

Reading and Study Habits in English Teaching and Learning: Their Contribution to Academic Success and Lifelong Learning

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Abstract

Reading and study habits are essential determinants of English language learning, academic achievement and lifelong learning. This paper examines the role of effective reading practices and study strategies in enhancing students' language proficiency, reading comprehension, vocabulary development, writing skills, critical thinking, learner autonomy, and self-regulated learning. It also discusses the influence of learner motivation, digital learning environments, and contemporary educational practices on students' learning behaviors. Evidence from existing research indicates that students who cultivate regular reading habits and employ effective study strategies consistently demonstrate higher academic performance and stronger English language competence. The paper further highlights the crucial role of English teachers in fostering meaningful reading experiences and promoting evidence-based study practices through learner-centered pedagogy. The findings emphasize that integrating effective reading and study habits into English teaching and learning can significantly improve academic success, support independent learning and prepare learners for lifelong learning in an increasingly knowledge-based and digitally connected world.

Keywords: Reading Habits, Study Habits, English Language Learning, Academic Achievement, Lifelong Learning, Self-Regulated Learning, Language Proficiency

1. Introduction

Education in the twenty-first century has shifted from a knowledge-centred approach to one that emphasizes critical thinking, communication, creativity, collaboration, and lifelong learning. In today's knowledge-driven society, students' academic success depends not only on cognitive ability but also on their capacity to regulate learning, solve problems, and adapt to changing educational environments. Consequently, English language education plays a vital role in preparing learners for higher education, professional careers, and global communication. Researchers have consistently identified reading habits, study habits, and self-regulated learning as important determinants of academic achievement, language proficiency, and overall learner development (Zimmerman 64–70; Credé and Kuncel 425–453).

Reading is widely recognised as the foundation of language learning and academic development. Through regular engagement with meaningful texts, learners expand their vocabulary, strengthen reading comprehension, improve writing proficiency, and develop higher-order thinking skills. In English teaching and learning, reading serves not only as a language-learning objective but also as a medium for acquiring knowledge across disciplines. Krashen argues that extensive reading provides meaningful language input that promotes language acquisition and literacy development (20–31).

Similarly, Guthrie and Wigfield emphasise that engaged reading enhances learners' motivation, comprehension, and academic engagement (403–422). Mol and Bus further demonstrate through a meta-analysis that sustained print exposure significantly contributes to vocabulary growth, reading achievement, and long-term educational success (267–296). Likewise, Stanovich explains that regular reading creates cumulative advantages in literacy development, while Cunningham and Stanovich highlight that extensive reading substantially improves cognitive growth and academic performance (Stanovich 360–407; Cunningham and Stanovich 8–15). These findings collectively suggest that cultivating consistent reading habits is fundamental to successful English language learning and lifelong intellectual development.

Complementing reading habits are effective study habits, which enable learners to organise, retain, and apply knowledge systematically. Study habits include time management, goal setting, note-taking, revision, retrieval practice, distributed learning, and self-monitoring. Rather than being innate abilities, these learning behaviours can be developed through systematic instruction and continuous practice. Credé and Kuncel conclude that study habits, study skills, and study attitudes are among the strongest non-cognitive predictors of academic achievement (425–453). Similarly, Dunlosky et al. identify retrieval practice, distributed practice, self-explanation, and practice testing as evidence-based learning strategies that substantially improve long-term retention and academic performance (4–58). Zimmerman further argues that students who develop self-regulated learning strategies become more independent, motivated, and academically successful (64–70). Together, these studies indicate that how students learn is often as important as what they learn.

Within English language education, the integration of effective reading and study habits significantly enhances learners' language competence. Reading exposes learners to authentic language use, expands vocabulary, strengthens grammatical understanding, and develops communicative competence. Artieda demonstrates that first-language literacy and reading habits positively influence second-language achievement among adult learners of English (159–186). Similarly, Chiang reports that consistent reading habits significantly improve language learning achievement by promoting deeper knowledge construction and meaningful learning. Sabbah also finds that students possessing effective study habits achieve better outcomes in English language learning than those with weaker learning practices. Recent empirical studies further reinforce this relationship. Abid et al. reveal that reading habits and study skills significantly predict students' academic achievement in English at the secondary level, while Wani and Ismail conclude that regular reading habits positively influence academic performance in English as Second Language (ESL) classrooms. Zur et al. further demonstrate that reading logs effectively cultivate sustained reading habits through extensive reading activities, thereby improving learners' engagement and language proficiency.

Despite the recognised importance of reading and study habits, contemporary educational environments present several challenges. The rapid expansion of digital technologies has transformed students' learning practices by providing unlimited access to information while simultaneously encouraging fragmented reading, reduced concentration, and information overload. Wolf argues that excessive dependence on digital reading weakens the deep reading processes necessary for reflection, interpretation, and critical analysis (57–89). At the same time, declining reading motivation, limited

learner autonomy, poor time management, and ineffective study strategies continue to affect students' academic performance. Guthrie argues that fostering reading motivation through engaging instructional practices is essential for developing lifelong readers, while Buyukgoze demonstrates that positive reading beliefs significantly strengthen students' lifelong learning tendencies through increased enthusiasm for reading. Furthermore, Muhamad et al. report that regular reading habits positively influence educational achievement among secondary school learners.

Although numerous studies have independently examined reading habits, study habits, language learning, academic achievement, and self-regulated learning, relatively few have comprehensively integrated these dimensions within the context of English teaching and learning while simultaneously linking them with lifelong learning. Most existing studies focus on individual aspects of reading behaviour or study skills rather than examining their combined contribution to English language education and long-term educational development. Therefore, the present study seeks to synthesise contemporary theoretical and empirical research to examine how reading and study habits collectively contribute to language development, academic success, and lifelong learning. By integrating evidence from recent educational research, this paper aims to provide practical insights for English teachers, researchers, curriculum developers, and policymakers to promote effective learning behaviours in modern educational contexts.

2. Literature Review

Reading and study habits have long been recognised as fundamental determinants of students' academic achievement, language proficiency, and lifelong learning. Existing research consistently demonstrates that learners who engage in regular reading and adopt systematic study practices achieve higher academic performance, stronger language competence, and greater cognitive development than those with weak learning habits. Reading is not merely a means of acquiring information; it is a continuous learning process that enriches vocabulary, enhances reading comprehension, strengthens writing skills, develops critical thinking, and promotes learner autonomy (Anderson et al.; Krashen 20–31; Mol and Bus 267–296). Likewise, Cunningham and Stanovich argue that extensive reading expands background knowledge and intellectual capacity, while Stanovich explains that consistent reading creates cumulative advantages in literacy development throughout life (Cunningham and Stanovich 8–15; Stanovich 360–407).

Within English language education, reading habits are regarded as one of the strongest predictors of language acquisition and academic success. Regular exposure to authentic English texts enables learners to improve vocabulary, grammatical knowledge, comprehension, and communication skills. Krashen maintains that extensive voluntary reading provides comprehensible language input that naturally promotes second-language acquisition and literacy development (20–31). Similarly, Guthrie and Wigfield emphasise that engaged reading enhances motivation, strategic learning, and academic engagement, ultimately improving reading achievement and language proficiency (403–422). Artieda further demonstrates that learners possessing stronger first-language literacy and consistent reading habits achieve significantly better English language outcomes than learners with weaker reading practices. Chiang also reports that reading habits contribute to deeper learning by encouraging meaningful interaction with texts and facilitating language learning achievement. More recent studies by

Abid et al. and Wani and Ismail confirm that reading habits significantly improve English achievement, reading comprehension, vocabulary acquisition, and overall academic performance among secondary school and ESL learners. Zur et al. additionally demonstrate that reading logs effectively cultivate extensive reading habits, leading to sustained learner engagement and improved language competence.

Study habits complement reading habits by enabling learners to organize, process, retain, and apply acquired knowledge effectively. These habits include time management, goal setting, note-taking, revision, retrieval practice, distributed learning, self-testing, and reflective learning. Educational psychologists increasingly recognize that effective study habits are among the strongest predictors of academic success because they improve learning efficiency and long-term knowledge retention. Credé and Kuncel conclude that study habits, study skills, and study attitudes constitute the "third pillar" of academic performance, exerting substantial influence beyond intelligence alone (425–453). Likewise, Dunlosky et al. identify retrieval practice, distributed practice, elaborative interrogation, self-explanation, and practice testing as highly effective evidence-based learning techniques that significantly improve retention and examination performance (4–58). Sabbah similarly reports that students with effective study habits consistently outperform their peers in English language achievement, particularly in reading, writing, grammar, and overall language proficiency.

The literature increasingly suggests that reading habits and study habits should not be viewed as separate constructs but rather as complementary learning behaviours that jointly influence academic achievement. Reading provides learners with linguistic input, conceptual understanding, and disciplinary knowledge, whereas study habits enable learners to organise, reinforce, and retrieve that knowledge efficiently. Abid et al. demonstrate that reading habits and study skills together significantly predict English academic achievement, indicating that improvements in one behaviour often strengthen the effectiveness of the other. Muhamad et al. similarly conclude that secondary school students who regularly read and maintain disciplined study routines achieve higher educational outcomes than students lacking these behaviours. These findings support the argument that successful learning depends upon the integration of multiple effective learning strategies rather than isolated academic practices.

Self-regulated learning provides an important theoretical foundation for understanding the relationship between reading habits and study habits. Zimmerman defines self-regulated learning as the process through which learners actively plan, monitor, regulate, and evaluate their own learning in pursuit of academic goals (64–70). Students possessing effective reading and study habits are more likely to employ metacognitive strategies, monitor their learning progress, and adapt their learning approaches according to academic requirements. Guthrie argues that motivated readers actively engage with texts by applying strategic reading behaviours that improve comprehension and academic achievement. Guthrie et al. further demonstrate that reading motivation significantly predicts reading comprehension growth, suggesting that motivational factors play an equally important role in sustaining reading habits and long-term academic success. Buyukgoze similarly reports that positive beliefs toward reading increase students' enthusiasm for reading and strengthen lifelong learning tendencies among university learners.

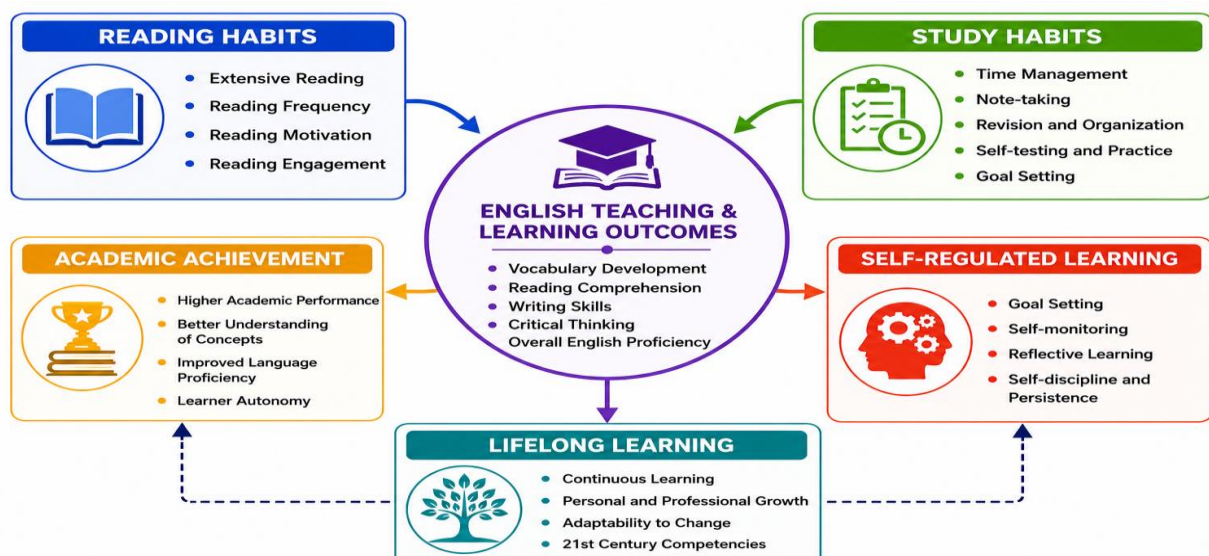
The literature also highlights the broader educational significance of reading and study habits beyond immediate academic achievement. Reading encourages critical thinking, creativity, independent learning, informed decision-making, and continuous intellectual growth. Anderson et al. argue that

developing a nation of readers requires cultivating reading habits from the earliest stages of education. Krashen similarly maintains that extensive reading contributes not only to language acquisition but also to lifelong intellectual development (20–31). Mol and Bus demonstrate that sustained print exposure continues to produce positive educational outcomes from early childhood through adulthood (267–296). These findings reinforce the argument that reading habits are lifelong educational assets rather than merely examination-oriented skills.

Contemporary educational environments, however, present significant challenges to the development of effective reading and study habits. Rapid technological advancement, social media use, digital learning platforms, artificial intelligence, and increasing screen time have transformed students' learning behaviours. Although digital technologies provide unprecedented access to educational resources, they have also contributed to fragmented reading, reduced attention spans, and superficial information processing. Wolf argues that excessive dependence on digital reading may weaken the deep reading processes necessary for reflection, interpretation, empathy, and critical analysis (57–89). Nevertheless, when appropriately integrated into English language instruction, digital technologies can promote extensive reading, collaborative learning, vocabulary development, personalized instruction, and learner autonomy.

Despite extensive research on reading habits, study habits, language learning, academic achievement, self-regulated learning, and lifelong learning, important gaps remain in the literature. Most previous studies examine these variables independently, focusing either on reading behaviour, study strategies, or academic achievement in general educational settings. Comparatively fewer studies provide an integrated synthesis explaining how reading habits and study habits collectively influence English language learning, academic success, and lifelong learning within a unified conceptual framework. The present study therefore seeks to address this gap by synthesizing contemporary theoretical and empirical evidence to provide a comprehensive understanding of how effective reading and study habits contribute to English teaching and learning while promoting academic excellence and lifelong learning.

Figure 1: Conceptual Framework of Reading and Study Habits in English Teaching and Learning



A conceptual framework has been developed based on the reviewed literature to explain the relationship among the key concepts examined in this study (Figure 1). It demonstrates how reading and study habits contribute to English language development, academic achievement, self-regulated learning, and lifelong learning, thereby providing the theoretical foundation of the study.

3. Methodology

The present study adopts a narrative literature review design to critically examine the contribution of reading and study habits to English teaching and learning, academic success, and lifelong learning. A narrative review was considered appropriate because it enables the integration and critical interpretation of theoretical perspectives, empirical findings, and contemporary educational issues from a wide range of published studies. Unlike empirical research, this study does not involve primary data collection; rather, it systematically synthesizes existing scholarly evidence to provide a comprehensive understanding of the relationship between reading habits, study habits, language learning, and academic achievement.

The literature included in this review was collected from internationally recognized academic databases and scholarly search engines, including Google Scholar, ERIC, Scopus, Web of Science, JSTOR, SpringerLink, Taylor & Francis Online, Wiley Online Library, ScienceDirect, and SAGE Journals. These databases were selected because they provide access to high-quality peer-reviewed publications in the fields of English language teaching (ELT), applied linguistics, educational psychology, literacy studies, and higher education. To retrieve relevant studies, various search terms and keyword combinations were used, including *reading habits*, *study habits*, *English language teaching*, *English language learning*, *academic achievement*, *reading comprehension*, *language proficiency*, *self-regulated learning*, *lifelong learning*, *reading motivation*, and *digital reading*. Boolean operators such as AND and OR were employed to refine the search and improve the relevance of the retrieved literature.

To ensure the quality and relevance of the review, specific inclusion and exclusion criteria were applied during the selection process. The review primarily included peer-reviewed journal articles, review papers, meta-analyses, scholarly books and book chapters published in English between 2000 and 2025, while also incorporating a limited number of foundational studies published before 2000 because of their enduring theoretical significance. Studies were selected if they focused on reading habits, study habits, English language education, language learning, academic achievement, reading motivation, self-regulated learning, or lifelong learning. Publications that lacked scholarly credibility, duplicated previous studies, were unrelated to English education, or did not contribute directly to the objectives of the present review were excluded from the analysis.

Following the selection of relevant literature, the identified studies were analyzed using a thematic narrative synthesis approach. The selected publications were carefully reviewed to identify recurring concepts, theoretical perspectives, research findings, and emerging themes. The literature was subsequently organized into thematic categories, including the conceptual understanding of reading and study habits, their influence on academic achievement, language proficiency, self-regulated learning, lifelong learning, the role of English teachers, and the opportunities and challenges associated with digital learning environments. This thematic organisation facilitated a critical comparison of previous

studies and enabled the identification of major research trends, areas of consensus, and existing gaps in the literature.

The findings presented in this review are therefore based on a comprehensive synthesis of credible and widely cited scholarly publications rather than on original field data. By integrating classical theories with recent empirical evidence, the study aims to provide an evidence-based understanding of how reading and study habits contribute to English teaching and learning while highlighting their broader implications for academic success and lifelong learning.

4. Results and Discussion

The findings of this review are presented through a thematic synthesis of the selected literature to examine how reading habits and study habits contribute to English teaching and learning, academic achievement, and lifelong learning. The reviewed studies consistently indicate that learners who engage in regular reading and adopt effective study strategies demonstrate higher levels of language proficiency, academic performance, critical thinking, and self-directed learning. The discussion integrates theoretical perspectives with empirical evidence to identify common patterns, similarities, differences, and emerging educational implications. The findings are organized under major themes that collectively explain the contribution of reading and study habits to successful English language learning in contemporary educational contexts.

4.1 Reading Habits and Language Development

Reading habits constitute one of the most influential factors in English language learning because they provide learners with continuous exposure to authentic language, diverse vocabulary, and different forms of written communication. The reviewed literature consistently demonstrates that students who read regularly develop stronger reading comprehension, richer vocabulary, improved grammatical awareness, and better writing proficiency than those who engage in limited reading. Reading is not merely a means of acquiring information but also a process through which learners internalise linguistic structures, improve language fluency, and develop higher-order thinking skills.

Krashen argues that extensive reading provides meaningful language input that naturally promotes vocabulary acquisition and language competence without excessive dependence on explicit grammar instruction (Krashen 20–31). Similarly, Guthrie and Wigfield explain that engaged reading enhances learners' motivation, comprehension, and active participation in learning by encouraging meaningful interaction with texts (Guthrie and Wigfield 403–422). Their work suggests that students who are intrinsically motivated to read are more likely to become independent learners and sustain long-term academic success.

Empirical studies further reinforce these theoretical perspectives. Artieda found that learners' first-language literacy and regular reading habits significantly influence second-language English achievement, indicating that consistent reading practices facilitate successful language acquisition (Artieda 2017). Likewise, Chiang reported that strong reading habits contribute positively to language learning achievement by promoting deeper comprehension and critical understanding of texts (Chiang 2016). Wani and Ismail also concluded that students with consistent reading habits generally achieve

better academic performance in English as a Second Language (ESL) classrooms than students who read infrequently (Wani and Ismail 2024).

Recent research has produced similar findings across different educational settings. Abid et al. observed that reading habits significantly improve English academic achievement when combined with effective study skills and learner motivation (Abid et al. 2023). Similarly, Muhamad et al. reported a positive relationship between regular reading habits and students' educational achievement among secondary school learners, emphasising that reading frequency and sustained engagement with texts contribute to better academic outcomes (Muhamad et al. 2023). Zur et al. further demonstrated that maintaining reading logs encourages students to develop consistent reading habits, strengthens reading engagement, and supports continuous language improvement (Zur et al. 2025).

The importance of sustained reading is also supported by classical literacy research. Anderson et al. emphasise that extensive reading enables learners to accumulate language knowledge and become proficient readers over time (Anderson et al. 1985). Stanovich's "Matthew Effect" explains that students who develop reading habits early continue to improve their literacy skills at a faster rate than less active readers, resulting in widening differences in academic achievement (Stanovich 381–407). Likewise, Cunningham and Stanovich argue that regular reading enhances vocabulary development, general knowledge, cognitive growth, and overall intellectual development throughout life (Cunningham and Stanovich 137–149). Supporting these findings, Mol and Bus, through a comprehensive meta-analysis, conclude that print exposure has a significant positive effect on vocabulary development, reading comprehension, and educational achievement across different stages of learning (Mol and Bus 267–296).

4.2 Study Habits, Learning Strategies and Academic Achievement

Effective study habits are fundamental to successful learning because they enable students to organise, process, retain, and apply knowledge systematically. Unlike innate intellectual ability, study habits are acquired behaviours that can be developed through continuous practice, guidance, and self-discipline. In English teaching and learning, effective study habits include time management, goal setting, note-taking, regular revision, retrieval practice, self-testing, and reflective learning. These strategies help learners improve language proficiency, strengthen conceptual understanding, and achieve better academic performance.

The literature consistently demonstrates that students with well-developed study habits perform significantly better than those who rely on irregular or passive learning approaches. Credé and Kuncel's comprehensive meta-analysis identifies study habits, study skills, and study attitudes as some of the strongest non-cognitive predictors of academic achievement, often explaining students' success beyond intelligence alone (Credé and Kuncel 425–453). Their findings indicate that effective learning behaviours contribute substantially to higher academic performance across different educational contexts.

Similarly, Sabbah found that students who practised systematic study habits—including scheduled study time, regular revision, organised note-taking, and effective time management—achieved significantly higher levels of English language proficiency than students with poor study routines (Sabbah). The study further suggests that structured learning behaviours improve learners' performance in reading, writing,

grammar, and vocabulary acquisition, highlighting the importance of study habits in English language education.

Research has also shown that study habits complement reading habits in enhancing academic achievement. Abid et al. reported that students who combined regular reading with effective study strategies consistently demonstrated higher academic performance in English than those who relied on reading alone (Abid et al. 2023). Their findings emphasise that reading habits and study skills function as complementary learning behaviours that jointly strengthen language development and educational success.

From the perspective of cognitive psychology, Dunlosky et al. identify several evidence-based learning techniques that substantially improve long-term retention and academic achievement. Among these, retrieval practice, spaced repetition, distributed learning, elaborative interrogation, and self-explanation are recognised as highly effective strategies because they actively engage learners in constructing and reinforcing knowledge rather than simply memorising information (Dunlosky et al. 4–58). These learning techniques are particularly valuable in English language classrooms, where vocabulary retention, reading comprehension, and writing skills require continuous practice and reinforcement.

The development of effective study habits is also closely associated with self-regulated learning. Zimmerman argues that successful learners actively plan, monitor, evaluate, and regulate their own learning processes through goal setting, self-monitoring, and self-reflection (Zimmerman 64–70). Such self-regulatory behaviours encourage learners to take greater responsibility for their academic progress and become more independent in managing their learning activities. These characteristics are especially important in English language learning, where continuous practice and learner autonomy significantly influence language proficiency.

Recent educational research further supports the importance of structured study practices in improving academic outcomes. Wani and Ismail observed that students who maintained disciplined study routines alongside regular reading habits demonstrated greater academic achievement and stronger language competence in English as a Second Language (ESL) classrooms (Wani and Ismail 2024). Likewise, Zur et al. reported that reflective learning tools such as reading logs encouraged students to monitor their learning progress, develop consistent study routines, and improve reading engagement over time (Zur et al. 2025).

Despite widespread agreement regarding the benefits of effective study habits, the reviewed literature also highlights several contemporary challenges. Increasing dependence on digital technologies, social media, and online entertainment has reduced students' ability to maintain sustained concentration and disciplined study routines. Wolf argues that fragmented digital reading often discourages deep cognitive processing and reflective thinking, thereby affecting comprehension and long-term knowledge retention (Wolf 57–89). These challenges underscore the need for educational institutions and English teachers to explicitly teach effective study strategies that promote active learning and learner autonomy.

4.3 Self-Regulated Learning and Lifelong Learning

Self-regulated learning has become a central concept in contemporary education because it enables learners to take responsibility for their own learning by planning, monitoring, evaluating, and adapting their learning strategies according to academic goals. In English teaching and learning, self-regulation extends beyond classroom instruction by encouraging students to become autonomous readers, reflective learners, and lifelong seekers of knowledge. Reading habits and effective study habits serve as the foundation of self-regulated learning because they foster discipline, motivation, metacognitive awareness, and independent learning behaviours that support continuous academic and personal development.

Zimmerman explains that self-regulated learners actively participate in their learning process through goal setting, strategic planning, self-monitoring, self-evaluation, and self-reflection rather than depending solely on teacher-directed instruction (Zimmerman 64–70). Such learners demonstrate greater academic confidence and persistence because they continuously assess their learning progress and modify their strategies when necessary. Within English language education, these self-regulatory skills enable learners to improve reading comprehension, vocabulary acquisition, writing proficiency, and communication skills through sustained and independent practice.

The reviewed literature consistently indicates that reading habits significantly contribute to the development of self-regulated learning. Krashen argues that extensive reading encourages learners to read voluntarily, thereby increasing language exposure and promoting independent language acquisition beyond formal classroom teaching (Krashen 20–31). Similarly, Guthrie and Wigfield emphasise that engaged reading enhances intrinsic motivation, reading engagement, and learner autonomy by encouraging students to read for both academic purposes and personal interest (Guthrie and Wigfield 403–422). Students who develop consistent reading habits become more confident in selecting reading materials, monitoring their comprehension, and evaluating their own learning outcomes.

Effective study habits further strengthen self-regulated learning by providing learners with structured approaches to organising and managing academic tasks. Credé and Kuncel argue that study habits such as time management, organised learning, goal setting, and regular revision significantly influence academic success because they improve students' capacity to regulate their learning activities and maintain consistent academic performance (Credé and Kuncel 425–453). Likewise, Dunlosky et al. demonstrate that evidence-based learning strategies, including retrieval practice, distributed practice, and self-testing, enhance long-term knowledge retention by encouraging learners to actively evaluate their understanding rather than relying on passive memorisation (Dunlosky et al. 4–58). These strategies promote independent learning and strengthen students' ability to manage increasingly complex academic demands.

Several empirical studies also highlight the close relationship between self-regulated learning and English language achievement. Abid et al. found that students who combined effective reading habits with strategic study skills demonstrated greater academic achievement and stronger English language proficiency than students with less organised learning behaviours (Abid et al. 2023). Similarly, Sabbah reported that disciplined study routines improve students' ability to organise learning activities, monitor progress, and achieve higher levels of English language performance (Sabbah). These findings suggest

that self-regulated learning develops through the interaction of both effective reading practices and systematic study habits.

The development of self-regulated learning also contributes directly to lifelong learning. Lifelong learning refers to the continuous process of acquiring knowledge, skills, and competencies throughout an individual's life to meet changing educational, professional, and social demands. Students who cultivate effective reading and study habits are more likely to develop the curiosity, adaptability, and independent learning skills required for continuous personal and professional growth. Buyukgoze found that positive beliefs about reading significantly influence students' lifelong learning tendencies, with enthusiasm for reading acting as an important mediator between reading engagement and lifelong learning orientation (Buyukgoze). Similarly, Mol and Bus conclude that sustained exposure to reading contributes not only to immediate academic achievement but also to long-term intellectual development and continuous learning across different stages of life (Mol and Bus 267–296).

However, the literature also identifies emerging challenges in promoting self-regulated and lifelong learning. The rapid expansion of digital technologies, social media, and artificial intelligence has transformed students' learning environments by increasing access to educational resources while simultaneously creating distractions that reduce sustained attention and independent study. Wolf argues that excessive dependence on digital reading environments may weaken deep reading processes, critical reflection, and sustained concentration, which are essential components of self-regulated learning (Wolf 57–89). Consequently, English educators must help learners develop digital literacy alongside effective reading and study habits to ensure that technology enhances rather than undermines meaningful learning.

4.4 Role of English Teachers in Developing Reading and Study Habits

English teachers play a pivotal role in fostering reading habits and effective study habits, both of which are fundamental to students' language development, academic achievement, and lifelong learning. Although learners ultimately bear responsibility for their own learning, teachers act as facilitators, mentors, and motivators who create classroom environments that encourage regular reading, reflective learning, and the use of effective study strategies. The literature consistently demonstrates that teacher guidance significantly influences students' reading motivation, learning engagement, and independent learning behaviours.

One of the primary responsibilities of English teachers is to cultivate a positive reading culture within the classroom. A reading-rich environment that provides access to diverse and meaningful texts encourages students to develop reading as a regular habit rather than merely an academic requirement. Guthrie argues that students become more motivated to read when teachers design engaging reading activities, provide opportunities for choice, and connect reading materials to learners' interests and experiences (Guthrie 42–46). Similarly, Guthrie and Wigfield emphasise that engaged reading develops through supportive classroom practices that combine motivation, meaningful interaction with texts, and opportunities for discussion and reflection (Guthrie and Wigfield 403–422). These approaches not only improve reading comprehension but also foster positive attitudes towards reading that extend beyond formal education.

Extensive reading has also emerged as an effective instructional strategy in English language teaching. Krashen argues that learners acquire language more naturally when they engage in sustained reading of comprehensible and interesting materials rather than relying exclusively on explicit language instruction (Krashen 20–31). English teachers can therefore encourage extensive reading through classroom libraries, graded readers, book discussions, reading journals, and independent reading programmes. Such practices increase learners' exposure to authentic language, strengthen vocabulary acquisition, improve grammatical awareness, and enhance overall language proficiency.

Beyond promoting reading, English teachers play an equally important role in developing effective study habits. Research indicates that many students experience academic difficulties not because of limited intellectual ability but because they lack appropriate learning strategies. Credé and Kuncel identify study habits, including time management, goal setting, organised note-taking, and regular revision, as strong predictors of academic achievement (Credé and Kuncel 425–453). Teachers can explicitly teach these strategies by modelling effective learning techniques, guiding students in planning their study schedules, and encouraging reflective learning practices. Similarly, Dunlosky et al. recommend evidence-based learning strategies such as retrieval practice, spaced repetition, self-testing, and distributed practice, which teachers can integrate into classroom instruction to improve long-term learning and retention (Dunlosky et al. 4–58).

The reviewed literature further suggests that teacher support contributes significantly to the development of learner autonomy and self-regulated learning. Zimmerman argues that self-regulated learners develop through instructional environments that encourage goal setting, self-monitoring, and reflective evaluation of learning progress (Zimmerman 64–70). English teachers can facilitate these skills by encouraging students to maintain reading logs, vocabulary notebooks, reflective journals, and learning portfolios. These activities enable learners to monitor their own progress, identify learning difficulties, and adopt appropriate strategies for improvement, thereby fostering greater independence and responsibility for learning.

Several recent studies provide empirical evidence for the importance of teacher-guided reading and study practices. Abid et al. found that students who received instructional support in reading and study skills demonstrated significantly higher academic achievement in English than students who relied primarily on independent learning (Abid et al. 2023). Similarly, Zur et al. reported that teacher-supervised reading logs encouraged students to read more consistently, improved reading engagement, and strengthened positive reading habits over time (Zur et al. 2025). Wani and Ismail likewise concluded that classroom practices promoting effective reading and study behaviours contribute positively to English language achievement in ESL contexts (Wani and Ismail 2024).

However, the role of English teachers has become increasingly complex in the digital era. While digital technologies provide learners with immediate access to educational resources, they also expose students to distractions that may reduce sustained reading and disciplined study. Wolf argues that excessive dependence on digital media can weaken deep reading, critical reflection, and concentration, all of which are essential for meaningful language learning (Wolf 57–89). Consequently, English teachers must guide students in balancing digital learning with sustained reading practices and critical evaluation of online information. Integrating digital literacy, AI-assisted learning tools, and online reading

resources into classroom instruction can enhance learning outcomes when combined with purposeful pedagogical guidance.

4.5 Digital Learning, Technology and Contemporary Challenges

The rapid advancement of digital technologies has transformed English teaching and learning by changing the ways students access, process, and engage with information. Digital reading platforms, online learning environments, artificial intelligence (AI)-assisted educational tools, e-books, and educational applications have expanded opportunities for language learning beyond the traditional classroom. These technological innovations have made learning more flexible, interactive, and accessible, enabling students to develop reading and study habits through diverse digital resources. However, alongside these opportunities, the digital era has introduced new challenges that influence students' reading behaviour, study practices, concentration, and long-term academic achievement.

One of the major advantages of digital learning is the increased accessibility of educational resources. Students can now access e-books, online journals, dictionaries, language-learning applications, digital libraries, and multimedia content from virtually any location. Such accessibility supports continuous learning and enables learners to practise English independently beyond classroom hours. Krashen argues that greater exposure to meaningful reading materials enhances language acquisition by providing learners with rich and comprehensible language input (Krashen 20–31). Digital platforms therefore have the potential to strengthen reading habits by making authentic English materials readily available to learners with different interests and proficiency levels.

Digital technologies also provide opportunities for personalised and self-directed learning. Students can select reading materials according to their interests, monitor their learning progress, and receive immediate feedback through online learning platforms. Zimmerman emphasises that self-regulated learning is strengthened when learners actively plan, monitor, and evaluate their own learning processes (Zimmerman 64–70). Similarly, Dunlosky et al. argue that evidence-based learning techniques such as retrieval practice, self-testing, and spaced repetition become more effective when supported by digital tools that facilitate continuous practice and instant feedback (Dunlosky et al. 4–58). These technological features encourage learners to become more autonomous and responsible for their academic development.

Artificial intelligence has further expanded the possibilities for English language education. AI-powered applications now assist students in vocabulary learning, grammar correction, reading comprehension, writing improvement, and personalised language practice. These tools can provide immediate explanations, adaptive learning pathways, and customised learning experiences based on students' individual needs. When used appropriately under teacher guidance, AI-assisted learning can enhance learner engagement, improve language proficiency, and support independent study. Nevertheless, AI should be viewed as a supplementary educational resource rather than a substitute for critical thinking, teacher instruction, or meaningful reading practices.

Despite these advantages, the reviewed literature consistently highlights several challenges associated with digital learning. Wolf argues that excessive dependence on digital reading encourages fragmented attention, superficial information processing, and reduced deep reading, all of which may weaken

comprehension, critical analysis, and reflective thinking (Wolf 57–89). Unlike sustained engagement with printed texts, digital reading often involves frequent interruptions through hyperlinks, notifications, and multitasking, making it difficult for learners to maintain concentration for extended periods. Such behaviours may negatively affect students' reading habits and reduce their ability to engage critically with complex academic texts.

The influence of social media and excessive screen time has become another significant concern in contemporary education. Although digital platforms facilitate communication and information sharing, they also compete for students' attention and reduce the time devoted to purposeful reading and disciplined study. Credé and Kuncel argue that academic success depends largely on consistent study habits and organised learning behaviours rather than on access to information alone (Credé and Kuncel 425–453). Similarly, Sabbah found that students who maintain structured study routines achieve better English language performance than those whose learning is disrupted by poor study habits and ineffective time management (Sabbah). These findings suggest that unrestricted digital engagement may undermine the development of effective learning behaviours if not balanced with disciplined study practices.

Recent empirical studies also indicate that digital resources should complement rather than replace traditional reading habits. Abid et al. reported that students who combined effective reading habits with strategic study skills demonstrated significantly higher academic achievement in English than those who relied primarily on digital learning tools (Abid et al. 2023). Likewise, Wani and Ismail emphasise that regular reading remains one of the strongest contributors to language development and academic performance, regardless of whether learning occurs through digital or print-based environments (Wani and Ismail 2024). These findings reinforce the importance of maintaining consistent reading habits while integrating technology into educational practice.

Given these opportunities and challenges, English teachers have an increasingly important responsibility to promote digital literacy alongside traditional literacy skills. Students should be encouraged to evaluate online information critically, manage screen time effectively, use AI-assisted learning responsibly, and balance digital reading with sustained engagement in printed or long-form academic texts. Such balanced practices enable learners to benefit from technological innovations while preserving the deep reading, critical thinking, and reflective learning necessary for academic success and lifelong learning.

4.6 Research Gap and Future Research Directions

The reviewed literature demonstrates that substantial research has been conducted on reading habits, study habits, academic achievement, and language learning across diverse educational contexts. Existing studies consistently establish that regular reading habits enhance vocabulary acquisition, reading comprehension, language proficiency, and critical thinking, while effective study habits improve academic performance through strategic learning behaviours such as time management, retrieval practice, goal setting, and self-monitoring (Credé and Kuncel 425–453; Dunlosky et al. 4–58; Krashen 20–31). Furthermore, contemporary research has increasingly recognised the importance of self-regulated learning, learner autonomy, reading motivation, and digital literacy in promoting successful English language learning (Zimmerman 64–70; Guthrie and Wigfield 403–422; Wolf 57–89).

Despite these valuable contributions, several important gaps remain in the existing body of literature. First, many studies examine reading habits and study habits as separate constructs, with relatively limited attention given to their combined influence on English teaching and learning. Since these learning behaviours are closely interconnected, future research should investigate how they jointly contribute to language proficiency, academic success, and lifelong learning. Second, although numerous studies focus on academic achievement, comparatively fewer studies explore the long-term contribution of reading and study habits to lifelong learning competencies, learner adaptability, and professional development in an increasingly knowledge-driven society.

Another noticeable gap concerns the changing nature of learning in the digital era. While recent studies acknowledge the growing influence of digital reading, artificial intelligence, and online learning environments, empirical evidence regarding their long-term impact on students' reading habits, deep comprehension, critical thinking, and study behaviours remains limited (Wolf 57–89). Further research is therefore required to determine how digital technologies can be integrated into English language education without weakening sustained reading practices and effective study routines. Additionally, comparative studies examining differences between print-based and digital reading environments across different educational levels and cultural contexts would provide valuable insights for curriculum development and instructional practice.

The literature also reveals a limited focus on the role of English teachers in simultaneously developing reading habits, study habits, self-regulated learning, and lifelong learning skills within classroom settings. Although previous studies recognise the importance of teacher guidance, more research is needed to identify effective pedagogical strategies, classroom interventions, and assessment practices that encourage learners to become independent readers and strategic learners. Such evidence would help English teachers design instructional approaches that integrate reading, language learning, and study skills more effectively.

The present review contributes to the existing literature by synthesising classical theories and recent empirical research within a single conceptual framework that explains how reading habits and study habits collectively influence English teaching and learning, academic achievement, and lifelong learning. By integrating perspectives from literacy studies, educational psychology, applied linguistics, and English language teaching, this article provides a comprehensive understanding of the relationships among these variables. The findings also highlight practical implications for teachers, curriculum developers, educational institutions, and policymakers seeking to cultivate effective learning behaviours in both traditional and digital learning environments.

Future research should employ longitudinal, mixed-method, and cross-cultural research designs to examine the long-term development of reading and study habits across different educational stages. Greater attention should also be given to AI-assisted learning, digital reading behaviours, learner motivation, and evidence-based instructional interventions that strengthen English language proficiency while promoting lifelong learning competencies. Such investigations would further enrich the field of English education and contribute to the development of more effective teaching and learning practices.

5. Conclusion

Reading and study habits remain fundamental components of effective English teaching and learning, influencing learners' language proficiency, academic achievement, critical thinking, and lifelong learning. The literature reviewed in this study consistently demonstrates that learners who engage in regular reading and adopt effective study strategies develop stronger reading comprehension, vocabulary knowledge, writing ability, and overall academic performance. Reading provides meaningful language input that enhances linguistic competence, while systematic study habits enable learners to organize, retain, and apply knowledge efficiently in different learning contexts (Krashen; Credé and Kuncel; Abid et al.).

The review further reveals that reading habits and study habits are complementary rather than independent learning behaviours. Regular reading expands learners' linguistic and conceptual knowledge, whereas effective study practices such as time management, retrieval practice, note-taking, self-testing, and reflective learning strengthen understanding and long-term retention of knowledge (Dunlosky et al.; Sabbah). Together, these behaviours promote learner autonomy, self-regulated learning, and intrinsic motivation, all of which are essential characteristics of successful English language learners in contemporary educational settings (Zimmerman).

The findings also highlight the increasingly significant role of English teachers in fostering productive learning behaviours. Teachers contribute not only by improving learners' language skills but also by cultivating reading cultures, encouraging extensive reading, integrating evidence-based learning strategies into classroom instruction, and guiding students in the effective use of digital learning resources (Guthrie and Wigfield; Zur et al.). In the digital era, where learners are exposed to abundant online information and technological tools, educators must help students develop digital literacy alongside critical reading and disciplined study practices. While digital technologies provide valuable opportunities for personalized and flexible learning, excessive dependence on fragmented digital reading and AI-assisted learning may reduce deep reading, sustained attention, and critical reflection if not guided appropriately (Wolf).

Another important finding emerging from this review is the growing need to integrate reading habits and study habits within English language pedagogy rather than treating them as separate educational constructs. Existing studies have extensively examined their individual relationships with academic achievement; however, comparatively fewer studies have explored how these learning behaviours collectively contribute to language development, learner autonomy, and lifelong learning within English teaching and learning. By synthesizing evidence from educational psychology, applied linguistics, and English language education, this article offers an integrated conceptual perspective that may support curriculum development, classroom pedagogy, and future educational research.

From a practical perspective, the review suggests that educational institutions should encourage sustained reading practices through extensive reading programmes, reading logs, vocabulary journals, collaborative learning activities, reflective writing, and evidence-based study techniques. Curriculum designers should incorporate explicit instruction on effective learning strategies into English language courses, while teacher education programmes should equip future educators with pedagogical approaches that promote self-regulated learning and reading engagement. Such initiatives have the

potential to improve not only students' academic performance but also their ability to become independent and lifelong learners.

This study is subject to certain limitations. As a narrative review, its conclusions are derived from previously published studies rather than primary empirical data. Furthermore, the review focuses mainly on English-language publications and may not fully represent findings reported in other linguistic or regional contexts. Future research may therefore employ systematic review methods, meta-analysis, or empirical investigations across different educational levels and cultural settings to further validate and extend the relationships identified in this study.

Reading and study habits form the foundation of successful English language learning and play a crucial role in shaping students' academic achievement and lifelong learning. When supported by effective pedagogical practices, learner-centred instructional approaches, and well-designed educational policies, these learning behaviours enhance language proficiency, self-regulated learning, and critical thinking. Promoting effective reading and study habits therefore equips learners with the knowledge, skills, and adaptability needed to meet the evolving academic, professional, and societal demands of the twenty-first century while fostering a lifelong commitment to continuous learning and personal development.

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