

EFL STUDENTS' ATTITUDES TOWARDS ACADEMIC READING IN WRITING FOR INTERNATIONAL PUBLICATION

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Abstract

Although academic reading has gained positive attention in EFL classrooms, very little research has been undertaken regarding the descriptive relationship between such types of reading attitudes and article writing. This study focused on determining the academic reading attitudes of EFL students who were writing an article for an international journal. A total of 173 undergraduate and magister students enrolled in an EFL major voluntarily participated in the survey study. By using the AR attitude scale, the survey was undertaken via an online app (e.g., *Google Form*). The results reveal that there are three dimensions of students' AR. Behavior factor seems to be negative for the students who read academic texts. They encountered difficulties in comprehending the texts during the article writing process. They believed in AR benefits for article writing, but most students were not confident in their reading competence. In short, AR has important values in developing article writing quality, but strategies are needed to fulfill the expectation.

Keywords: academic reading, article writing, attitude, EFL student

Introduction

Reading for academic purposes in higher education has become a need for English as a foreign language (EFL) students. Its importance is mostly focused on comprehending a scholarly text, such as academic articles, books, magazines, and other reports. Academic reading (AR), as the term implies, enhances EFL students' understanding of academic texts through a set of procedures (Gui et al., 2021; Jin et al., 2022). First, one of the academic texts is provided as a source of analysis in writing for international publication. The students not only read the text or take notes, but also determine connections between the text and the real world through which a related phenomenon occurs. The next procedure relies on students' meta-analysis of several reading texts (e.g., published research reports) written by different researchers or authors on similar topics. Its complex statistical analysis helps to determine precise estimates of research results as a whole. Lastly, the EFL students integrate the AR results into article writing. They are highly expected to cite a reference while writing ideas and combine their ideas with the reading texts (Wijaya, 2022).



Meanwhile, as an article for international submission and publication remains complicated for most EFL students, AR is considered a reason why such an article cannot be accomplished like an essay or composition. AR emerges as an indisputable fact that leads the students to problematic article writing. It is noted that without AR, the students could not come up with new ideas to be added to the writing (Green, 2020; Nikbakht & Miller, 2023). The scholarly article requires various references to indicate that it is comparable to previous studies and it results in a novelty. A gap can be traced back to some previous studies through in-depth reading activities as an inseparable part of writing. Involving careful AR during the article writing encompasses students' idea development and accuracy as it offers a deeper comprehension of a topic being discussed. Hence, inconsistent AR results in negative impacts on the writing process, including lack of related ideas, misconception of topic inclusion, and absence of critical thinking towards research focus (Delgado-Osorio et al., 2023; Jin et al., 2020; Liu et al., 2021).

The contribution of AR to writing an article for an international journal is tangible and systematic. Unfortunately, different EFL students have different attitudes toward AR during article writing. For example, a novice student author or researcher may not focus on AR as article organization requires more attention. An experienced student author or researcher tends to develop ideas on a topic being researched through AR. It is necessary to deal with such a tendency since it affects writing quality and AR comprehension. Although each student has different reading and writing skills, it does not mean that both negative and positive attitudes toward AR are not manageable (Talwar et al., 2023; Yapp et al., 2021). Applying AR procedures respectively enables students to overcome such negative attitudes regardless of their lack of article writing experience for international publication. In addition, AR is a practical skill that requires repeated attempts before it transforms into a need and an interest.

Practically, the topic of AR has received much attention from previous researchers who specifically focused on how AR was applied in language teaching classrooms (Freiermuth & Ito, 2021; Hamada & Takaki, 2021; Li & Zhang, 2020), how AR could be influenced by other factors (Liu et al., 2021; Liu & Read, 2020), to what extent AR support for students' academic achievement (Chen et al., 2021; Huang et al., 2020; Lee et al., 2022), and what strategies EFL teachers apply to develop AR (Chinpakdee & Gu, 2021; Li et al., 2022; Mekuria et al., 2024). However, little is known about EFL students' attitudes in AR when writing an article for an international publication, such as an international reputable journal. Regarding the above phenomena, I proposed a study on describing how EFL students perceive their attitudes towards AR in writing an article for an international peer-reviewed, reputable journal.

This study is considered different from those undertaken earlier. To begin, this study involved several EFL students enrolled in both undergraduate and magister levels from several public and private universities. This kind of involvement was believed to be a strategy to find out a variety of AR attitudes among those who were writing or writing an article for international publication (Graham, 2024; Wang et al., 2022). Another fact shows that the current study employed a validated, reliable scale to measure EFL students' AR attitudes. Such a scale is paramount for the research topic and it led to the effectiveness of data

collection and valid statistical analysis. Moreover, it is noticeably proved that the study aimed to determine careful, particular attitudes when reading an academic text during an article writing. The result was proposed for some recommendations, including academic writing strategies, academic reading design, or integration of reading and writing course materials (Mufidah & Kusumawardani, 2022).

To limit the study focus, a research question was formulated “How do the EFL students perceive their attitudes toward AR in writing an article for an international publication?”

Academic reading

AR is an essential aspect of higher education, acting as the foundation for gaining knowledge, developing critical thinking skills, and engaging in scholarly discussion. It is a proficiency that surpasses basic comprehension of literature; it entails actively interacting with material on a profound level, scrutinizing arguments, integrating information, and employing knowledge in novel situations (Bozgün & Akın-Kösterelioğlu, 2021; Inie et al., 2021). AR is crucial for gaining knowledge in various fields of study. It provides EFL students with an introduction to the fundamental theories, concepts, and research findings that underpin their area of study. By engaging in reading, EFL students acquire a thorough comprehension of the content, which is essential for achieving academic excellence and professional proficiency. Interacting with scholarly writings promotes the development of analytical and evaluative thinking skills. Readers are urged to scrutinize assumptions, assess facts, and contemplate diverse perspectives (Delgado-Osorio et al., 2023; Deng et al., 2024). The process of critical analysis facilitates the development of competence to engage in logical reasoning, make well-informed judgments, and effectively solve intricate problems.

AR fosters a mindset that appreciates the need to use evidence-based reasoning and intellectual standards. AR is crucial for successful intellectual communication (Liu & Read, 2020). It allows students to comprehend the norms of scholarly communication, such as the organization of arguments, the presentation of evidence, and the use of citations. Through the process of reading academic materials, students acquire the skills necessary to create scholarly work that adheres to the criteria set by their field of study.

An inherent difficulty in AR lies in the intricate nature of the materials. AR frequently incorporates specialized jargon, intricate language, and intricate concepts that provide challenges in terms of comprehension. It is especially intimidating for students who are inexperienced in a particular subject or who are not fluent in the language in which the materials are written (Desa et al., 2020; Kuhn et al., 2022). The vast amount of reading necessary in higher education can be daunting. Students are frequently required to peruse numerous texts for every course, which may result in an overwhelming amount of material. To effectively manage this workload, students must employ efficient time management techniques and employ good reading methodologies. Ensuring sustained interest and drive might sometimes present difficulties. Academic literature does not often possess innate fascination, and students may encounter difficulty in maintaining concentration (González-Betancor et al., 2023). Discovering methods to establish

a connection between the subject matter and personal interests or future professional aspirations helps effectively maintain one's motivation.

Active reading entails actively interacting with the book by posing questions, providing summaries, and making annotations. It facilitates readers in retaining information and Adapting with a more profound comprehension of the content. Utilizing strategies including emphasizing important information, annotating in the margins, and posing thought-provoking inquiries improve understanding and memory retrieval. Skimming and scanning are strategies used to effectively handle extensive amounts of reading material (Barnes & Papaalias, 2021). Skimming entails rapidly perusing a text to obtain a broad understanding of its content, whereas scanning requires actively searching for specific information. These strategies optimize efficiency and enhance readers' attention towards the most pertinent sections of a book. Efficient note-taking is essential for academic reading. Notes should succinctly record the primary concepts, essential arguments, and significant particulars of a book. Utilizing systematic methods, such as outlines or idea maps, to arrange notes can enhance comprehension and facilitate the review process. Engaging in discussions with peers about readings augments comprehension and offers fresh viewpoints (Ismayilli Karakoç et al., 2022; Mizrachi & Salaz, 2022). Collaborative learning environments, such as study groups or online forums, foster the interchange of ideas and facilitate the elucidation of complex topics. Sharing acquired knowledge through teaching is an effective method to strengthen understanding.

AR forms the basis of research. It allows the EFL students to recognize deficiencies in their current knowledge, develop research inquiries, and create study plans. Comprehensive comprehension of the literature is crucial for carrying out significant and innovative research. Engaging in academic reading prepares a propensity for continuous learning. The abilities and habits proposed via academic reading are used in both professional and personal situations. In a world abundant with information, possessing the skill to analyze sources critically and remain well-informed is extremely valuable. In addition to achieving academic success, engaging in AR also fosters personal and professional development. Reading expands one's knowledge, enriches their understanding of different cultures and ideas, and promotes empathy by introducing them to a variety of viewpoints. Proficiency in comprehending intricate documents is frequently seen as a crucial skill in professional environments.

AR is a complex and essential talent that is very important in higher education and beyond. It supports the process of gaining knowledge, developing analytical thinking skills, and facilitating academic communication. Although there are difficulties, employing successful techniques such as engaged reading, rapid reading, quick scanning, note-taking, and collaborative work improves its efficiency (Wang et al., 2022). In essence, academic reading goes beyond simply acquiring knowledge; it involves actively interacting with concepts, challenging preconceived notions, and actively participating in the continuous discourse within and between different fields of study. It is an essential talent that facilitates continuous learning and personal and professional growth, making it a crucial component of the educational process.

Attitudes toward academic reading

The EFL students encounter distinct difficulties when engaging in AR. Their perspectives on this crucial ability might greatly influence their academic achievement and overall linguistic competency. Comprehending these mindsets is crucial for educators and policymakers to create efficient tactics that assist students in overcoming obstacles and improving their academic reading abilities (Bozgün & Akın-Kösterelioğlu, 2021). It investigates the elements that influence these attitudes, and the problems they encounter, and proposes potential ways to enhance their involvement and proficiency.

A large number of EFL students acknowledge the significance of engaging in AR to enhance their academic and professional development. They perceive it as a method to enhance their linguistic abilities, acquire information, and excel in their academic efforts. Students frequently exhibit a readiness to interact with difficult materials and a need to enhance their reading skills (Peng et al., 2023; Soyulu et al., 2023). Positive attitudes are commonly defined by traits such as inquisitiveness, tenacity, and a recognition of the advantages that AR provides. In contrast, certain EFL students display unfavorable views towards AR. These attitudes arise from prior adverse experiences, a lack of confidence in their reading skills, or the apparent complexity of academic books. Students exhibiting pessimistic attitudes frequently experience feelings of being inundated, exasperated, and lacking motivation when confronted with scholastic reading assignments. It results in the adoption of avoidance habits, such as procrastination or limited involvement in reading assignments (Spann & Wagner, 2023).

The level of language proficiency is a crucial determinant of EFL students' attitudes towards academic reading. Students who possess advanced proficiency levels typically exhibit greater confidence and competence in comprehending intricate materials, hence fostering more favorable views. Conversely, students who have lesser levels of proficiency may encounter difficulties in vocabulary, syntax, and understanding, which lead to negative attitudes and reduced interest (Lestari & Yosintha, 2022). Prior educational experiences also have a substantial impact. Students who have had a nurturing and stimulating reading environment during their earlier education are more inclined to modify favorable views (Crawford et al., 2023). On the other hand, those who have had poor experiences, such as insufficient assistance or too difficult texts, may acquire concerns or fears regarding academic reading.

The cultural background shapes attitudes toward AR. Reading for academic purposes may be highly esteemed and promoted in certain cultures, whereas in others, it may not receive as much emphasis. The cultural dispositions towards education, variations in learning preferences, and the perceived significance of AR all influence the approach of EFL students toward this task. Educators' tactics and strategies have a substantial impact on students' attitudes. Utilizing various reading materials and active learning practices in education promotes positive attitudes through engaging and interactive methods (Nourinezhad & Kashefian-Naeeni, 2020; Sampietro & Salmerón, 2021). Conversely, repetitive or too inflexible methods might lead to unfavorable attitudes and lack of involvement.

The attitudes of EFL students towards AR are influenced by a multifaceted interaction of factors, such as language proficiency, prior experiences, cultural background, and instructional approaches. While a considerable number of

students studying EFL acknowledge the significance of academic reading and approach it with favorable attitudes, some encounter substantial difficulties that result in unfavorable impressions. To overcome these difficulties, it is essential to employ specific tactics including enhancing vocabulary, implementing interactive teaching techniques, incorporating cultural context, and fostering a nurturing learning atmosphere. These measures effectively enhance the attitudes and proficiency of EFL students in AR (Nourinezhad & Kashefian-Naeeni, 2020). Ultimately, dealing with favorable attitudes towards AR is crucial for the academic achievement and general linguistic advancement of EFL students.

Impacts of academic reading on article writing

AR and writing are closely connected abilities that serve as the foundation of scholarly effort. A strong command of AR greatly impacts EFL students' competence in generating well-organized, cohesive, and perceptive academic writing. Gaining a comprehensive understanding of this correlation is of utmost importance for students, educators, and researchers who aspire to enhance the level of academic writing (Bai & Wang, 2020). The influence of AR on article writing is significant and complex.

Reading improves the necessary skills for writing effectively by exposing students to academic discussions, fostering critical thinking, and expanding their vocabulary. The cognitive processes, such as schema activation, cognitive load management, and metacognitive techniques, demonstrate the interdependence of these two capabilities. By incorporating reading into writing practices through techniques such as annotated bibliographies, literature reviews, workshops, and peer reviews, students can greatly enhance the level of their academic writing (Bozgün & Akın-Kösterelioğlu, 2021; Johannessen et al., 2021). Ultimately, it is essential to acknowledge and promote the mutually beneficial connection between AR and writing to achieve academic success and advance intellectual growth.

Engaging in AR familiarizes students with the norms and practices of academic communication, such as the organization of arguments, the utilization of supporting evidence, and the acceptable writing style for scholarly purposes. Through active interaction with diverse texts, students acquire the skills to formulate their arguments, structure their thinking, and articulate their ideas rationally and cohesively. Gaining this experience is crucial for comprehending the standards and anticipations of scholarly writing in many fields of study. Engaging with scholarly literature modifies the ability to analyze and evaluate information, which is essential for producing high-quality academic writing (Nikbakht & Miller, 2023).

Critical reading entails the examination of arguments, assessment of evidence, and identification of biases and assumptions. The abilities mentioned can be easily applied to writing, as students need to effectively build their arguments, substantiate them with evidence, and acknowledge counterarguments. Adapting with critical thinking skills boosts the profundity and meticulousness of article writing (Andersen et al., 2022). Engaging in AR enhances students' lexicon and enhances their linguistic proficiency. Being exposed to specialized vocabulary and difficult sentence structures helps students to incorporate more advanced language into their writing. An extensive lexicon enables the accurate and subtle

articulation of thoughts, which is essential for properly communicating intricate concepts in scholarly writing.

Method

Participants

A number of 173 students enrolled in an EFL major participated in this survey study. They consisted of 23.7% male and 76.3% female students. 54.9% of the students were studying English in public universities, while 45.1% were from private universities. Amongst the participants, there were 53 students at the magister level, while 120 were at the undergraduate level. The participants were selected through convenience sampling, stating that each of them had a similar probability of participating without any limitation. Another paramount criterion was that the EFL students received a task from their university instructors to write for an international publication. Since the undergraduate and magister students were enrolled in the final grade, they were asked to compose an article from research conducted as a requirement to complete a related course. An accomplished article was submitted to an international journal. In this case, their experiences in reading various academic texts during the writing process revealed their levels of understanding, comprehending, and analyzing ideas from the texts.

Before determining the number of participants, 200 informed consents were sent to EFL students via email and WhatsApp platforms. Having allowed them to decide for one week, I finally received 173 signed consents, while 27 students did not resubmit it. It proved that they were not ready to become a volunteer in the survey study. Therefore, 173 was the valid number of EFL students who agreed to participate in the study. Moreover, the following table shows detailed demographic information of the participants.

Table 1. Demographic information of the participants

Demography		Total	Percentage
Gender	Male	41	23.7%
	Female	132	76.3%
University type	Public	95	54.9%
	Private	78	45.1%
Grade	Undergraduate	120	69.4%
	Magister	53	30.6%
Age	21-23	135	78%
	24-26	38	22%

Instrument

The instrument used in this survey study was the Isakson Survey of Academic Reading Attitudes (ISARA). This scale was developed and validated by (Isakson et al., 2016). ISARA comprises three factors, including behavior (e.g., *Completing reading assignments for the class is a high priority for me*), self-efficacy (e.g., *I am confident in my abilities as an academic reader*), and value (e.g., *I find my academic reading to be relevant rewarding*) factors. It uses a six-point Likert scale, ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). There are seven items for the behavior factor, including items 1, 6, 8, 9, 12, 15, and 20. Self-efficacy factors consist of items 2, 5, 11, 16, 18, and 19. As for the value factor, there are items 3, 4, 7, 10, 13, 14, and 17. Regarding internal

consistency, Cronbach’s alpha is .93, which proves that ISARA has higher reliability in measuring EFL students’ attitudes in AR as applied in this survey study.

Data collection

The data were collected through the following stages. First, the scale, which is formally designed in English, was translated into Indonesian by two English professors and a professor in Bahasa Indonesia. Its rationale was to equalize similar perceptions from every participant toward the meaning of scale items. As English remains a foreign language for all participants, the use of Bahasa Indonesia enhanced their understanding of the items being inquired. The next stage was distributing the scale to each participant in the form of *Google Forms* via WhatsApp and email apps. Using such an application increased access between the researcher and the participants. They were allowed to complete the scale for two weeks. Eventually, having asked the participants, there were 173 completed scales submitted by the end of the due date.

Data analysis

The data collected from scale completion were analyzed through several phases. To begin, data from the *Google Form* were transcribed into an Excel file to enable effective data processing. The data were categorized into three factors of ISARA, including behavior, self-efficacy, and value factors. Such related data were imported into SPSS 27 software for statistical analysis. Another phase was to select the needed statistical results from the analysis. Means and percentages that represented descriptive analysis were used to determine the research focus. The results were, then, presented in the form of tables and it was followed by appropriate qualitative interpretation.

Findings and Discussion

In this subsection, the findings are divided into three categories based on scale factors, including behavior, self-efficacy, and value factors for which the participants were asked. Each factor is represented in the form of a table, providing descriptive statistical results which are determined by percentages of each scale item. It is followed by interpretation which enhances the presented quantitative result. The first part comprises behavior factors as stated in the following table.

Table 2. Descriptive statistics of behavior factor

	Items	Options (%)					
		1	2	3	4	5	6
11.	I usually go to class having completing the assigned reading.	47.2	8.9	-	12.5	22.1	9.3
16.	Even though some reading assignments take a lot of time, I go to class having completed them.	44.6	17.6	11.3	6.5	13	7
26.	Completing reading assignments for class is a high priority for me.	14.9	33.2	18.3	10.2	13.7	9.6
18.	I am motivated to complete my academic reading assignments.	8.5	25.3	5.7	-	25.6	34.9

	Items	Options (%)					
		1	2	3	4	5	6
9.	I usually DON'T procrastinate on my academic reading assignments.	45.3	-	24.7	4.2	24.3	1.5
8.	When I receive an academic reading assignment, I am able to accomplish the reading efficiently and on time.	37.9	12.9	13.3	26.4	9.5	-
28.	During class, I can tell that I am a person who completes the reading assignments more often than other members of the class.	12.7	3.5	9.1	1.2	35.8	37.7

*1 (Strongly Disagree), 2 (Generally Disagree), 3 (Sort of Disagree), 4 (Sort of Agree), 5 (Generally Agree), 6 (Strongly Agree)

Academic purposes such as AR in higher education are simply dynamic as different EFL students shared different insights and behaviors towards AR to support article writing accomplishment. For most EFL students (47.2%), AR remained less popular. Reading assignments do not seem to attract students to gather in a reading classroom. One of the reasons is that the students were not accustomed to longer time allocation during AR lessons (44.6%). Meanwhile, writing a journal article requires higher reading competence. The students did not consider AR as a main target that needed to be completed comprehensively (33.2%). The impact was that the students avoided some efforts to have the reading assignment accomplished as expected.

In general, the EFL students who were writing an article for an international journal were certain that motivation allowed them to deal with some academic texts (34.9%). Several students (37.7%) believed that they were more disciplined than the others regarding the reading assignments during article writing. Nevertheless, other problems emerged, such as procrastination. Conceptual ideas in academic texts were not completely internalized into their writings due to time delay (45.3%). Procrastination appeared to be a new problem for EFL students since they could not manage their schedule to accomplish AR (37.9%).

Table 3. Descriptive statistics of self-efficacy factor

	Items	Options (%)					
		1	2	3	4	5	6
7.	I am confident in my abilities as an academic reader.	12.4	12.7	8.6	11.1	4	51.2
3.	I am a capable academic reader.	49	21.8	13.5	10.4	-	5.3
6.	I am good at retaining and recalling important information from an academic reading assignment.	21.5	36.3	3.8	-	26	12.4
1.	As I approach a reading assignment, I am confident that I will understand the important information in the text.	46.1	21.5	14.8	10	7.6	46.1
5.	I usually get what the instructor wants me to get out of the reading.	36.4	28.4	10.1	15.4	9.7	-
2.	I can adjust my reading speed to get what I need from the text.	22.8	-	12.3	20	3.3	41.6

*1 (Strongly Disagree), 2 (Generally Disagree), 3 (Sort of Disagree), 4 (Sort of Agree), 5 (Generally Agree), 6 (Strongly Agree)

Regarding AR confidence level, the EFL students proved that they had a higher level of confidence as academic readers (51.2%). Theoretically, they could reveal that they were confident enough to work with an academic text, such as a research paper. Hence, when asked about reading practice, most students (49%) were not sure they had that kind of reading ability. AR, as the term implies, requires its academic reader to proceed with hidden information by integrating external contexts into the text. This AR skill remained complicated for many students (36.3%) since they could not configure various information needed for the article writing process.

AR confidence tends to decrease its intensity when the EFL students begin working with an academic text (46.1%). It was becoming difficult for them to allow themselves to analyze the text systematically. They were afraid of inserting ideas from the academic text into the written article. Therefore, they were not able to realize instructors' expectations to read a text, collect information, integrate the information into the real world or external phenomenon, and overcome AR barriers (36.4%).

Table 4. Descriptive statistics of value factor

Items	Options (%)					
	1	2	3	4	5	6
22. I value reading as an important way of learning in college.	13.6	10	-	12	7.2	57.2
23. I find my academic reading to be relevant and rewarding.	46.7	5.6	12.1	7.5	20	8.1
13. I find myself reading beyond the minimum requirement for class because I get interested in the topic.	18.8	2.5	6.8	12.6	12.4	46.9
24. I want to continue to learn from academic reading after I complete college.	13.4	-	8.3	3.5	7.8	67
29. I wish more of my classmates would complete the assigned readings.	17.6	4.6	2.3	-	22	53.5
21. I can see how being an effective reader is important to success in college.	12.5	25.6	9.4	13	5.3	34.2
14. I read materials from the library or online to enhance what I'm learning in class.	31.7	35.9	24.8	-	7.6	-

*1 (Strongly Disagree), 2 (Generally Disagree), 3 (Sort of Disagree), 4 (Sort of Agree), 5 (Generally Agree), 6 (Strongly Agree)

High respect towards AR in writing an article was revealed by the EFL students who believed that the type of reading had a paramount role in the higher education context (57.2%). Writing an interesting topic directed the students into a fascinating reading activity that can be developed as long as they write an article (46.9%). A positive impact is that the students expected a progressive AR interest not only during their study in university but also after graduating from their program (67%). All of the students were also expected to succeed in AR activities (53.5%). It is because an academic reader was considered a successful article author candidate who shared theoretical ideas into appropriate writing practice (34.2%).

Discussion

AR is a fundamental aspect of scholarly work and is paramount in the process of researching and preparing articles for international publication. Writing for international publication requires a profound understanding, analytical thinking, and a deep acquaintance with previous literature, all of which are developed through extensive AR (Delgado-Osorio et al., 2023; Inie et al., 2021). Although AR is crucial, EFL students' conduct towards it often demonstrates many obstacles and attitudes that have a substantial impact on their academic achievements. The students' attitudes towards AR exhibit a wide range, spanning from enthusiastic and motivated to uninterested and hesitant.

Some EFL students have a positive attitude towards AR, actively following additional literature, making detailed annotations, and participating in critical analysis. The students generally demonstrate a strong sense of internal drive and acknowledge the importance of reading for their academic and personal development (Ismayilli Karakoç et al., 2022; Wang et al., 2022). A substantial proportion of students primarily engage in reading to meet the demands of their courses. They fulfill the required readings but may not thoroughly analyze the content or approach it with a critical mindset. Some other students may display a lack of enthusiasm for AR, frequently delaying or even avoiding it. This behavior is ascribed to multiple explanations, such as a lack of enthusiasm for the subject matter, challenges in comprehending intricate texts, or conflicting commitments and time limitations (Jin et al., 2022).

EFL students' involvement with academic materials is greatly influenced by their proficiency in reading comprehension and critical analysis. Students who encounter difficulties in mastering these skills are more prone to feeling frustrated and disinterested. Students are more inclined to actively interact with AR when they view it as pertinent to their interests, objectives, or future professions (González-Betancor et al., 2023). On the other hand, if something is not seen as relevant, it may cause a lack of interest and a tendency to avoid it. Utilizing positive reinforcement, engaging in meaningful discussions, and helping easily accessible materials bolster students' enthusiasm and involvement. To improve students' involvement in AR, a comprehensive strategy is needed to tackle the various aspects that affect their actions. University EFL teachers foster intrinsic motivation by linking reading content to students' personal interests and practical applications in the real world. Offering a variety of options for reading assignments and promoting the investigation of different viewpoints enhance student involvement. Providing instructional assistance to enhance reading comprehension and critical thinking abilities is crucial (Aulia et al., 2023). Workshops, coaching, and structured reading practices assist students in developing self-assurance and expertise (Kuhn et al., 2022).

Self-efficacy is an important factor in EFL students' academic progress, exerting a major impact on their involvement and achievement in many educational tasks, such as AR (Li et al., 2022). Self-efficacy refers to the level of confidence that students have in their capacity to understand, analyze, and actively interact with academic materials (Desa et al., 2020; Gui et al., 2021; Liu et al., 2021). Encompasses a wider and more comprehensive feeling of self-confidence and belief in students' capabilities across multiple fields. Students who possess a strong sense of self-efficacy are more inclined to actively participate in academic

texts, approach reading activities with a positive mindset, and persevere through difficult content. Enhanced performance in reading comprehension and critical analysis is associated with confidence and self-efficacy (Baldwin & Nadelson, 2023; Chen et al., 2022; Lee et al., 2022). Those who have confidence in their reading skills are more prone to utilizing efficient reading techniques and effectively approaching challenging literature.

AR enables EFL students to gain a profound and all-encompassing comprehension of their field. Students establish a strong knowledge base by actively involving themselves with various sources, such as influential works and contemporary studies. Having a comprehensive grasp is essential for writing articles that make a relevant contribution to academic discussions and withstand the rigorous evaluation of peer review (Delgado-Osorio et al., 2023; Wang et al., 2022). The domain of scholarly investigation is in a constant state of development, with new theories, approaches, and discoveries arising regularly. Consistently interacting with scholarly literature guarantees that researchers remain up-to-date with these advancements.

The significance of engaging in AR when writing papers for international publication cannot be exaggerated. It enriches students' knowledge and comprehension, ensuring their ability to analyze and construct arguments, guarantees compliance with academic norms, and promotes their writing proficiency. AR enhances students' abilities to generate excellent articles that make valuable contributions to their subject and thrive in the competitive world of international publishing (Li, 2021). By engaging in thorough reading, students can recognize deficiencies in the current state of literature that their work can tackle. Identifying these deficiencies is a crucial stage in formulating research inquiries and hypotheses that are original and meaningful. Articles that address these knowledge gaps are more likely to be accepted for publication in international journals, as these publications aim to expand knowledge in significant ways (Soylu et al., 2023). Engaging in academic literature enables students to encounter a wide range of argumentation styles and methods.

Conclusion

Engaging in AR enhances EFL students' abilities, expertise, and comprehension of scholarly discourse, all of which are crucial for achieving successful international publication. Having a comprehensive understanding of the topic matter is essential for creating authoritative and credible publications. Through the evaluation of academic literature, students embrace optimal techniques in writing, including coherent structuring, persuasive utilization of supporting information, and proper citation strategies. AR entails the integration of material from various sources. Keeping up with the most recent research by reading enables students to position their work within the existing academic dialogue. Contextual understanding is crucial for creating pertinent and timely publications. Academic writings frequently contain intricate arguments and employ advanced rhetorical methods. Through the process of reading academic texts, students acquire the skills necessary to proficiently develop and substantiate their arguments, a critical component of persuasive academic writing. Engaging with academic publications familiarizes students with the organization, manner,

and norms of article writing. The familiarity enables students to imitate the rules in their writing, so improving clarity and coherence.

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