

The Roles of Digital Reading Texts in Promoting Extensive Reading Activity

Kristian Florenso Wijaya¹, Marshniel Shiwani Nelson²

¹Cita Hati International School, Samarinda, Indonesia

²New Delhi University, India

kristianwijaya500@gmail.com, marshniel06@gmail.com

ABSTRACT

It has been a general consensus among EFL learners that reading is one of the most challenging skills to master fully through productive exposure to their target language. Its difficulty does not only lie in the ability to decode the meanings of certain words but also in interpreting the implicit meanings formed in the texts. For this reason, second language educators need to promote more interactive, joyful, and meaningful reading activities that enable EFL learners to experience a higher degree of enjoyment. This can be achieved through the conduct of extensive reading activities, in which language learners are deliberately given the freedom to select varied texts that interest them the most. The researchers initiated this qualitative library study to investigate the role of digital reading texts in promoting extensive reading activity. To do so, the researchers employed a thematic analysis approach in analysing the identical findings from 30 previously published digital reading texts and extensive reading articles. A thematic analysis approach was applied to generate more dependable, tenable, and sound research results, as the intended data would be grouped in similar themes. The research results, categorized thematically, revealed that digital reading texts are beneficial for promoting extensive reading activities in EFL classrooms, as they fostered exponential growth in reading proficiency and disseminated more lively literacy dynamics.

Keywords: Digital reading; extensive reading; EFL classrooms; library study; thematic analysis.

(Received 2026-02-10, Revised 2026-03-09, Accepted 2026-03-09, Available Online by 2026-03-10)

INTRODUCTION

As the global dominance of communication trajectories, EFL learners are constantly required to possess a decent mastery of English language skills. By doing so, they are more liable to attain more meritorious academic achievements and enroll in prestigious vocations. [1] postulated that with the comprehensive mastery of English language competencies, EFL learners are able to obtain more fruitful academic outcomes and fulfil their aspiration to work in prominent workplaces. By and large, the English language comprises receptive and productive skills. Receptive English competencies refer to listening and reading. Concerning the productive ones, EFL learners are commissioned to be accurate in expressing their ideas in the proper forms of speaking and writing. This underlying principle is parallel with [2] theorizing that English language proficiency is subsumed into two major areas, named receptive; listening and reading, and productive skills; speaking and writing.

Among those four major English competencies, reading is regarded as one of the most challenging language enterprises by EFL learners. This is attributed to the complexity of reading activities, wherein readers are continually required not only to decode the depicted information

but also imply the hidden meanings forming in their targeted texts. This theoretical groundwork is in agreement with [3] articulating that second language readers are insistently requested to activate their critical thinking skills while reading various kinds of texts, by which they can infer the main ideas and supporting details easily. Hence, second language educators should take the utmost prioritization of developing EFL learners' analytical, critical, and reading comprehension skills upon involving them into a wide variety of real-time literacy dynamics. This suggested action is pivotal to be actualized since these skills serve as sound foundations for language learners to unlock the other three paramount English language skills: listening, speaking, and writing. This viewpoint concurs with Novibahari et al. [4] adducing that with the supportive endorsement of higher-order thinking skills while engaging in various reading dynamics, EFL learners are more prone to inculcate more robust listening, speaking, and writing competencies.

To actualize this holistic reading learning outcome, second language educationalists should incessantly train their learners to formulate a vast variety of insightful and thoughtful inquiries while comprehending the delineated ideas in their texts. By imparting these critical questions, EFL learners will be better assisted in understanding the main gist forming in the passages. As a result, they endure smoother transitions in selecting the most essential messages useful for completing their reading tasks. This advantage is in conformance with Maryatiningsih and Abduh [5] avowing that it is of key importance for target language educationalists to habituate EFL learners to propose various critical enquiries in their reading enterprises, through which they will be more capable of obtaining a more comprehensive understanding of their text contents.

One of the probable pedagogical strategies worth utilizing in the EFL modern reading learning process is the extensive reading approach. The main objective of the extensive reading approach is to acclimate second language learners to read plenty of texts with a higher degree of enjoyment. In their seminal theoretical framework, [6] stated that the major aim of extensive reading activity is to promote constant joyfulness among EFL learners amidst the exposure to considerable reading texts. In harmony with this basic premise, second language teachers have to deliberately allow EFL learners to choose any kind of reading texts arousing their interests most. With the actualization of this action, EFL learners begin enjoying the entire reading process, leading them to the comprehensive acquisition of advanced literacy skills. [7] asserted that it is vital for second language instructors to give more freedom to EFL learners in selecting their particular texts during the activation of extensive reading activities, nurturing their reading motivation to the fullest growth.

During extensive reading employment, second language educators are suggested to acclimate EFL learners with critical inferencing strategies. As the main purpose of this free reading program is to promote laudable fluency and accuracy, it must be kept in mind that learners will be more adept at deducing a wide array of important information shared by the texts. Michelson and Thoms [8] confirmed that the ability to precisely infer main ideas and supporting details is deemed an essential skill to be acquired during the incorporation of extensive reading activity, influencing the promising growth of reading comprehension levels. Conversely, second language educationalists cannot overly rely on conventional extensive reading materials. Meaning to say, they need to embrace varied supportive digital reading texts on a classroom basis. Digital reading texts may potentially illuminate EFL learners' perspectives toward their chosen subject-specific matters. This holistic literacy benefit can potentially take place since learners are given limitless access to explore substantial texts. [9] affirmed that it is becoming progressively important for target language teachers to arm EFL learners with the prudent utilization of digital reading texts amidst the application of extensive reading activity, through which they progressively shift into more well-rounded academicians.

Moreover, digital reading texts serve as essential catalysts for EFL learners to stay motivated during their engagement with extensive reading activity. It can be phrased that way because digital reading texts constantly promote more flexible and less constrained literacy dynamics among EFL learners. This invaluable benefit is supported by [10], who avouched that extensive reading activity can bring about its fullest utilities when it is concatenated with the meaningful immersion of digital reading texts, by which second language learners can read a great number of passages in line with their existing reading paces, levels, and conditions. To ensure the maximum integration of digital reading texts and extensive reading activity, educational institutions need to cultivate robust digital literacy competencies in the presence of multifarious learning participants. With the profound mastery of digital literacy skills, EFL learners will not merely acquire valuable knowledge, conceptions, and perspectives from their texts but will also be able to determine the most feasible technological platforms best supporting their reading proficiency growth. [11] mentioned that through the comprehensive mastery of digital literacy skills, EFL learners will be more selective in adopting various reading passages appropriate to their levels. Similarly, [12] acknowledged that it is crucial for second language educationalists to introduce the in-depth details of specific digital reading platforms utilized at the commencement of their extensive reading dynamics, on which EFL learners will be more autonomous while practicing their literacy skills in the light of all these media.

Digital literacy also refers to EFL learners' accountable actions in determining the most important information from their designated texts. As EFL learners have been more responsible towards the specifically-attained concepts and messages shared by their texts, they can be deemed as strategic, prudent, and efficient readers readily facing unpredictable reading challenges. Fitriyanti et al. [13] advocated that second language educators embed more mindful and conscientious behaviours while immersing EFL learners into digital-based extensive reading activities in order to enable them to be more exemplary target language academicians. In the same vein, [14] pinpointed that the ability to synthesize essential information is of critical importance during the activation of digitally oriented extensive reading dynamics, through which EFL learners progressively learn to be more critical while adapting some pivotal messages shared by the authors. As the major components of digital-based extensive reading activities are the robust cultivation of independence, productivity, accountable freedom, and critical thinking, it is necessary for target language educators to continually expose EFL learners to more convivial, enjoyable, and positive literacy climates. With the promotion of these emotionally-supportive reading dynamics, EFL learners are more encouraged to showcase their best literacy performances. It can be seen by their consistency in regulating their behavioural, cognitive, and affective aspects to reach the predetermined reading goals. Thereby, these learners will be more markedly enriched in terms of their reading knowledge, proficiency, performances, and achievements. [15] underscored on the crucial role of disseminating more positively-sound extensive reading activities in the support of digital texts where EFL learners tend to endure a significant degree of improvements in their literacy knowledge, skills, performances, and outcomes. The most notable reading learning outcome to be obtained with these meaningful literacy series is improved self-confidence. This can potentially be achieved when second language teachers are committed to devising more interactive, fun, and contextualized reading materials harmonious with their learners' current reading situations. [16] emphasized the indispensability of contextually-based reading activities wherein EFL learners perceive their regular literacy activities as essential trajectories to transform into more vibrant, persistent, and confident readers.

Previous studies have emphasized the beneficial values of addressing digital reading texts in varied interactive technological platforms such as Learning Management Systems, E-books, and fun online applications[17,18]. Conversely, these former scientific works solely

focused on scrutinizing the particular usefulness of these digital learning platforms without alluding to the general functions of online reading materials in divergent literacy contexts. Another group of studies has explored the advantageous values of reinforcing EFL learners' reading comprehension skills with the decent employment of digital reading texts ([19] [20]). However, these prior investigations have not specifically addressed the specific impacts promoted by digital reading texts in the support of extensive reading activities. In other scientific investigations, former researchers merely conducted an exhaustive investigation on the positive impacts of an extensive reading program for developing EFL learners' critical reading proficiency levels [21][22][23]. To a large extent, these previous researchers only partially addressed the benefits of an extensive reading strategy with regard to EFL learners' critical reading skills development, as they totally emphasized a more conventional mode of these free reading activities. Irrespective of the significant contributions promoted by these prior investigations, these studies have not attempted to delve into the extent to which digital reading texts can ensure the successful promotion of extensive reading activity in today's literacy contexts. In retrospect, the aforementioned studies have invariably treated the following variables: digital reading texts, technological platforms, and extensive reading enterprises as segregated research fields, leading to the attainment of fragmentary results. Addressing the above-stated gap, the researchers conducted this qualitative library study to broaden second language educational stakeholders' perspectives, cognitive mastery, and pedagogical understanding that the harmonious collaboration between digital reading texts and extensive reading activity can possibly be an integral part in their forthcoming literacy dynamics, through which EFL learners will be progressively transforming into more passionate, confident, insightful, strategic, and exemplary target language readers inspiring other learning companions to replicate all these admirable attributes in their academic journeys. Fulfilling the above-explained lacunas, the researchers formulated a single in-depth scientific inquiry serving as a supportive guidance in this empirical study: What are the roles of digital reading texts in promoting extensive reading activity to EFL learners?

METHODOLOGY

The researchers commenced this qualitative study with the support of a library study approach to yield more understandable, accurate, and relevant findings due to the employment of in-depth data analysis. [24] stated that with an enlightenment of a library study method, the researchers could potentially generate more lucid, precise, and relatable results as the data has been analyzed in accordance with the major study theme. To corroborate the robustness of all these findings, the researchers concurrently capitalized on a thematic analysis methodology. With the accompaniment of a thematic analysis method, the researchers are more liable to address more well-structured, practical, and applicable results since the data has been clustered into identical themes. This positive outcome interlocks with [25] theorizing that a thematic analysis approach is an important catalyst for generating more organized, credible, and doable findings as a result of a systematic data analysis procedure continuously enforced. To minimize unintended discrepancies among the analyzed data, the researchers also incorporated an open-coding approach. This method helped the researchers to eliminate findings that are not pertinent to the subject-specific matter investigated in this library study. [26] have likewise noted the indispensable role of implementing an open-coding approach in qualitative, quantitative, and mixed-method investigations, through which the researchers will be more analytical towards every single error forming amongst the data.

The researchers had two major aspirations in conducting this small-scale library study. Firstly, the researchers aimed to emphasize the pivotal role of extensive reading culture in

promoting more student-oriented, enjoyable, convivial, and supportive literacy enterprises in the presence of EFL learners. By understanding all these meritorious advantages, second language educationalists are more committed to commencing their regular literacy activities with the proper provision of extensive reading programs. Secondly, the researchers attempted to increase second language educational stakeholders' sensitivity concerning the essentialism of embedding digital reading activities to ensure the fruitful promotion of an extensive reading culture. Amidst the continual activation of these digital reading activities, an extensive reading culture can be cultivated successfully in the entire classroom community. This probability may take place since target language learners will be granted with limitless access to multifarious, novel, and contextualized reading materials.

The researchers took the utmost prioritization of selecting 30 previously-published digital reading and extensive reading scientific works from varied reputable international and national journal article platforms such as Elsevier, Taylor & Francis, English language Teaching Journal, Research Gate, Frontiers in Education, and considerably more. By doing so, the targeted educational stakeholders are more likely to obtain more renewed perspectives toward the subject-specific matters explored in this qualitative library study, as all targeted data shared a mutual relationship with the major research theme. To a lesser extent, these 30 prior studies ranged from 2020 to 2025. With the deeper thematic analysis conducted in this last five-year study, more eloquent, constructive, and valid findings will be addressed for the significant advancement of digital reading activities in promoting an extensive reading culture in ever-changing EFL classroom climates. This rewarding research outcome can be fully attained since these analyzed data shared commonalities with nowadays reading learning dynamics.

The researchers expounded all the analyzed findings descriptively. A descriptive data explanation approach is internalized in this qualitative library study as it is strongly grounded on a positivist principle, in which profound depictions of observable facts are the topmost priorities to ensure the authenticity, reliability, and relevance of each data point. Concerning this deeply-rooted nature, the researchers refrained from explicating their personal opinions, perspectives, and arguments to preclude any kinds of unwanted data misinterpretations. Notwithstanding the descriptive approach utilized in this library study, the researchers still corroborated their scientific reports with the support of relevant theoretical frameworks and findings. This ultimate research action was embodied in maintaining the trustworthiness of the described data since it is based on research-informed and evidence-based decisions stipulated by the former educational experts, researchers, and practitioners.

The main foci of the findings analysis in this library study relied on secondary data. It can be said so because all these findings were profoundly analyzed in the light of relevant theoretical frameworks and scientifically-proven results concerning the role of digital reading activities in promoting an extensive reading culture. To fulfill the aforementioned study objective, the researchers employed three salient data analysis constraints to substantiate the validity of the independent findings. Firstly, the researcher grouped the targeted findings into some specific tables in line with the major themes. By doing so, the targeted research stakeholders will obtain a more comprehensive understanding of the specific field investigated in this library study. Secondly, the researcher explicated each finding with the support of scientifically-based theories focusing on digital reading activities and extensive reading culture. With this action, second language educational stakeholders will have broader opportunities to obtain more enriched illumination regarding the applicability of these two pedagogical methods in modern EFL reading learning enterprises. Lastly, the researcher evaluated the comprehensibility of each reported finding by operationalizing some novel terminologies and approaches explicitly. This ultimate data delineation stage matters most for

increasing the validity of the designated results, as its definition reflects the extent to which digital reading activities would promote an extensive reading culture in the presence of diverse learning community members.

FINDINGS

Two thematically-categorized findings revealed that digital reading texts could be useful tools for promoting extensive reading activity to EFL learners. These results were subsumed as the following: 1) Digital reading texts cultivated exponential reading proficiency development through extensive reading activity, and 2) digital reading texts promoted livelier literacy dynamics in the extensive reading program. Before going deeper into the comprehensive explanations of these two empirical findings, the researcher imparted some compendious portrayals elucidating these research outcomes. With this profound data deconstruction, the targeted research stakeholders will obtain more lucid, reasonable, and intelligible research results to be internalized for the progressive enhancement of digitally-based extensive reading activity in the long run.

Theme 1: Accelerating Reading Proficiency Through Digital Text Engagement

In the first research theme, the researchers attempted to explicate that digital reading texts could cultivate exponential reading proficiency development through extensive reading activity. With the integration of these two pedagogical strategies, EFL learners ceaselessly broaden their vocabulary, grammar, and linguistic expressions knowledge. All these target language elements play a paramount role in escalating EFL learners' reading proficiency as they will read their designated texts more fluently and efficiently. Another influential factor enabling the prolific nourishment of skillful reading skills amidst the internalization of digital-based extensive reading activity is the deployment of effective reading strategies. During their participation in this holistic literacy trajectory, EFL learners are accustomed to adjusting their reading strategies to be in alignment with their reading tasks. This adaptive reading attribute is evidenced by significant reading proficiency development, by which learners have already infused a higher degree of readiness while facing unpredictable hurdles in their reading learning dynamics. Digital-oriented extensive reading activity is also a major driving force for EFL learners to plan, monitor, and evaluate their personalized reading learning enterprises in corresponding ways. With this critical reading learning behavior, EFL learners can potentially undergo a significant degree of improvement in terms of their literacy knowledge, skills, performances, and achievements due to the stipulation of purposeful reading learning objectives.

Theme 2: Cultivating Dynamic and Interactive Literacy Environments

In the second research theme, the researchers aimed to demonstrate that digital reading texts are more likely to promote livelier literacy dynamics in an extensive reading program. The meritorious incorporation of an extensive reading program is contingent upon the availability of authentic, interactive, meaningful, and contextual texts provided by digital reading learning platforms. These four admirable characteristics are the propelling forces for EFL learners to approach their communal and personalized reading learning process with a scant presence of anxiety. With the scarce development of perturbation, EFL learners are keen on exploring various reading texts containing different genres. This action will gradually infuse more positive reading perspectives in their mindsets, igniting their spirit to redouble their effortful endeavor. Online collaboration is another key component for ensuring the successful implementation of digital based extensive reading activity. This collaboration tangibly manifested in mutual, solid,

and supportive discussions happening among classroom community members. Simply speaking, second language educators and learning counterparts are prompted to give some digital annotations after responding to the personal responses imparted by other learning participants. This process subconsciously promotes safer, more comfortable, and transformative literacy exposure where classroom facilitators and learners are supportive of fostering others' reading proficiency development.

As this introductory part is purported to address a glimpse of overview regarding the roles of digital reading texts in promoting extensive reading activity, more in-depth details representing the above-elaborated research themes can be exhaustively discerned in the subsequent lines to obtain more comprehensive illumination concerning the extent to which digital reading texts helped promote an expedient incorporation of extensive reading activity in these ever-changing literacy enterprises.

DISCUSSIONS

Theme 1: Digital Reading Texts Cultivated Exponential Reading Proficiency Development through Extensive Reading Activity

Theme 1	Authors
Digital reading texts cultivated exponential reading proficiency development through extensive reading activity	Al Khazaleh (2021); [27]; Yang (2023); Al-Obaydi and Iddagoda (2022); Silmi (2023); Raeisi et al. (2024); Kaban (2021); Fazzi et al. (2024); Yaseen et al. (2024); Janah et al. (2022); Oh et al. (2022); Park and Lee (2021); Bui and Macalister (2021); Al-Jarf (2022); Zhou (2025).

It is interesting to note that digital reading texts cultivated exponential reading proficiency development through extensive reading activity. With the accompaniment of digital reading texts, EFL learners will have a higher degree of ownership in their regular reading learning enterprises as they are not strictly confined by time and site limitations while exploring the designated texts. This aspect is useful for advancing EFL learners' reading proficiency as they constantly practice their literacy skills outside the regular classroom routines [40,41]. Aside from this invaluable academic outcome, digital reading texts are also a potent enabler for EFL learners to transform into more critical problem-solvers and judicious decision-makers. This can potentially happen since they are capable of enforcing flexible strategy adjustments while dealing with various kinds of texts. This critical reading competence reflects the decent growth of reading proficiency as EFL learners have been more skilled at determining their best reading learning trajectories (Reiber-Kuijpers et al, 2021; Al-Obaydi & Iddagoda, 2023; Raeisi et al, 2024).

When EFL learners have been more accustomed to reading a vast array of texts, they will gain a significant degree of knowledge, skills, and experiences beneficial for guiding them to experience better-facilitated reading learning pathways in the forthcoming events. All these matters are pivotal for molding more independent reading behavior among EFL learners since they can interpret various challenging conceptions in their texts with the minimum supervision from their teachers (Silmi, 2023; Kaban, 2021). Owing to this outstanding reading proficiency development, EFL learners will not feel restive while being asked to conduct deeper textual analysis on the designated passages. Instead, learners feel more appreciative of this critical reading dynamics, through which they progressively transfigure into more highly-achieving readers (Fazzi et al, 2024; Janah et al, 2022; Park & Lee, 2021). To ensure this positive outcome, second language educators should grant EFL learners the privilege to select varied reading texts harmonious with their reading interests, paces, and skills. By doing so, they will practice their reading competencies comfortably and enjoyably due to the promotion of less-stringent reading learning environments (Yaseen et al, 2024; Bui & Macalister, 2021; Al-Jarf, 2022).

Theme 2: Digital Reading Texts Promoted Livelier Literacy Dynamics in Extensive Reading Program

Theme 2	Authors
Digital reading texts promoted livelier literacy dynamics in the extensive reading program	Al-Seghayer (2023); Afriyeni and Zuriati (2025); Dinda et al. (2025); Al-Seghayer (2024); Sidabutar et al. (2022); Noori (2025); Baharuddin and Hashim (2020); Al-Amrani (2022); Mistang et al. (2025); Sari et al. (2024); Fadilla et al. (2025); Nurfaizah et al. (2024); Alshehri (2025); Rifiyani et al. (2022); Ounissi et al. (2025).

An extensive reading program could be run fruitfully when the particularly-utilized digital reading texts continuously promoted livelier literacy dynamics. Hence, it is worth suggesting that second language educationalists to introduce EFL learners with a wide variety of interactive reading learning features forming in their devices. The actualization of this action may more likely diminish boredom, leading EFL learners to experience cognitive and emotional exhaustion during their participation in this online reading dynamics (Al-Seghayer, 2023; Afriyeni & Zuriati, 2025). Limitless availability of various reading text genres is also responsible for embedding more enjoyable, lively, positive, and supportive reading learning climates for EFL learners. This is attributed to the adjustable range of texts' difficulties, ranging from easy to the most advanced levels. With the constant enlightenment of these text' levels, EFL learners gradually practice their reading proficiency skills from the less demanding passages. As learners progressively advance their reading competencies, they will be more confident while dealing with more challenging texts in the forthcoming reading events (Dinda et al, 2025; Al-Seghayer, 2024; Noori, 2025; Baharuddin & Hashim, 2020).

Another interesting strand of the findings is that digital reading texts could potentially bring about more solid, mutual, and collaborative idea-sharing dynamics among all learning community members. Since EFL learners' perspectives on the discussed subject-specific matters have been richly enriched, they are more prompted to approach various reading tasks with more robust motivation. This motivation will kindle lifelong learning character, enabling learners to be more exemplary readers (Sidabutar et al, 2022; Al-Amrani, 2022). The main mission for second language educators to thoroughly ascertain all these holistic outcomes is to design more contextually-based and student-friendly reading materials in accordance with learners' particular reading interests. Through this action, EFL learners are more motivated to constantly improve their reading skills even though they are not required to do so. As a result, second language learners will have wider opportunities to attain more fruitful reading learning outcomes (Mistang et al, 2025; Sari et al, 2024; Nurfaizah et al, 2024). As the major core of digital-based extensive reading activity is to increase joyful, proactive, and consistent reading learning engagement, it is of utmost importance for second language instructors to cultivate accountable reading behaviour before harnessing this free reading dynamic in their classroom routines. Enhanced accountability character serves as a rewarding pathway for EFL learners to be more mindful, conscientious, and critical toward the newly-obtained information they are going to share with other learning community members. Resultantly, the dissemination of expected reading sharing outcomes will be delivered accurately, establishing a sounder understanding of the topics and paving an expedient pathway for second language learners to transform into more skilled readers (Rifiyani et al, 2022; Ounissi et al, 2025).

CONCLUSIONS AND RECOMMENDATIONS

Concluding the findings of this qualitative library study, it can be stated that digital reading texts promote sustainable, meaningful, and supportive extensive reading activity to EFL learners. One reference point underlying the advantage of digital reading texts is the exponential development of reading proficiency. This is achieved through the limitless availability of richer texts promoted by sophisticated technological platforms. The above-mentioned characteristic is monumental for encouraging EFL learners to be more proactive knowledge seekers and analytical while partaking in extensive reading activity. As a corollary, they will enjoy the highest degree of improvement in terms of their reading knowledge, ability, and performance. Owing to the adjustable customization cultivated in digital-based extensive reading activity, it can potentially leverage the insistent promotion of a livelier reading learning climate. During this real-based reading dynamics, EFL learners unearth that their chosen texts are manifested in context-appropriate materials, allowing the promotion of robust reading enjoyment. This enjoyment is the tangible result of purposeful approval in choosing varied texts fitting best with learners' specific reading interests, levels, and paces. Resultantly, EFL learners have a higher tendency to consider their daily reading activity as their new predilection.

The thematically-oriented findings in this library investigation offered some practical, applicable, and contextual implications for the progressive advancement of an extensive reading program. Firstly, second language educationalists and stakeholders can establish more mutual collaboration in revisiting their previously-applied extensive reading activity. This can be achieved by maximizing the best utilities of digital reading texts, by which classroom learning participants will experience more flexibility and freedom in accessing varied texts fitting most compatibly with their current reading situations. Secondly, second language teachers are more prone to foster their digital literacy competencies upon commencing their regular classroom routines with digital based extensive reading activity. The progressive enhancement of digital literacy competencies serves as a powerful mean for second language educators to enforce better-facilitated extensive reading enterprises, through which the selection of particular reading topics has been tailored with clear pre-determined reading learning objectives.

Lastly, digital oriented extensive reading activity is a powerful impetus for EFL learners to shift into more vigorous, independent, confident, strategic, and proficient readers. This coveted reading learning outcome can potentially take place due to the presence of a psychologically sound reading atmosphere, wherein EFL learners can practice their designated reading skills in an orderly fashion. As the centrality of digital extensive reading activity strongly resides on fast-paced, enjoyable, and expansive literacy activities, classroom learning instructors should circumvent learners from experiencing constant saturation in their respective reading practices. By doing so, second language learners will enjoy the significant growth of their intellectual and reading skills empowerment in their academic journey.

Notwithstanding all these salutary study outcomes, there is still an indispensability for the researchers to acknowledge three major shortcomings in this qualitative library investigation. Therefore, it is hoped that this sincere acknowledgement will pave a strong groundwork for the future researchers to enforce more comprehensive explorations to targeted research fields. Due to the mutual interconnectedness between digital reading texts and extensive reading activity, in a way, EFL learners shift into more autonomous, well-rounded, and competent readers. It is essential for prospective researchers to conduct a more in-depth investigation into the specific factors hindering the successful employment of digital extensive reading activity in regular classroom surroundings. All these research outcomes will promote more supportive facilitation for second language educational parties aspiring to accommodate the best utilization of an extensive online reading program in their respective classrooms.

As this qualitative library investigation merely explored the roles of digital reading texts in promoting extensive reading activity, future studies are suggested to delve more profoundly into the possible disadvantages of this pedagogical approach in modern literacy enterprises. With an embodiment of this action, second language educationalists will be more anticipative by adopting other suitable pedagogical approaches, particularly when the digital extensive reading activity does not run accordingly in their classroom surroundings. An ultimate suggestion regards the necessity to review a tremendous number of extensive digital reading studies. With respect to this suggested advice, future researchers may replicate the current model of this library study to exhaustively explore the effects of extensive digital reading activity in specific EFL reading levels, such as elementary, secondary, high school, or university contexts. These well-informed findings will be beneficial for imparting diverse fields of knowledge concerning the exact ways second language teachers can put forth to ensure the fullest benefits of extensive digital reading activity across disciplines.

REFERENCES

- [1] Ajaka L. EFL: An exploration of the novel aspects of learning and using English as a Foreign Language. Centre for Applied Linguistics Research Journal 2019;2019. <https://doi.org/10.60149/WCAU2014>.
- [2] Khaled ADAAAR /An-N. English as a Foreign Language (EFL) Teachers ' Perceptions of Flipped Classroom Model in Palestine. Islamic University-Gaza Journal of Educational and Psychological Sciences 2019;27:29–47.
- [3] Ullah A, Ali A. Assessing The Impact Of Social Media Addiction On Reading Patterns : A Study Of Riphah International University Students. Internation Journal of Human and Society (IJHS) 2024;4:1250–62.
- [4] Noviabahari JL, Palupi D, Wulandari RM. EFL College Students' Reading Strategies for Comprehending Reading Texts. NOBEL: Journal of Literature and Language Teaching 2023;14:72–83. <https://doi.org/10.15642/NOBEL.2023.14.1.72-83>.
- [5] Maryatiningsih RR, Abduh M. Reading Interest and Teacher's Efforts in Increasing Reading Interest for Elementary Schools. Lectura : Jurnal Pendidikan 2024;15:39–50. <https://doi.org/10.31849/lectura.v15i1.16353>.
- [6] Larry Mikulecky. Content Area Reading and Learning. 3rd ed. New York: Routledge; 2008.
- [7] Pianzola F, Toccu M, Viviani M. Readers' engagement through digital social reading on Twitter: the TwLetteratura case study. Library Hi Tech 2022;40:1305–21. <https://doi.org/10.1108/LHT-12-2020-0317>.
- [8] Thoms JJ, Michelson K, editors. Digital Social Reading and Second Language Learning and Teaching. vol. 21. Amsterdam: John Benjamins Publishing Company; 2024. <https://doi.org/10.1075/aals.21>.
- [9] Zhou Q, Du F, Lu Y, Wang H, Herman, Yang S. The development of reading comprehension ability of Chinese Heritage Language (CHL) learners in Indonesia. Language Testing in Asia 2024;14. <https://doi.org/10.1186/s40468-024-00276-2>.
- [10] Fadillah ZI, Kamil AB, Wachyudi K. Exploring Students' Reading Ability in An Extensive Reading Class Through Constructivism of Narrative Text. JIIP - Jurnal Ilmiah Ilmu Pendidikan 2022;5:4656–61. <https://doi.org/10.54371/jiip.v5i11.1075>.
- [11] Tanto T, Tanusy J. Language play: one way of reading j.k. rowling's harry potter. Lire Journal (Journal of Linguistics and Literature) 2023;7:301–12.
- [12] Fitriyah A, Ayatin R, Sugiarti R, Rozak A, Pujiatna T. Instructional Design of Problem-Based Learning Models: A Strategy for Improving Students' Critical Thinking Abilities in

- Learning News Texts. *Journal of Languages and Language Teaching* 2024;12:2088. <https://doi.org/10.33394/jollt.v12i4.11675>.
- [13] Hesy Dwi Fitriyanti, Syamsul Rizal, Feny Martina. THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR READING COMPREHENSION AT SMAN 1 KOTA BENGKULU. *Jurnal Pendidikan Tematik* 2022;3:188–200.
- [14] Silalahi DE, Herman H, Sihombing PSR, Damanik AS, Purba L. An Analysis of Students' Achievement in Reading Comprehension through Higher Order Thinking Skills (HOTS). *AL-ISHLAH: Jurnal Pendidikan* 2022;14:1853–68. <https://doi.org/10.35445/alishlah.v14i2.1249>.
- [15] Kerimbayev N, Nurym N, Akramova A, Abdykarimova S. Educational Robotics: Development of computational thinking in collaborative online learning. *Educ Inf Technol (Dordr)* 2023;28:14987–5009. <https://doi.org/10.1007/s10639-023-11806-5>.
- [16] Sulaimon J, Adeoye MA, ILIASU SF. The Impact of Digital Literature Intervention on Reading Comprehension Skills of Elementary-Level Children with Specific Learning Disabilities. *مجلة الطفولة* 60–50:1334;2025. <https://doi.org/10.21608/jchild.2025.363217.1430>.
- [17] Mizher RA, Alwreikat AA. EFL Students' Use of E-Books for E-Learning: Applying Technology Acceptance Model (TAM). *Journal of Language Teaching and Research* 2023;14:153–62. <https://doi.org/10.17507/jltr.1401.16>.
- [18] Sonila Osmani. Digital advancements in literacy: Assessing the effects of technology on reading comprehension and fluency. *IAI Academic Conference Proceedings*, Barcelona: International Academic Institute; 2024, p. 29–35.
- [19] Al-Katheri T, Al-Shboul M. The effect of using flipped learning strategy in developing reflective thinking skills. *Dirasat: Human and Social Sciences* 2023;50:488–514.
- [20] Dinda D, Noni N, Munir M, Tahir M. the Effect of Digital Reading Platforms on Efl Students' Reading Comprehension: a Quasi-Experimental Study. *Klasikal: Journal of Education, Language Teaching and Science* 2025;7:272–82. <https://doi.org/10.52208/klasikal.v7i1.1287>.
- [21] Solmaz O. Examining the Collaborative Reading Experiences of English Language Learners for Online Second Language Socialization. *Reading Matrix: An International Online Journal* 2020;20:20–35.
- [22] Kalir J, Cantrill C, Dean J, Dillon J. Iterating the Marginal Syllabus: Social Reading and Annotation while Social Distancing. *Journal of Technology and Teacher Education* 2020;28:463–71. <https://doi.org/10.70725/768497hshuma>.
- [23] Ng CH, Cheung YL. Digital Social Reading in Second Language Learning and Teaching: Synthesis of Current Research and Pedagogical Practices. *Journal of English and Applied Linguistics* 2024;3. <https://doi.org/10.59588/2961-3094.1079>.
- [24] Klassen AC, Creswell J, Plano Clark VL, Smith KC, Meissner HI. Best practices in mixed methods for quality of life research. *Quality of Life Research* 2012;21:377–80. <https://doi.org/10.1007/s11136-012-0122-x>.
- [25] Braun V, Clarke V. Conceptual and Design Thinking for Thematic Analysis. *Qualitative Psychology* 2021;9:3–26. <https://doi.org/10.1037/qup0000196>.
- [26] Nowell LS, Norris JM, White DE, Moules NJ. Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *Int J Qual Methods* 2017;16:1–13. <https://doi.org/10.1177/1609406917733847>.
- [27] Reiber-Kuijpers M, Kral M, Meijer P. Digital reading in a second or foreign language: A systematic literature review. *Comput Educ* 2021;163:104115. <https://doi.org/10.1016/j.compedu.2020.104115>.

- [28] Al-Obaydi LH, Iddagoda A. Dyslexic Students' Motivation, Habits and Attitudes towards Digital-based Reading: A Case Study of EFL College Students. *Journal of Asia TEFL* 2022;19:327–35. <https://doi.org/10.18823/asiatefl.2022.19.1.25.327>.
- [29] Silmi MR. DIGITAL MEDIA USED BY EFL LEARNER FOR EXTENSIVE READING (Media Digital Digunakan oleh Siswa Pembelajaran Bahasa Inggris untuk Membaca Ekstensif). *Sawerigading* 2023;29:13–25. <https://doi.org/10.26499/sawer.v29i1.584>.
- [30] Raeisi MR, Heidar DM, Khodareza M. Digital Literacy in an EFL Classroom : Does Dynamic Assessment Benefit from the Literacy ? 2024;3:37–53.
- [31] Kaban AL. Gamified E-Reading experiences and their impact on reading comprehension and attitude in EFL classes. *International Journal of Mobile and Blended Learning* 2021;13:71–90. <https://doi.org/10.4018/IJMBL.2021070105>.
- [32] Fazzi F, Da Lio E, Guzzon S. The Affordances of Extensive Digital Social Reading for the EFL Classroom Analysis of the DigLit Book Club Project. *EILe* 2024;13. <https://doi.org/10.30687/elle/2280-6792/2024/03/002>.
- [33] Yaseen M, Al-Sayyed S, Ibnian S. Exploring Vocabulary Development and Student Preferences: A Comparative Study of Digital and Print Extensive Reading in an EFL Context. *Al-Balqa Journal for Research and Studies* 2024;27:1–18. <https://doi.org/10.35875/r2p7np21>.
- [34] Janah KEN, Retnaningdyah P, Mustofa A. Digital Extensive Reading in Indonesia: A Critical Review. *Journal of English Language Teaching and Linguistics* 2022;7:513. <https://doi.org/10.21462/jeltl.v7i3.918>.
- [35] Oh CM, Krish P, Hamat A. Reading on Smartphones: Students' Habits and Implications for Reading Skills. *Call-Ej* 2022;23:259–77.
- [36] Park J, Lee J. Effects of E-Books and Printed Books on EFL Learners' Reading Comprehension and Grammatical Knowledge. *English Teaching(South Korea)* 2021;76:35–61. <https://doi.org/10.15858/engtea.76.3.202109.35>.
- [37] Bui TN, Macalister J. Online Extensive Reading in an EFL Context: Investigating Reading Fluency and Perceptions. *Reading in a Foreign Language* 2021;33:1–29. <https://doi.org/10.64152/10125/67391>.
- [38] Al-Jarf R. Enhancing EFL Students' Reading and Appreciation Skills with Mobile Fiction Apps. *International Journal of Linguistics Studies* 2022;2:15–23. <https://doi.org/10.32996/ijls.2022.2.2.3>.
- [39] Zhou J. Enjoyment and challenges of advanced EFL learners in online extensive reading. *Reading in a Foreign Language* 2025;37:85–108. <https://doi.org/10.64152/10125/67499>.
- [40] Yang J. THE EFFECT OF DIGITAL LITERACY ON ENHANCING SELF-REGULATION IN TRAINING READING SKILLS AMONG EFL STUDENTS. *International Journal of Education Humanities and Social Science* 2023;06:119–24. <https://doi.org/10.54922/IJEHSS.2023.0615>.
- [41] Saqr Al Khazaleh. THE EFFECT OF DIGITAL READING ON EFL LEARNERS' READING COMPREHENSION. *International Journal of Education, Technology and Science* 2021;1:59–70.
- [42] Al-Seghayer Al Imam Mohammad K. The Emerging Digital-Reading Practices of EFL Learners and Their Perceptions of the Effects on Various Aspects of L2 Reading. *The Reading Matrix: An International Online Journal* 2023;23:154–76.
- [43] Al-Seghayer K. Comparative efficacy of digital and nondigital texts on reading comprehension and EFL learners' perceptions of their merits. *Language Learning and Technology* 2024;28:1–30. <https://doi.org/10.64152/10125/73589>.
- [44] Nur Asima Sidabutar M, Theruvil Sayed B, Ismail SM, Teves Quispe J, Yangali Vicente JS, Suardi Wekke I, et al. Reading Digital Texts vs. Reading Printed Texts: Which One

- Is More Effective in Iranian EFL Context? *Educ Res Int* 2022;2022. <https://doi.org/10.1155/2022/7188266>.
- [45] Noori A. Enhancing EFL Reading Instruction with Digital Tools: Effects on Comprehension, Vocabulary, and Engagement. *Journal of Social Sciences - Kabul University* 2025;7:289–313. <https://doi.org/10.62810/jss.v7i4.264>.
- [46] Baharuddin NQ, Hashim H. Using digital reading in ESL Malaysian primary classrooms: the strengths and the shortcomings from the learners' perspectives. *Journal of Educational and Learning Studies* 2020;3:7. <https://doi.org/10.32698/0832>.
- [47] Al-Amrani SN. Learning strategies used by EFL learners for print and digital reading: Critical review. *SSRN Electronic Journal* 2022:1–13. <https://doi.org/10.2139/ssrn.4000436>.
- [48] Mistang M, Ruslin R, Rengur ZA, Syam H, Wirana S. Digital media in teaching & learning reading comprehension: The view of the EFL pre-service teachers in an Indonesian higher education. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 2025;10:343–51. <https://doi.org/10.17977/jptpp.v10i8.25968>.
- [49] Fadilla R, Hidayat F, Febriyanti ER. EFL Pre-Service Teachers' Perspectives on Digital Reading Instruction for Young Learners. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 2025;8:13. <https://doi.org/10.20527/jetall.v8i2.22714>.
- [50] Nurfaizah D, Erniyati Y, Pranata OD. EFL Student's Reading Habits in The Digital Era. *English Education: Jurnal Tadris Bahasa Inggris* 2024;17:215–32. <https://doi.org/10.24042/ee-jtbi.v17i2.22564>.
- [51] Rifiyani AJ, Widowati DR, Ni'mah D, Ubaidillah MF. To read on-screen or printed texts? A quantitative study into EFL students' reading achievement. *International Journal of Education and Learning* 2022;4:191–201. <https://doi.org/10.31763/ijele.v4i3.793>.