

Linking Lecturers' Teaching Styles with Students' Reading Habits: A Pedagogical Perspective

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ABSTRACT

The purpose of this study was to explore the correlation between lecturers' teaching styles and students' reading habits in English as a Foreign Language (EFL) settings. The study involved 48 university students enrolled in EFL programs and data were collected using the Grasha–Riechmann Teaching Style Inventory (TSI) and a Reading Habit Questionnaire. Pearson correlation analysis revealed that learner-centered teaching styles, specifically the facilitator and delegator styles, had a strong positive correlation with students' reading habits. These styles, which emphasized student autonomy and interaction, fostered sustained reading engagement and intrinsic motivation. In contrast, teacher-centered styles, such as the expert and formal authority styles, showed weaker associations, indicating that more instructor-controlled teaching approaches may limit opportunities for independent reading. Additionally, the regression analysis suggested that while teaching styles influenced reading habits, the relationship was not statistically significant, indicating that other factors might also play a role. The study contributes to EFL pedagogy by highlighting the importance of adaptive,

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learner-centered teaching strategies and provides practical insights for educators seeking to promote autonomous reading behaviors in their students.

Keywords: *Lecturer's teaching style, Students' reading habit, EFL, Learner-centered, Teacher-centered*

1. Introduction

In acquiring English as a Foreign Language (EFL), reading is an essential skill for EFL learners since it is considered a fundamental instrument for education (Syafitri, 2018), as it enables learners to access, interpret, and construct meaning from written texts (Grabe, & Stoller, 2019). The survey indicates that students' reading competence is significantly influenced by their reading habits and the pedagogical environment (Voytkevich, 2018; Said et al., 2021). One critical factor contributing to students' reading development is the way lecturers deliver instruction. Lecturers' teaching styles significantly influence classroom interaction patterns, student engagement, and learning motivation (Inayat & Ali, 2020). Hence, understanding how teaching styles are linked to students' reading habits is vital to designing pedagogical practices that foster autonomous and sustained reading engagement.

In EFL classrooms, reading habits are recognized as a fundamental predictor of reading achievement (Aulia et al., 2023; Weda et al., 2021; Sosrohadi et al., 2024). Students who develop consistent reading routines are more likely to achieve deeper comprehension, expand their vocabulary, and develop critical literacy. However, cultivating reading habits among university students is indeed challenging in the digital era, as the rapid spread of fragmented and superficial information through the Internet diminishes the inclination for deep reading (Liao, 2022). The lecturer's role indeed extends beyond mere content delivery; it encompasses guiding students towards productive and self-regulated reading behaviors (Nurjanah et al., 2024). Teaching style becomes a key pedagogical dimension that shapes students' attitudes and engagement with texts.

Previous studies have shown a correlation between teaching styles and academic outcomes across various domains. For instance, Pan (2024) found that student-centered approaches, such as facilitator and delegator styles, enhance learners' motivation and autonomy. In contrast, teacher-centered approaches, often characterized by expert or formal authority styles, can indeed reduce opportunities for independent learning and critical engagement (Ghafar, 2023). Similarly, Masahudu (2025) highlighted that supportive teaching styles, such as questioning techniques, group discussions, and peer reading, significantly contribute to positive learning behaviors, including reading persistence and task completion. However, while these studies emphasize statistical relationships, few have analyzed the pedagogical mechanisms that link lecturers' teaching styles to students' reading habits in EFL higher education contexts. This gap

underscores the need for a conceptual and reflective approach that goes beyond numerical correlation.

Another research trend highlights the importance of integrating motivational and environmental perspectives into language pedagogy. According to Gibbs & Sagrista, (2020), their study highlighted that teaching effectiveness in language learning is significantly influenced by educators' ability to create emotionally supportive and autonomy-oriented classrooms. Within this framework, teaching styles can be viewed as pedagogical tools that either empower or limit learners' agency in reading. For example, a facilitator style encourages cooperative exploration and reflective reading, while a delegator style promotes learner responsibility through guided independence (Grasha, 2002). These pedagogical styles are consistent with constructivist principles, where active learning positions students as central participants in the learning process, fostering engagement and interaction through collaborative and reflective activities (Waruwu & Helsa, 2025). Thus, connecting teaching styles with reading habits through a pedagogical lens allows for a more holistic understanding of literacy development in EFL settings.

Despite the growing literature on reading comprehension and teaching methodology, research highlights that while various reading approaches, such as intensive reading (IR) and extensive reading (ER), are practiced in EFL classrooms, the pedagogical linkage between teaching styles and reading habits is not extensively explored, especially in Asian contexts (Ali et al., 2022). Many studies treat these constructs separately—either focusing on reading strategies or on teaching practices—without addressing how lecturers' pedagogical orientations can shape students' daily engagement with reading materials. Consequently, there is a lack of integrative understanding of how teaching styles contribute to cultivating consistent reading behaviors beyond classroom boundaries.

This study, therefore, aims to bridge that gap by analyzing the pedagogical connection between lecturers' teaching styles and students' reading habits in university-level EFL instruction. Instead of merely reporting correlations, the study explores how specific teaching orientations foster or hinder reading engagement. By adopting a pedagogical perspective, it emphasizes the transformative role of lecturers as facilitators of reading culture and self-directed learning.

The significance of this study lies in its dual contribution: theoretically, it enriches the literature by framing teaching styles as pedagogical determinants of literacy behavior; practically, it provides insights for EFL lecturers seeking to design instructional environments that promote sustainable reading habits. Understanding these dynamics will assist educators in balancing authority with autonomy, structure with flexibility, and instruction with interaction. Moreover, in an era where digital distractions increasingly compete for learners' attention, pedagogical strategies grounded in adaptive teaching styles can help reestablish reading as a meaningful and reflective practice in higher education.

2. Literature Review

2.1 Previous Studies

Recent research in the field of English as a Foreign Language (EFL), teaching has increasingly emphasized the importance of lecturers' pedagogical approaches in shaping learners' reading engagement and comprehension outcomes. Study by Stefaniak & Tracey (2015) indicated that learner-centered teaching strategies, including facilitator and delegator orientations, positively influence students' motivation and autonomy. Students engaged in learner-centered activities reported higher levels of motivation and satisfaction towards their learning. These styles encourage active participation and self-regulated learning behaviors, which are essential for cultivating reading habits. Similarly, Contaoi (2024) found that teacher-student interactions and feedback mechanisms are crucial in enhancing reading motivation and comprehension within blended learning environments. Interactive classroom settings, which integrate technology and various engagement strategies like gamified quizzes and multimedia tools, foster active participation and sustained reading engagement among university students.

However, earlier works often approached the issue from a purely correlational standpoint, focusing on what relationships exist rather than how they operate pedagogically. For example, Ganesh (2024) discussed the alignment of teaching styles with students' learning preferences but does not specifically explore the pedagogical implications on reading behavior in higher education. It emphasizes the importance of matching teaching methods to learning styles for effective learning outcomes. However, it concludes that there is no significant relationship between students' learning styles, their study habits, and academic performance across various examinations, indicating that understanding one's learning style is crucial for meaningful learning rather than focusing on reading behavior. Meanwhile, Albiladi (2025) emphasized that the importance of integrating various reading strategies in EFL classrooms to accommodate diverse learner needs, suggesting that teaching style significantly influences reading habits. While external learning conditions impact EFL learners, the findings indicate that instructors must adopt flexible approaches, such as Expressive Reading and Collaborative Reading, to enhance engagement and proficiency. This highlighted the necessity for further exploration of teaching styles as a mediating factor in shaping effective reading practices among adult English learners.

More recent investigations have adopted multidimensional frameworks combining motivation, metacognition, and pedagogy. Jolo (2025), for instance, his paper did not specifically address integrated autonomy-support theory in relation to teacher behaviors promoting self-direction and reading self-regulation. However, it highlighted that autonomy-supportive practices, such as constructive feedback and opportunities for choice, significantly enhance self-regulation among students. The findings indicated that strong autonomy support correlates positively with self-regulation, suggesting that similar principles could apply to reading self-regulation, although this specific aspect is not

directly examined in the study. Hardianti et al. (2021) further argued that constructivist-oriented teaching styles effectively facilitate deeper understanding and engagement with reading materials, reinforcing overall comprehension among students at UMS Rappang. Despite these advances, empirical evidence linking teaching style with reading habit through pedagogical mechanisms in tertiary EFL contexts remains scarce, highlighting a key research gap that the present study seeks to address.

2.1.1 Theoretical Basis

The present study is grounded in Grasha's (2002) Teaching Styles Framework and supported by Constructivist Learning Theory (Piaget & Vygotsky), both of which emphasize interaction, reflection, and learner autonomy. Grasha identified five primary teaching styles—Expert, Formal Authority, Personal Model, Facilitator, and Delegator—each representing distinct lecturer–student dynamics. In EFL settings, facilitator and delegator styles are particularly effective because they promote student independence, collaborative learning, and critical inquiry (Contaio, 2024; Stefaniak & Tracey, 2015).

From a pedagogical standpoint, constructivism posits that learning occurs when students actively build knowledge through meaningful engagement and reflection on their experiences (Jumaah, 2024). Lecturers adopting constructivist-oriented teaching styles are more likely to encourage extensive reading, interactive discussions, and reflective journals, all of which nurture reading habits. Complementing this, Self-Determination Theory (SDT) (Lopez et al., 2025) highlights the significance of autonomy, competence, and relatedness as intrinsic psychological needs that drive student motivation and engagement in higher education. Hence, teaching styles that fulfill these psychological needs are expected to promote intrinsic motivation toward reading. Together, these theories form a coherent foundation for understanding how pedagogical orientations translate into habitual reading behavior. Teaching styles act as contextual enablers that influence how students internalize the value of reading, regulate their reading schedules, and engage with texts both inside and outside the classroom.

a. Conceptual Framework

This study conceptualizes the link between lecturers' teaching styles and students' reading habits through the lens of pedagogical mediation. Teaching styles represent lecturers' consistent instructional approaches, encompassing how they organize learning, interact with students, and structure classroom activities (Grasha, 2002). Reading habits, on the other hand, encompass students' routine engagement with reading materials, characterized by their frequency, duration, purpose, and enjoyment (Lad & Miralles, 2025). The conceptual assumption is that learner-centered teaching styles (facilitator, delegator, personal model) create a classroom climate that values autonomy, exploration, and critical inquiry. Such environments enable students to develop intrinsic motivation for reading and sustain it as a habit. Conversely, teacher-centered styles (expert, formal authority) may reinforce dependency, thereby limiting self-directed reading engagement.

In this model, the pedagogical link serves as the mechanism through which teaching style influences reading habits. It encompasses the importance of scaffolding in enhancing reading strategies for English language learners, which includes motivational support, interactive feedback, and learning scaffolds provided by educators (Tastemir & Seidaliyeva, 2025).

b. Empirical Evidence

Empirical studies in recent years have provided partial support for the conceptual link. Stefaniak & Tracey (2015) confirmed that facilitator teaching styles correlate with higher motivation in language learning tasks. Similarly, Contaoi (2024) identified a significant positive relationship between interactive teaching methods and reading persistence among EFL learners.

Beyond correlations, Gibbs & Sagrista (2020) empirically demonstrated that autonomy-supportive teaching enhances reading self-regulation, which is a core aspect of reading habit formation. Jumaah (2024) also provided evidence that constructivist classrooms foster learner reflection, a prerequisite for meaningful reading engagement. Collectively, these findings underscore the pedagogical significance of teaching style adaptation as a determinant of reading culture in EFL higher education.

Nevertheless, most existing studies were conducted in specific cultural contexts, and few have synthesized these findings under a unified pedagogical framework. Therefore, this research extends prior work by examining the interplay of these variables not merely as correlational constructs but as pedagogical processes shaping sustained reading engagement.

3. Method

3.1. Research Design

This study employed a quantitative correlational research design aimed at identifying the relationship between lecturers' teaching styles and students' reading habits within an EFL university context. The correlational design was considered appropriate because the objective of the study was not to manipulate variables but to determine the extent of association between them (Creswell, 2012). The design allowed for systematic collection of numerical data and objective analysis through statistical procedures. By adopting this approach, the study sought to reveal pedagogical linkages between instructional approaches and learner behaviors, providing both empirical evidence and conceptual interpretation.

3.2. Participants

The participants of this study were university students enrolled in English as a Foreign Language (EFL) program at a public university in Indonesia. A total of 48 students were selected using stratified random sampling, ensuring representation across

different semesters. The inclusion criteria required participants to have completed at least one academic reading course to ensure familiarity with academic texts. Participation was voluntary, and informed consent was obtained prior to data collection. The chosen sample size met the requirements for correlation analysis and increased the reliability of statistical inference (Cohen Louis; Manion, Lawrence & Morrison, 2007).

3.3. Instruments

Two standardized instruments were used in this study:

a. Grasha–Riechmann Teaching Style Inventory (TSI)

The TSI, originally developed by Grasha (2002), was utilized to assess students' perceptions of their lecturers' teaching styles. The instrument comprises 40 items distributed across five dimensions—Expert, Formal Authority, Personal Model, Facilitator, and Delegator. Each item was rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The Indonesian version of the instrument was adapted and validated through back-translation procedures, ensuring linguistic and contextual appropriateness.

b. Reading Habit Questionnaire (RHQ)

The RHQ was adapted from questionnaire which developed by Leedy (1985) in Hamra (2003) for investigating students' reading habit that consisted of 25 items.

3.4. Data Collection Procedures

Data collection was conducted over a four-week period during the second academic semester of 2024. Prior to administration, participants were briefed about the study's objectives and confidentiality procedures. Respondents were given 30 minutes to complete the survey. To minimize response bias, anonymity was ensured, and participants were encouraged to answer honestly. The collected data were automatically coded and exported into SPSS (version 25) for analysis.

3.5. Data Analysis

Data analysis consisted of descriptive and inferential statistics. First, descriptive statistics (mean, standard deviation, and frequency distribution) were computed to summarize participant characteristics and responses. Next, Pearson Product-Moment Correlation was used to examine the relationship between teaching style dimensions and reading habit indicators. The strength and direction of correlations were interpreted based on Cohen's (2007) guidelines.

Multiple regression analysis was conducted to examine the predictive contribution of each teaching style to students' reading habits. Prior to the analysis, assumptions of normality, linearity, and multicollinearity were tested to ensure the validity of the results. All analyses were performed at a 0.05 significance level. The

quantitative approach was selected for its ability to empirically test theoretical propositions related to pedagogical relationships (Ary et al., 2010). By using correlational and regression analyses, this study not only identifies statistical associations but also highlights the teaching orientations that most significantly influence students' reading engagement.

4. Results and Discussion

4.1. Descriptive Statistics

Descriptive statistics were calculated to provide an overview of students' perceptions of lecturers' teaching styles and their reading habits. As presented in Table 1, the personal model and facilitator teaching styles recorded the highest mean scores ($M = 4.083$ and $M = 4.042$), indicating that students perceive these styles as highly supportive and conducive to their learning. These styles, which emphasize interaction, reflection, and learner autonomy, appear to foster a positive environment for developing reading habits. In contrast, delegator and formal authority styles received lower mean scores, which means that these teaching styles may not offer the same level of support for independent learning and self-regulated reading behaviors, possibly leading to less engagement in reading outside the classroom. Meanwhile, students' reading habit mean score ($M = 79.67$) reflects a fair level.

Table 1. Descriptive Statistics of Teaching Styles and Reading Habit (N = 48)

Variable	Mean	Interpretation
Expert Style	4.0417	High
Formal Authority Style	3.750	High
Personal Model Style	4.083	High
Facilitator Style	4.042	High
Delegator Style	3.625	High
Reading Habit	79.67	Fair

4.2. Correlation Analysis

Pearson correlation was used to examine the relationships between teaching styles and reading habits. As presented in Table 2, **facilitator style** ($r = 0.64$, $p < 0.01$) and **delegator style** ($r = 0.50$, $p < 0.01$) demonstrated strong positive correlations with students' reading habits. Both of these teaching styles exhibited a significant and robust relationship with students' engagement in reading, supporting the notion that interactive, student-centered teaching methods promote autonomous reading behaviors.

Meanwhile, the **personal model** style showed a moderate correlation ($r = 0.58$, $p < 0.01$), indicating a meaningful but slightly weaker connection to reading habits compared to the facilitator and delegator styles. This suggests that while the personal

model approach is effective, it may not have the same degree of impact as styles that foster more active student participation.

On the other hand, **expert style** ($r = 0.34$, $p < 0.05$) and **formal authority style** ($r = 0.32$, $p < 0.05$) were found to have weaker associations with students' reading habits, with both styles showing a modest positive correlation. This indicates that more teacher-centered approaches, which limit student autonomy, may not significantly encourage students to develop sustained reading habits.

Table 2. Correlations Between Teaching Styles and Reading Habits

Teaching Style	r	Sig. (2-tailed)	Strength
Expert	0.34	0.020	Weak
Formal Authority	0.32	0.040	Weak
Personal Model	0.58	0.001	Moderate
Facilitator	0.64	0.000	Strong
Delegator	0.50	0.003	Moderate

These findings confirm that learner-centered teaching styles—particularly the facilitator and delegator approaches—are significantly associated with stronger reading engagement among EFL students. These styles foster a more interactive and student-driven learning environment, which promotes autonomy and sustained reading behaviors. Meanwhile, the personal model style also shows a positive connection to reading habits, though its impact is somewhat less pronounced compared to the facilitator and delegator styles. In contrast, teacher-centered approaches, such as the expert and formal authority styles, demonstrate weaker associations with students' reading habits, suggesting that they may limit students' opportunities for independent reading and engagement outside the classroom.

4.3 Regression Analysis

The linear regression analysis was conducted to examine the relationship between teaching styles and students' reading habits. The regression model reveals that teaching style does not have a statistically significant impact on students' reading habits. Specifically, the regression coefficient (β) for teaching style is -0.5742 , indicating that for each one-unit increase in teaching style, students' reading habits are predicted to decrease by 0.5742 units. However, this effect is not substantial enough to be considered meaningful.

The t-statistic of -0.230 further supports this, as it suggests that the teaching style has a negligible effect on the reading habits of students. The p-value for this relationship is 0.819, which is significantly higher than the standard threshold of 0.05, indicating that the relationship between teaching style and reading habits is not statistically significant.

Table 3. Regression Analysis: Teaching Styles Predicting Reading Habits

Predictor	β (Beta)	t	Sig. value)	(p- Interpretation
Teaching Style	-0.5742	-0.230	0.819	Not significant, as $p > 0.05$

In conclusion, the analysis suggests that, within the scope of this study, teaching style does not significantly predict students' reading habits. This finding highlights that other factors, possibly beyond the teaching style, may be influencing students' engagement with reading. Further research with a larger sample size or the inclusion of additional variables may provide more insights into the factors that truly impact reading habits in educational settings.

4.4 Discussion

The findings of this study confirm the significance of learner-centered teaching styles—particularly the facilitator and delegator styles—in fostering stronger reading engagement among EFL students. This aligns with the existing literature that emphasizes the importance of interactive and student-driven teaching methods. Specifically, facilitator and delegator styles, which encourage student autonomy and active participation, were found to have a robust positive correlation with students' reading habits. These teaching approaches create a learning environment where students take more responsibility for their learning, promoting sustained reading behaviors and intrinsic motivation.

The personal model style, though still positively correlated with reading habits, showed a somewhat weaker impact than the facilitator and delegator styles. This suggests that while it remains effective, it may not provide the same level of engagement and motivation for independent reading as teaching styles that emphasize student interaction and responsibility. This is consistent with Grasha's (2002) framework, which posits that facilitator and delegator styles, being more aligned with constructivist principles, are more likely to foster self-directed learning, a key component of developing strong reading habits.

On the other hand, teacher-centered approaches, such as expert and formal authority styles, demonstrated weaker correlations with students' reading habits. These findings support the argument that teaching styles focused on instructor control and content delivery—often seen in traditional classroom settings—may not adequately encourage the development of independent reading behaviors. As highlighted by Gibbs & Sagrista (2020), teaching styles that offer limited autonomy to learners may impede their motivation to engage with reading materials outside the classroom.

The regression analysis revealed that, although a relationship exists between teaching styles and reading habits, this relationship is not statistically significant when analyzed in isolation. This suggests that while teaching styles may influence students'

reading behaviors, other variables—such as personal motivation, cultural influences, or external factors—might play a more substantial role in shaping reading habits. The lack of statistical significance in the regression model highlights the complexity of the issue and underscores the need for a more integrated approach to understanding the factors that contribute to reading engagement.

From a pedagogical standpoint, the results suggest that EFL educators should consider adopting learner-centered teaching styles, particularly the facilitator and delegator approaches, as they are more effective in promoting independent reading behaviors. These styles emphasize student autonomy and interaction, which are key components in fostering sustainable reading habits. Educators should aim to create environments that support student responsibility and reflection, as this will enhance intrinsic motivation for reading.

Moreover, the study's findings point to the importance of adaptability in teaching. As the digital age brings new challenges to traditional reading practices, lecturers must be flexible in their teaching approaches, using a variety of strategies that engage students in both digital and print-based reading. Providing autonomy-supportive classrooms, where students have opportunities to make choices and receive constructive feedback, could further enhance their reading engagement.

This study also has implications for future research. Further investigation is needed to explore other factors that contribute to reading habits, such as individual learner characteristics, technological tools, or classroom environment factors. A more comprehensive model that incorporates both teaching style and external motivators could provide a clearer understanding of the dynamics at play in fostering reading habits among EFL students.

5. Conclusion

This study examined the relationship between lecturers' teaching styles and students' reading habits in an English as a Foreign Language (EFL) context. The findings show that learner-centered styles, particularly the facilitator and delegator approaches, strongly correlate with students' reading habits by promoting autonomy and active participation. In contrast, teacher-centered styles like the expert and formal authority methods showed weaker associations, suggesting they may limit opportunities for independent reading.

The study highlights the importance of adaptive, student-centered teaching strategies in fostering reading engagement. However, limitations such as the small sample size and the focus on a single university context may affect the generalizability of the results. Future research could explore additional factors influencing reading habits, such as cultural context or digital tools, and consider broader sample sizes and diverse educational settings. For practical application, EFL educators should adopt learner-

centered teaching methods to enhance students' reading engagement and develop lifelong reading habits.

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