent longer to complete a chapter when they are simultaneously engaging with music, television, or social

media. As a result, many students feel busy throughout the day but still experience a sense of incomplete learning by the end of their study sessions. Finally, the survey explored students’ attitudes toward reading for pleasure. A common belief in modern society is that students no longer read for enjoyment. However, the survey results challenge this assumption. The data shows that students are still actively engaged in reading, but their preferences have evolved. Instead of traditional classic novels, many students are now drawn to formats such as graphic novels, web-based fiction, and online news blogs. These formats combine visual elements with engaging storytelling and are easily accessible on mobile devices. This trend suggests that the interest in stories and narratives remains strong among students. However, the format and presentation of reading materials have adapted to suit the digital lifestyles of modern learners. The brief report of findings is mentioned in Table 1.

Table 1. Brief Analysis Report

Category	Indicator	Percentage	Remarks
Reading Medium (Digital)	Students preferring digital reading	75%	Majority rely on laptops, tablets, or smartphones for study materials.
Reading Medium (Printed)	Students preferring printed books	25%	A smaller group still prefers traditional paper books.
Attention Span	Students unable to read more than 5 pages continuously	48% – 50%	Frequent phone checking interrupts concentration.
Study Environment	Students studying with background media (music/TV/chat)	60%	Multitasking has become common during reading.
Study Efficiency	Increase in time required to complete reading due to distraction	30% longer	Distractions reduce productivity and comprehension.
Reading Style	Students preferring micro-reading formats	Around 65%	Preference for short articles, summaries, and bullet points.
Leisure Reading	Students interested in graphic novels/web fiction/blogs	55%	Indicates changing reading preferences in the digital era.
Long term Reading	Students reading traditional novels or long texts	45%	Shows that long-form reading still exists but is declining.

3.1 Analysis Breakdown

This survey aims to examine these changing reading patterns among students in the digital age. It explores key aspects such as the shift in reading medium, variations in attention span, evolving study environments, changes in reading styles, and preferences in leisure reading. By analysing these factors, the study provides insights into how modern technology is reshaping the way students read, learn, and engage with information. The reading behaviour analysis is mentioned as follows: -

3.1.1 Reading Frequency

The survey findings reveal that students engage in reading activities with varying levels of consistency. A

significant portion of respondents, 104 students (24.5%), reported that they read only occasionally. This indicates that although students recognize the importance of reading, many do not maintain a regular reading routine. Academic workload, social media usage, and limited leisure time may contribute to irregular reading habits. Another 93 students (21.9%) stated that they read 2–3 times a week, showing a moderate level of engagement with reading materials. These students appear to balance reading activities alongside their academic responsibilities and digital entertainment. Similarly, 91 students (21.5%) reported reading once a week. This suggests that for many students, reading is often limited to specific occasions rather than being a daily habit. Overall, the survey highlights that while students continue to engage with reading, consistent and disciplined reading practices are gradually declining in the digital age.

3.1.2 Reading Materials

The data shows that students use a variety of reading materials depending on their interests and accessibility. The most preferred material is printed books, selected by 168 students (39.6%). Despite the growth of digital technology, traditional printed books continue to hold importance among students due to better concentration, reduced distractions, and improved reading comfort. Newspapers were preferred by 84 students (19.8%), indicating that a notable group of students remains interested in current affairs, public issues, and general knowledge. Newspaper reading reflects awareness about society and ongoing events. Meanwhile, 53 students (12.5%) preferred e-books and digital formats such as PDFs and Kindle materials. This demonstrates the growing influence of digital reading platforms among modern learners. Digital materials are convenient, portable, and easily accessible, especially for academic purposes. However, the lower percentage compared to printed books suggests that many students still value the physical reading experience.

3.1.3 Weekly Reading Time

The survey findings indicate that most students spend only a limited amount of time on reading outside their academic studies. The majority, 200 students (47.2%), reported spending 1–3 hours per week on reading activities. This suggests that reading is present in students' routines, but not as a major daily activity. Another 180 students (42.5%) stated that they spend less than one hour per week on non-academic reading. This reflects a significant decline in leisure reading habits among students. Increased screen time, social media engagement, entertainment platforms, and academic stress may reduce the time students dedicate to reading. Only 24 students (5.7%) spend 4–6 hours weekly on reading. This small percentage indicates that deep and sustained reading habits are limited to a relatively small group of students who may possess strong personal interest in reading or academic motivation. Overall, the data suggests that while students continue to read, the amount of time dedicated to reading remains comparatively low in the modern digital environment.

3.1.4 Digital Devices Used for Reading

The survey clearly highlights the dominance of smartphones in students' reading practices. A very large majority, 361 students (85.1%), reported using smartphones as their primary device for reading digital content. Smartphones are highly popular because they are portable, affordable, and provide instant access to online resources, e-books, articles, and educational materials. In contrast, only 35 students (8.3%) preferred using laptops or computers for reading purposes. Larger screens may offer better readability, but laptops are less portable compared to smartphones and are often used mainly for academic assignments rather than casual reading. A very small number, 17 students (4.0%), reported using dedicated e-book readers such as Kindle. This suggests that specialized reading devices are not yet widely adopted among

students, possibly due to cost factors or limited awareness. The findings demonstrate that smartphones have become the central tool for accessing information and reading content in the digital age.

3.1.5 Language Preference

The survey indicates that students strongly prefer reading in their native or familiar language. The majority, 237 students (55.9%), selected Malayalam as their preferred reading language. Reading in the mother tongue often provides greater comfort, emotional connection, and easier comprehension. At the same time, 179 students (42.2%) preferred English, reflecting the importance of English in higher education, professional communication, and academic learning. Since many educational resources are available in English, students continue to engage actively with English reading materials. A very small percentage, 7 students (1.7%), provided no clear response. Overall, the data highlights a balanced coexistence of regional language reading and English-language reading among students.

3.1.6 Reading Format Preference

The findings reveal that traditional reading formats remain highly relevant despite digital growth. 196 students (46.2%) stated that they prefer printed books, making it the most favoured reading format. Printed books are often associated with better concentration, reduced eye strain, and deeper comprehension. Another 163 students (38.4%) reported that they prefer both printed and digital formats equally. This reflects the emergence of hybrid reading habits among modern students, where learners combine the convenience of digital reading with the comfort of printed materials. Only 56 students (13.2%) preferred exclusively digital reading formats such as PDFs, e-books, and online articles. Although digital reading is increasingly common, many students still believe that printed materials provide a more effective reading experience. These findings suggest that traditional reading methods continue to maintain significant value even in a technology-driven educational environment.

3.1.7 Difficulties Faced in Digital Reading

The survey identifies several challenges associated with digital reading. The most common problem reported was eye strain and screen fatigue, experienced by 210 students (49.5%). Prolonged exposure to screens can cause discomfort, headaches, blurred vision, and reduced concentration, making digital reading physically tiring. Another 70 students (16.5%) identified internet connectivity issues as a major difficulty. Slow internet speed or unstable connections can interrupt access to reading materials and online learning resources. Additionally, 49 students (11.6%) reported digital distractions, including notifications, social media applications, and entertainment content. These distractions reduce attention span and interrupt the reading process, making it difficult for students to focus continuously. The data suggests that while digital reading offers convenience, it also creates challenges that may negatively affect students' reading quality and concentration.

3.1.8 Purpose of Reading

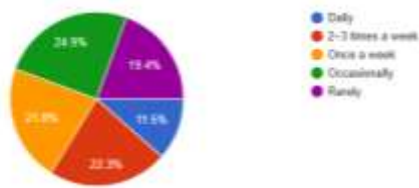
The survey reveals that students read for a variety of academic and personal reasons. The largest group, 116 students (27.4%), stated that they read primarily for knowledge acquisition and academic purposes. This shows that reading continues to play an important role in educational development and learning. Another 102 students (24.1%) reported reading to improve language skills. Reading helps students expand vocabulary, improve grammar, and develop communication abilities, especially in English. Additionally, 99 students (23.3%) stated that they read for entertainment and relaxation. This indicates that leisure reading still exists among students, although the formats and materials may have changed in the digital era. Overall, the survey demonstrates that students continue to value reading for educational growth, personal improvement, and enjoyment, even though their reading habits and preferences are evolving with

technological advancements. The summarized analysis report mentioned in Table 2 and findings are visually illustrated in Figure 1.

Table 2. Summarized findings

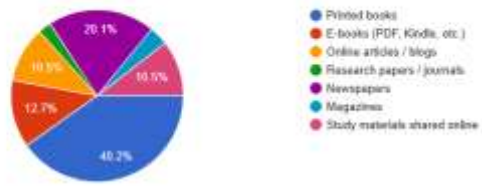
Category	Findings	Percentage / Data
Reading Frequency	Occasionally	104 students (24.5%)
	2–3 times a week	93 students (21.9%)
	Once a week	91 students (21.5%)
Reading Materials	Printed books	168 students (39.6%)
	Newspapers	84 students (19.8%)
	E-books / PDFs	53 students (12.5%)
Weekly Reading Time	1–3 hours	200 students (47.2%)
	Less than 1 hour	180 students (42.5%)
	4–6 hours	24 students (5.7%)
Digital Devices Used	Smartphone	361 students (85.1%)
	Laptop / Computer	35 students (8.3%)
	E-book Reader	17 students (4.0%)
Language Preference	Malayalam	237 students (55.9%)
	English	179 students (42.2%)
Reading Format Preference	Printed books	196 students (46.2%)
	Both equally	163 students (38.4%)
	Digital formats	56 students (13.2%)
Digital Reading Difficulties	Eye strain / screen fatigue	210 students (49.5%)
	Internet issues	70 students (16.5%)
	Digital distractions	49 students (11.6%)
Purpose of Reading	Knowledge / academics	116 students (27.4%)
	Improve language skills	102 students (24.1%)
	Entertainment	99 students (23.3%)

How often do you read books or articles (other than textbooks)?
617 responses



(a)

What types of materials do you usually read?
418 responses



(b)

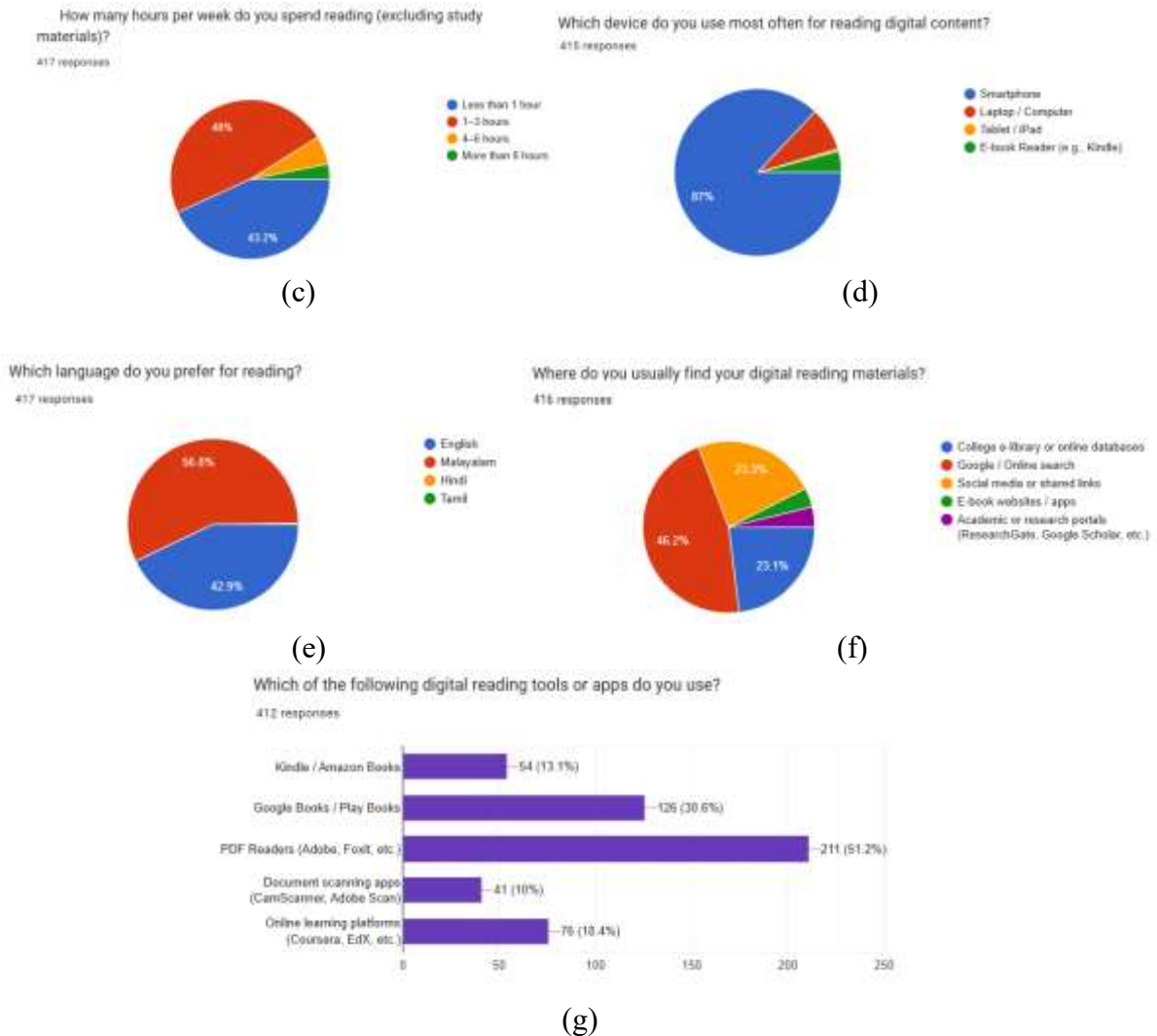


Figure 1. Visual data representation (a) reading frequency (b) reading material (c) reading duration (d) device used (e) language (f) data source (g) reading tools used.

4. Conclusion

The survey on Reading Patterns and Preferences among Students in the Digital Age highlights the significant transformation in students' reading habits due to the influence of technology and digital media. The findings reveal that although students continue to value reading for academic knowledge, language development, and entertainment, their reading styles, preferences, and levels of engagement have changed considerably in recent years. The study shows that digital reading has become highly common among students, with smartphones emerging as the primary device used for accessing reading materials. Digital platforms provide convenience, portability, and quick access to information, making them highly attractive to modern learners. However, the survey also indicates that printed books continue to maintain strong importance among students because they offer better concentration, reduced distractions, and greater reading comfort. The findings further reveal that many students spend only a limited amount of time on leisure reading, while distractions such as social media, notifications, and entertainment platforms negatively affect regular reading habits and attention span. Eye strain and screen fatigue were identified as major challenges associated with digital reading. Despite these challenges, students still demonstrate positive attitudes toward reading and recognize its importance in personal, academic, and language

development. The study also highlights the emergence of hybrid reading habits, where students combine both printed and digital formats according to their needs and convenience. Overall, the survey emphasizes the need for educational institutions, teachers, and parents to encourage balanced reading habits among students. Promoting reading culture through libraries, reading programs, digital literacy awareness, and motivation activities can help students develop stronger and more consistent reading practices in the digital era.

References

1. Rayner, K., & Pollatsek, A. (2013). *The psychology of reading* (2nd ed.). Routledge.
2. Ito, M., Gutierrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., Schor, J., Sefton-Green, J., & Watkins, S. C. (2010). *Reading in the digital age: New literacies and learning*. MIT Press.
3. UNESCO. (2021). *Reading habits and literacy development among students*. UNESCO Publishing.
4. Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 403–422). Lawrence Erlbaum Associates.
5. Birkerts, S. (2006). *The Gutenberg elegies: The fate of reading in an electronic age*. Faber & Faber.
6. Baron, N. S. (2015). *Words onscreen: The fate of reading in a digital world*. Oxford University Press.
7. Liu, Z. (2005). Reading behavior in the digital environment: Changes in reading behavior over the past ten years. *Journal of Documentation*, 61(6), 700–712. <https://doi.org/10.1108/00220410510632040>
8. Singer, L. M., & Alexander, P. A. (2017). Reading across mediums: Effects of reading digital and print texts on comprehension and calibration. *The Journal of Experimental Education*, 85(1), 155–172. <https://doi.org/10.1080/00220973.2016.1143794>
9. Wolf, M. (2018). *Reader, come home: The reading brain in a digital world*. HarperCollins.
10. Mangen, A., Walgermo, B. R., & Brønneick, K. (2013). Reading linear texts on paper versus computer screen: Effects on reading comprehension. *International Journal of Educational Research*, 58, 61–68. <https://doi.org/10.1016/j.ijer.2012.12.002>
11. Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. (2018). Don't throw away your printed books: A meta-analysis on the effects of reading media on comprehension. *Educational Research Review*, 25, 23–38. <https://doi.org/10.1016/j.edurev.2018.09.003>
12. Pew Research Center. (2022). *Students, digital devices, and reading trends*. <https://www.pewresearch.org>
13. Google. (2021). *Benefits of digital reading technologies and online learning tools*. Google Education Reports.
14. Carr, N. (2010). *The shallows: What the Internet is doing to our brains*. W. W. Norton & Company.
15. Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview*. National Literacy Trust.
16. Cummins, J. (2005). Teaching for cross-language transfer in dual language education: Possibilities and pitfalls. *TESOL Symposium on Dual Language Education*, 1–18.