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Online Academic Reading Strategies among Thai EFL University Students: Patterns and Factors

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Abstract

This study examined the frequency of reading strategy use among students majoring in English for Business Management at a public university and explored the underlying structure of strategy use in online academic reading contexts. Data were collected through an adapted version of Mokhtari and Reichard's (2002) reading strategies questionnaire administered to 91 undergraduates (45 sophomores and 46 juniors) during the 2024 academic year. The data were analyzed using Analysis of Variance (ANOVA), chi-square tests, and exploratory factor analysis. The findings indicated a high overall frequency of reading strategy use across categories. At the individual strategy level, twenty-one strategies were reported to be used frequently, whereas nine were used at a moderate level. Exploratory factor analysis revealed four interrelated dimensions: Metacognitive Monitoring Strategies, Comprehension and Meaning-Making Strategies, Textual Scaffolding Strategies, and Strategic Self-Regulation Strategies. These findings underscore the multidimensional nature of online academic reading and suggest the need for instructional practices that explicitly foster metacognitive and strategic awareness in EFL academic reading contexts.

Keywords: Reading Strategies; Online Academic Reading Strategies; Factors of Reading Strategy Use; EFL Students; University Students