



# ELT in Asia in the Digital Era: Global Citizenship and Identity

## **Editors**

Suwarsih Madya  
Fuad Abdul Hamied  
Willy A. Renandya  
Christine Coombe  
Yazid Basthomi

ROUTLEDGE



PROCEEDINGS OF THE 15<sup>TH</sup> ASIA TEFL AND 64<sup>TH</sup> TEFLIN INTERNATIONAL  
CONFERENCE ON ENGLISH LANGUAGE TEACHING, JULY 13–15, 2017, YOGYAKARTA,  
INDONESIA

# ELT in Asia in the Digital Era: Global Citizenship and Identity

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Jointly Organized by

*Teaching English as a Foreign Language in Asia (Asia TEFL), The Association  
for the Teaching of English as a Foreign Language in Indonesia (TEFLIN), and  
English Language Education Department, Yogyakarta State University, Indonesia*



**Routledge**  
Taylor & Francis Group

LONDON AND NEW YORK

ELT IN ASIA IN THE DIGITAL ERA: GLOBAL  
CITIZENSHIP AND IDENTITY

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Typeset by V Publishing Solutions Pvt Ltd., Chennai, India

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Published by: CRC Press/Balkema  
Schipholweg 107C, 2316 XC Leiden, The Netherlands  
e-mail: [Pub.NL@taylorandfrancis.com](mailto:Pub.NL@taylorandfrancis.com)  
[www.crcpress.com](http://www.crcpress.com) – [www.taylorandfrancis.com](http://www.taylorandfrancis.com)

ISBN: 978-0-8153-7900-3 (Hardback)

ISBN: 978-1-351-21706-4 (eBook)

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## Preface

This book presents the proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference held in Yogyakarta from 13–15 July 2017 co-hosted by Yogyakarta State University, TEFLIN (the Association for the Teaching of English as a Foreign Language in Indonesia), and Asia TEFL. This conference was designed to provide a forum for EFL teaching and learning researchers, policy makers and practitioners to assemble in the spirit of “learning and growing together” to: (a) engage in an informed, critical and insightful dialogue about enhancing learning for all students in all settings in all countries, a dialogue about what works, how it works, what it takes to make things work, and how to develop thereon a new understanding of the nature of EFL teaching and learning; (b) strengthen national and international EFL education networks to promote powerful research in TEFL effectiveness, improvement, and innovation and to engage EFL learning and teaching researchers, policy makers, and practitioners in ongoing conversations about the interpretation and the application of research in practice; and (c) critically examine the strengths and weaknesses of different theoretical paradigms of language learning and to explore how different conceptions frame and influence the whole business of TEFL, especially in a global, knowledge-based, technologically wired context.

The above purpose was achieved by raising the theme *ELT in Asia in the Digital Era: Global Citizenship and Identity* from which four subthemes were derived: (1) English language teaching and learning developments – What do they mean in different contexts with different paradigms?, (2) Exploring the relationship between the knowledge-based era and TEFL development, (3) Exploring and understanding today’s demands for foreign languages: Going beyond English language competencies, and (4) Transforming TEFL in the fully digital world.

This conference presented eleven plenary speakers, 14 workshops, and around 800 concurrent papers, which were enjoyed by around more than 1000 participants from 32 countries. Three of the plenary speakers responded positively to the Committee’s request to submit their papers to be published in this book. Among the papers submitted for the proceedings, 68 were regarded as meeting the criteria and these papers have been grouped in four parts according to these four subthemes in this book.

Part I presents 19 papers talking, among others, about teacher development, learners, learning strategies, curriculum, teaching methods, and material development. A paper entitled *Teacher development in content-based instruction* by Diane J. Tedick opens this part. Part II presents 14 papers talking, among others, about needs analysis, gender disparity, teaching creative writing, and language awareness. Part III presents 22 papers, beginning with a paper entitled *Developing fluency* by I.S.P. Nation. Other papers are talking, among others, about global citizenship, world Englishes, English varieties, teacher accountability, ICT-based testing, and code switching. Part IV presents 13 papers, beginning with a paper by Anthony Liddicoat entitled *Intercultural language teaching and learning in the digital era*. So, altogether this book presents 68 papers.

This book will hopefully facilitate the sharing of knowledge between the writers and the readers for purposes of developing the teaching of English as a foreign language in this digital era.

## Reading enjoyment in the digital age: How does it differ by parents' education, self-expected education, and socio-economic status?

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**ABSTRACT:** While reading enjoyment has been found to differ by gender and major, little is known about how students' enjoyment in reading across multiple-modality differs by their parents' education, self-expectation of highest education attainment, and socio-economic status (SES). This study aims to explore how undergraduate students of different parents' education background, self-expectation of highest education, and family SES enjoy reading from different modalities or modes. The respondents in this study were 993 undergraduate students in an Indonesian university. Exploratory factor analysis and confirmatory factor analyses were used to examine the structure of reading enjoyment. Subsequently, *t-tests* and Anova were conducted to find out if there are differences in student's enjoyment by their parents' education, self-expectation of highest education attainment, and Socio-Economic Status (SES). An interesting pattern of relationships emerged with respect to father's education, student's self-expectation of their highest education, and SES. The paper is concluded with implications for future research on the psychological meaning of reading enjoyment.

### 1 INTRODUCTION

Recent studies show that reading online has been extensively adopted as an alternative mode of reading instead of reading in print settings (Bawden 2008, Bibby et al. 2009, Buzzetto-More, Guy & Elobaid 2007, Leu et al. 2004). Many people in developed nations even consider reading in digital environments as the main method of reading (Martin 2008, Woody et al. 2010). It has also been well documented that social media have become one of the most important vehicles for communication as well as for sharing news and academic information among today's youth (Junco 2012, Kirschner & Karpinski 2010).

As multimodal literacy becomes more widespread (Walsh 2010), a great deal of previous research into reading enjoyment has focused on how the reading enjoyment across multiple modality differs by gender and/or major of study. These studies have revealed how female students in general have better reading attitude and habits than their male counterparts (e.g., Clark 2012, Clark & Akerman 2006, Clark & Foster 2005, Clark & Rumbold 2006, Gambell & Hunter 2000, NCES 2003, Stokmans 1999) and how students majoring in education were likely to report being less enthusiastic about reading than students majoring in other fields (e.g., Applegate & Applegate 2004, Chen 2007, Jeffres & Atkin 1996, Karim & Hasan 2007, Liu 2006).

While reading enjoyment has been found to differ by gender and major, little is known about how students' enjoyment in reading across multiple-modality differs by their parents'

education, self-expectation of highest education attainment, and socio-economic status (SES). A study investigating this gap is important since extant studies suggest that reading attitude may also be related to parents' education (e.g., Chen 2007, Chen et al. 2011), self-expectation of highest education attainment (e.g., Mullen et al. 2003), and socio-economic status (e.g., Chall & Jacobs 2003, Clark & Akerman 2006). Therefore, the present study aims to explore how undergraduate students of different parents' education background, self-expectation of highest education, and family SES enjoy reading from different modalities or modes.

## 2 DIFFERENT TYPES OF READING MODES IN THE DIGITAL AGE

A large and growing body of literature has well documented that students read from two main modes, i.e., reading in print settings and reading in online or digital environments (Boyd & Ellison 2008, Coiro 2011, Martin 2008, McKenna et al. 2012). In these studies, reading in print settings, has been associated with reading of any types of texts that are printed on paper (Coiro 2011). These texts range from short sentences to long texts presented in the non-digital format (Conradi et al. 2013, Foltz 1992, 1996, McKenna et al. 2012) and reveal information in a linear format (Foltz 1992, 1996, Kim & Jung 2010, Rockinson-Szapkiw et al. 2013). Reading online, on the contrary, is associated with non-linear screen-based reading of texts that are available (e.g., online newspapers) or obtained (e.g., e-books) through the Internet (Coiro 2011, Park & Kim 2011, Sandberg 2011). The texts range from those utilizing closed-ended hypertexts to those of a more complex, open-ended information system involving hyperlinks and hypermedia (Coiro & Dobler 2007, Hill & Hannafin 1997).

In addition to reading in print and reading online, current literature also indicates that social media or social network site is another important mode of reading that current young generation increasingly adopt. A social network site has been defined as a web-based service that allows individuals to create a particular profile within a bounded system whereby people share a list of other users with whom they are connected and exchange information with others within the bounded system (Boyd & Ellison 2008: 211).

## 3 READING BY GENDER, AGE, AND MAJOR OF STUDY

Just as the three modes of reading have been consecutively and continuously adopted by current young generation in this digital age, a great deal of recent studies has focused on how reading from the three modes of reading differs by several contextual correlates. Most of these studies seem to be acknowledging gender, age, and major of studies as important correlates of enjoyment in reading.

With respect to gender, the majority of these studies consistently show that female students possess better reading attitude and habits than their male counterparts (Clark 2012, Clark & Akerman 2006, Clark & Foster 2005, Clark & Rumbold 2006, Gambell & Hunter 2000, NCES 2003, Stokmans, 1999). Clark & Burke (2012), for instance, reported that female students enjoyed reading more than male students and had a more positive reading attitude. The gap became wider with the students' year level. Similarly, studies in the US by McKenna et al. in 2012 found that female students showed better attitude in reading from printed materials while male students reported better attitude in reading from online sources. (McKenna et al. 2012).

Regarding students age, studies on students' reading enjoyment across different age groups have revealed inconsistent results. Much of the research on school-aged students suggests that reading attitude typically worsens over time (e.g., Chall & Jacobs 2003, McKenna et al. 1995, Sainsbury & Schagen 2004) In contrast, findings from studies where age is considered isomorphic to year level confirm the trend for undergraduate students with more seniority to develop better reading attitude than their younger counterparts (e.g., Chen 2007, Gallik 1999).

In the case of major of study, college students' reading interest has been shown to vary widely according to the majors they are studying. Students majoring in education and social studies were likely to report being less enthusiastic about reading than students majoring in other fields (e.g., Chen 2007, Jeffres & Atkin 1996, Karim & Hasan 2007, Liu 2006). Other research showed that students majoring in the humanities and arts tended to read classics and fantasy novels more than students majoring in other fields (e.g., Gilbert & Fister 2011) and that students majoring in human science had better reading attitude than those majoring in information and communication technology (e.g., Karim & Hasan 2007).

#### 4 PARENTS' EDUCATION BACKGROUND, SELF-EXPECTATION OF HIGHEST EDUCATIONAL ATTAINMENT, AND FAMILY SES AS IMPORTANT CORRELATES OF STUDENTS' READING ENJOYMENT

While the majority of studies have investigated how reading across multiple modes differs by gender, age, and major of study, very little was found in the literature on how reading enjoyment differs by parents' education background, self-expectation of highest educational attainment, and family SES. Prior studies have noted the importance of these contextual correlates of reading enjoyment.

Parents' educational background is one of the correlates of reading enjoyment and has been claimed to indirectly relate to reading achievement (e.g., Chen 2007, Chen et al. 2011). Parents with lower educational levels, especially those with no university education, are more likely to live in poverty and have higher unemployment rates. These parents are also found to be less likely to read to their children when they are young, which in turn influences later reading enjoyment. Thus, college students of parents with higher education levels were likely to enjoy reading more than those of parents with lower educational background (Chen 2007). In the same vein, Chen et al. (2011) found that the level of parents' education and the parents' reading attitudes were related to the reading attainment of fourth-grade students in Taiwan.

With respect to students' self-expectation of highest educational attainment, the literature review failed to identify any data on the association between reading enjoyment and self-expected education. Studies by Mullen et al. (2003) and Stolzenberg (1994), however, indicated that educational continuation after college is strongly related to students' academic achievement during their bachelor degree (GPA) and parents' education level. Given the significant role of reading enjoyment in students' academic attainment as reflected in their GPA (e.g., De Naeghel et al. 2012, Hughes-Hassell & Rodge 2007), it is possible to argue that undergraduate students' self-expectation of highest educational attainment is also related to their reading enjoyment.

Considering family SES, little research to date has investigated the correlation between undergraduate students' reading enjoyment and SES. As yet, it has mostly been conducted with samples of elementary, middle or high school students (e.g., Baker & Scher 2002, Kirsch et al. 2002). Young learners from lower SES were reported to read less for enjoyment than those from higher SES (Clark & Akerman, 2006), especially from fourth grade onward (Chall & Jacobs 2003). For instance, a study by Chall & Jacobs (2003) showed that, in general, learners from higher SES families tend to score significantly higher on reading tests than learners from lower SES families. These gaps become larger with age. This is due to the fact that low SES students are likely to be further delayed as they enter low quality schools which do not adequately support students to improve their enjoyment in reading. Thus, it is expected that undergraduate students coming from low family SES also possess lower reading enjoyment than those from higher family SES.

Together, these studies provide evidence that the reading enjoyment of undergraduate students is significantly related to the parents' educational background, self-expectation of educational attainment, and family SES. However, it is not known whether students' enjoyment in reading from different modes differ by these variables. Do students expecting to pursue

a PhD degree, for instance, enjoy reading online more than their peers wishing to pursue a master degree? This study aims to explore this lacuna.

## 5 METHOD

### 5.1 Participants

This study's participants were undergraduate students in an Indonesian university. A total of 993 undergraduate students volunteered to participate in the study. The survey data was collected from them between the 17th of August and the 16th of November in 2014. Parents' educational backgrounds were divided into mother and father's education background, each has five categories, i.e., (1) *No school*; (2) *Primary School*; (3) *Junior high school*; (4) *Senior high school*; and (5) *University*. About 31% of the participants' mothers and 36% of the participants' fathers had university graduates. Self-expectation of highest education has three categories, i.e., (1) *Finishing university*; (2) *Master degree after university*; and (3) *PhD degree*. About 39.7% of the students were expecting to pursue a master degree and 35.6% were expecting to pursue a PhD degree. Family SES has four categories, namely (a) *Low-income: US\$1,035/year or less* ( $n = 259, 26.1\%$ ); (b) *Lower middle-income: US\$1,036 to \$4,085/year* ( $n = 490, 49.3\%$ ); (c) *Upper middle-income: US\$4,086 to \$12,615/year* ( $n = 240, 24.2\%$ ); and (d) *High-income: US\$12,616/year or more* ( $n = 4, 0.4\%$ ).

### 5.2 Measures/variables

A total of forty six of the reading enjoyment scale were developed for this study. The survey items were written in a way that includes a particular reading mode. The survey respondents were asked to rate their enjoyment in reading in three different formats, i.e., reading in print settings, reading online, and reading through social media. All items were measured on a 5-points response categories, ranging from "*Strongly Disagree*" (1) to "*Strongly Agree*" (5) with the middle point of "*Neither Disagree nor Agree*" (3).

### 5.3 Statistical analysis

The main analyses of the present study were exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and analysis of variance (ANOVA). In many runs of EFAs we tried to reduce the items that showed the standardized factor loadings lower than .50 to select the items that have strong relationships to the corresponding factors. Then, CFA was used to confirm the measurement model(s) suggested by the EFA and to further investigate a potential hierarchical structure of the reading interest dimensions. *Mplus* version 7.2 (Muthén & Muthén 1998–2012) was used for both the EFA and CFA results reported in this study. The maximum likelihood estimation with robust standard errors (MLR) was used to adjust for non-normality of the survey responses of the data, as suggested in Bentler (2005). As the model fit indices, the Comparative Fit Index ( $CFI > .90$ ), Tucker-Lewis index ( $TLI > 0.90$ ), Root Mean Square Error of Approximation ( $RMSEA < 0.05$ ), and Standardized Root Mean Square Residual ( $SRMR < 0.05$ ) were used to indicate a good model fit (criteria cut-off scores indicated, also see Byrne (2006)). In addition, a ratio of 1/3 or less between the degrees of freedom ( $df$ ) and chi-square statistics ( $\chi^2$ ) was used as an acceptable model fit criterion (see Wang and Wang (2012)) instead of the significance of  $\chi^2$ .

We also performed analysis of variance (ANOVA) tests to examine the mean difference by sub-groups. ANOVA tests are used to compare the mean scores between more than two groups. In the present study, the group differences were examined by: (a) parents' education background (i.e., mother and father's education); (b) self-expectation of highest educational attainment, and (c) family SES. These analyses were performed to provide an understanding of how students' reading interest differs by the student's characteristics. The results of the post-hoc analysis were also used to examine how the scores in the reading enjoyment differed by which groups.

## 6 RESULTS

### 6.1 Nature of reading enjoyment

Many runs of exploratory factor analysis led to the final set of 9 items which converged into three factors. This 3-factor model yielded an excellent fit to the observed data in the final EFA run ( $\chi^2 = 6.59$ ,  $df = 12$ ,  $\chi^2/df = 0.6$ , RMSEA = 0.00, SRMR = 0.01, CFI = 0.99, and TLI = 0.99). Similarly, confirmatory factor analysis (CFA) showed that the 3-factor model yielded a very good fit ( $\chi^2 = 27.50$ ,  $df = 24$ ,  $\chi^2/df = 1.15$ , RMSEA = 0.01, SRMR = 0.02, CFI = 0.99, and TLI = 0.99). The standardised factor loadings of the CFA results are presented in Table 1, together with the Cronbach's  $\alpha$  of each factor.

The first factor represents enjoyment of reading printed materials. It is about good feelings, happiness, and the pleasure the students experience from reading in print mode. All three items show high loadings on this factor, ranging from 0.65 to 0.84. The Cronbach's  $\alpha = 0.80$  is also reasonably high. The second factor is labelled as enjoyment in online reading. Key terms for this factor include "favourite activities" and "feeling good", and "try to find time to read". Substantial factor loadings were shown in the three items, ranging from 0.53 to 0.85. The Cronbach's  $\alpha = 0.82$  of this scale is also reasonably good. The last factor is interpreted as enjoyment in social media reading. Key terms are "favourite activities" "reading for hours", and "enjoy". The items' factor loadings were all substantial, ranging from 0.65 to 0.84. It also shows a reasonably good internal consistency with the Cronbach's  $\alpha = 0.76$ .

### 6.2 Analysis of relationship—differences by father's educational background

The ANOVA tests suggest that there is no relationship between father's education background and the students' enjoyment in reading in print settings. However, a significant difference in

Table 1. Confirmatory factor analysis on reading enjoyment.

Item	Factor			Cronbach's $\alpha$
	1	2	3	
1. I enjoy reading in print settings.	0.84			0.80
2. Reading in print settings makes me feel good.	0.76			
3. I feel happy if I receive a book as a present.	0.65			
4. Reading online is one of my favourite activities.		0.85		0.82
5. Reading online makes me feel good.		0.79		
6. I always try to find time to read online for enjoyment.		0.53		
7. Reading from social media sites is one of my favourite activities (e.g. Facebook, WhatsApp).			0.84	0.76
8. I enjoy reading through social media sites.			0.67	
9. Once I read social media sites (e.g. Facebook, WhatsApp), I keep reading for hours.			0.65	

Table 2. One-way ANOVA of the reading enjoyment by Father's education.

		Sum of squares	df	Mean square	F	Sig.
Enjoyment in online reading	Between Groups	11.90	5	2.38	3.50	0.00
	Within Groups	671.39	987	0.68		
	Total	683.29	992			
Enjoyment in social media reading	Between Groups	5.02	5	1.00	2.48	0.03
	Within Groups	400.23	987	.41		
	Total	405.25	992			

enjoyment in online reading was found when analysed by father's education ( $F[5, 987] = 3.50, p = 0.00, \eta^2 = 0.02$ ). Higher levels of enjoyment in online reading were also reported among students of fathers with university education ( $M = 0.10, SD = 0.83$ ) compared to students of fathers with primary school education ( $M = -0.12, SD = 0.85$ ) or no schooling ( $M = -0.59, SD = 0.84$ ).

The omnibus F-test also showed a significant difference in enjoyment in social media reading when analysed by father's education ( $F[5, 987] = 2.48, p = 0.03, \eta^2 = 0.01$ ). Students of fathers with university education reported higher levels of enjoyment in social media reading ( $M = 0.07, SD = 0.62$ ) compared to the students of fathers with junior high school education ( $M = -0.15, SD = 0.63$ ).

### 6.3 Analysis of relationship—differences by mother's educational background

The results from ANOVA tests on the reading enjoyment by mother's education showed no significant relationship between mother's education and the enjoyment the undergraduate students get from reading in print settings, reading online and social media reading.

### 6.4 Analysis of relationship—differences by self-expectation of highest educational attainment

Enjoyment in reading in print settings differed significantly when analysed by students' self-expectation of their educational attainment level ( $F[3, 989] = 11.39, p = 0.00, \eta^2 = 0.03$ ). Students wishing to pursue a Ph.D. degree ( $M = 0.10, SD = 0.71$ ) and students expecting to do a Master's degree ( $M = 0.04, SD = 0.63$ ) reported higher levels of reading enjoyment in print settings compared to students expecting to finish an undergraduate degree and not pursuing any further schooling ( $M = -0.21, SD = 0.69$ ). There was no difference between students wishing to pursue a Ph.D. and students expecting to do a Master's degree ( $p = 0.58$ ). Interestingly, there is no significant relationship between student's enjoyment in digital reading (online and social media) and their self-expectation of highest educational attainment.

### 6.5 Analysis of relationship—differences by family SES

ANOVA results revealed a significant difference in students' reported enjoyment in online reading when analysed by SES ( $F[3, 989] = 3.76, p = 0.01, \eta^2 = 0.01$ ). Students from the upper

Table 3. One-way ANOVA of the reading enjoyment by students' self-expectation of highest educational attainment.

		Sum of squares	df	Mean square	F	Sig.
Enjoyment in reading in print settings	Between Groups	15.64	3	5.21	11.39	0.00
	Within Groups	452.81	989	0.46		
	Total	468.45	992			

Table 4. One-way ANOVA of the reading enjoyment by Socioeconomic Status (SES).

		Sum of squares	df	Mean square	F	Sig.
Enjoyment in online reading	Between Groups	7.70	3	2.57	3.76	0.01
	Within Groups	675.59	989	0.68		
	Total	683.29	992			
Enjoyment in social media reading	Between Groups	5.41	3	1.80	4.46	0.00
	Within Groups	399.84	989	0.40		
	Total	405.25	992			



middle-income category reported higher levels of enjoyment in reading online ( $M = 0.10$ ,  $SD = 0.81$ ) compared to students from the low-income category ( $M = -0.14$ ,  $SD = 0.83$ ). No other group differences were observed with respect to enjoyment in online reading by SES.

## 7 DISCUSSION

The results from ANOVA tests were somewhat consistent with the idea that enjoyment in reading from multiple modes was perceived differently by undergraduate students. In the case of reading online and reading through social media, the results reflected the relationship between fathers' education level and enjoyment in digital reading. This finding is consistent with the findings of Hargittai (2010), who found a positive relationship between father's education level and students' Internet use; that is, students of father's with college education were found to have better digital and virtual skills than others. One possible explanation for this is that fathers have an important role in reading and other literacy-related activities (Clark 2009). Fathers with university education have been found to play an important role in encouraging students to get the most from online resources and social media, particularly by developing new media skills and technological fluency (Barron et al. 2009). They also provide motivation and intellectual stimulation to their children to read (Nicholas & Fletcher 2011), for instance by supplying facilities (e.g., PC or laptop) and access to online resources and social media at home.

In addition to father's education, family SES also turned out to be a significant correlate of undergraduate students' enjoyment in both reading online and social media reading. This finding is in line with previous studies claiming that use of Internet and social network sites is associated with SES; that is, young adults from high SES families are likely to derive more benefit from accessing Internet for both reading online and social media sites such as *Facebook* (Brooks et al. 2011, Ellison et al. 2007, Perrin 2015, Valenzuela et al. 2009). This result may be partly explained by the fact that access to the Internet requires users to purchase computer hardware and software, to have fast and reliable Internet connectivity and to pay for data usage. Thus, students from high SES family backgrounds are likely to have more access to the internet. This raises important equity considerations if students from low-income families are to obtain the benefits that social media provide in relation, for instance, to information search and the opportunity to exchange course-related ideas with friends.

While enjoyment in reading online and social media reading is related to both fathers' education and family SES, the results from ANOVA tests revealed that enjoyment in reading in print settings is only related to self-expectation of highest education attainment. This indicates enjoyment in reading in print is significantly related to education-related variable. One possible explanation for this finding is that reading in print is a preferable format when in-depth comprehension is the objective (Liu 2005; Mangen et al. 2013, Tanner 2014). This in-depth comprehension is likely needed for learning purposes. Reading in print settings is also believed to be more conducive to human learning as people are generally more familiar with print than online reading sources (Ackerman & Goldsmith 2011). One implication of this finding is that reading in print settings will not be replaced by other reading modes (not any time soon, at least), particularly when the reading is for academic purposes.

Together, these findings indicate that parent's education, self-expectation of highest level of education, and family SES are important factors of reading enjoyment in particular settings. Specifically, self-expectation of highest educational attainment is an important correlate for enjoyment in reading in print, whereas parents' education (i.e., father education) and family SES are essential correlates of digital reading, i.e., reading online and social media reading.

Although significant effects were found for the reported indicators of students' reading interest in relation to both demographic and educational variables, the effect sizes were quite small and explained no more than 3% of the variance. This indicated that the demographic and educational variables incorporated in this study did not play a substantial role in the differences in students' reading enjoyment. Regardless of the small effects, the findings discussed in this section suggest several implications for research and practice.

These findings have at least two sets of educational implications for practitioners. First, that reading enjoyment is significantly related to self-expected highest level of education, parents' education, and family SES suggests that educators, facilitators, and policy makers at university level need to be aware that an individual student's reading interest is tied to his or her demographic and educational background. Second, students from low SES family background are disadvantaged in relation to digital reading (i.e., reading online and social media reading) because they lack access to necessary equipment and other resources. Continued efforts must be made to make online reading materials more accessible to students of lower family SES.

There were also significant differences in students' enjoyment in social media reading when analysed by their SES ( $F[3, 989] = 4.46, p = 0.01, \eta^2 = 0.01$ ). The result from Tukey post hoc tests revealed that students from the upper middle-income category enjoyed social media reading ( $M = 0.12, SD = 0.59$ ) at a greater level, compared to students from the low-income ( $M = -0.08, SD = 0.61$ ) and students from lower middle-income ( $M = -0.02, SD = 0.67$ ) categories.

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