

Manuscript No.: IJAR-58287

Title: Students' Perceptions of Reading Habits and Schemata in Reading Comprehension at a Bilingual School.

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality	✓			
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This study investigates Grade 7 students' perceptions of their reading habits and schema use in English reading comprehension at a bilingual school in Vietnam. Using a mixed-methods design, data from 153 students via questionnaires and 15 interviews reveal generally positive views on reading habits and schemata, with cultural schemata rated lowest due to challenges in understanding culturally embedded texts. Strong positive correlations were found between reading habits and schema use, highlighting their complementary roles in comprehension. The study emphasizes that regular reading alone is insufficient without explicit development of diverse background knowledge, especially cultural knowledge. It suggests bilingual schools implement structured reading programs incorporating multicultural texts and schema-building activities to enhance comprehension. Limitations include a single-site sample and reliance on self-reported data. The findings contribute valuable insights for bilingual education and reading instruction.

Recommendation: Accept after minor revision,

Detailed Reviewer's Report

STRENGTHS:

- 1- The study is grounded in well-established theories such as Schema Theory.
- 2- Large Sample Size, Data were collected from 153 Grade 7 students, providing robust quantitative data.
- 3- The study addresses a gap by focusing on bilingual lower-secondary students, a less studied population in EFL research.
- 4- The study clearly defines its aims to explore students' perceptions of both reading habits and schema use, and their relationship.
- 5- The paper differentiates between content, formal, cultural, and linguistic schemata, as a distinct and challenging area, filling a gap in bilingual education research.
- 6- It examines multiple components of reading habits (frequency, genre variety, purpose, multicultural reading) providing a holistic view.
- 7- The study Identification of Gaps for Future Research.

WEAKNESSES:

- 1- The study was conducted at only one bilingual school, No select from any other medium school
- 2- The study establishes correlation but cannot confirm causal relationships between reading habits and schema use.
- 3- The participant group is limited to Grade 7 students, restricting insights across different ages