

The Role of Digital Learning Tools in Enhancing EFL Students' Language Skills: A Literature Review

Tiones Sagala¹, Nurul Khotimah², Minggu Ria Hadi³, Asri Jannah Wati⁴, Gloria Jersey Mozrapa⁵, Peni Marcdianti⁶, Elyza Martiarini⁷

^{1,2,3,4,5,6,7} Universitas Indraprasta PGRI

Corresponding Author: knurul594@gmail.com

Abstract

The development of digital technology has transformed the learning paradigm, including in English as a Foreign Language (EFL) learning, which demands the integration of digital literacy as a 21st-century competency. This study aims to analyze the integration of digital literacy in high school EFL textbooks and identify the role of the ReadTheory platform in supporting students' digital literacy development. This study used a qualitative approach with a content analysis method for EFL textbooks and the ReadTheory platform based on digital literacy indicators: information access, information evaluation, digital communication, digital content production, and technology use in learning. Data were analyzed using the Miles, Huberman, and Saldaña model through the stages of data reduction, data presentation, and conclusion drawing. The results show that digital literacy integration in EFL textbooks has been implemented, but is not evenly distributed across all indicators. The aspect of digital information access was found to be the most dominant, while information evaluation, digital communication, and digital content production remain relatively low. Textbooks tend to position students as consumers of information rather than producers and do not optimally develop critical thinking skills regarding digital information. In contrast, the ReadTheory platform demonstrates strong potential in supporting digital literacy through technology-based reading instruction that is adaptive, interactive, and provides immediate feedback. This study concludes that the integration of digital literacy in EFL textbooks still needs strengthening, particularly in the areas of critical thinking, digital communication, and content production. Consequently, synergy between textbooks, digital platforms, and innovative learning strategies is needed to enhance students' digital literacy competencies and support the transformation of educational technology in the 21st century

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IJETER, Volume 04 Issue 02, 2026



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Keyword: Digital Literacy, EFL, Textbooks, Readtheory, English Language Learning.

INTRODUCTION

The development of information and communication technology has brought significant changes to various aspects of human life, including education. The global digital transformation requires students to possess skills that focus not only on traditional academic abilities but also competencies relevant to 21st-century needs. One competency receiving significant attention in education is digital literacy. Digital literacy encompasses an individual's ability to access, understand, evaluate, manage, and create information through digital technology effectively, critically, and responsibly (Anggia & Habók, 2025; Sewelem Alalwany, 2021). This skill is becoming increasingly important as students live in an environment saturated with digital information and various technology platforms used in their daily lives and learning processes.

English as a Foreign Language (EFL) education, digital literacy plays a crucial role. English learning in the digital era is no longer limited to the use of printed textbooks and classroom interactions, but has evolved through the use of various digital learning resources such as websites, learning apps, online videos, social media, and internet-based learning platforms. The integration of digital literacy into EFL learning allows learners to gain more authentic learning experiences and enhance their ability to use English to access global information. The use of digital technology in language learning can increase student engagement, expand access to learning materials, and support the development of critical thinking skills (Alexandra et al., 2023).

The importance of digital literacy is further reinforced by various educational policies that emphasize the development of 21st-century competencies. In Indonesia, the implementation of the *Kurikulum Merdeka* encourages students to develop critical thinking, creativity, collaboration, communication, and digital literacy skills as part of the Pancasila student profile. Therefore, learning materials used in schools, including EFL textbooks, are expected to effectively integrate elements of digital literacy. Textbooks remain one of the primary learning resources used by teachers and students in the learning process. The quality and content of textbooks significantly influence the achievement of learning objectives and the development of student competencies.

Several studies indicate that the integration of digital literacy in EFL textbooks still faces various challenges. Many textbooks include technology-based activities, such as searching for information online or using digital media as a learning resource. However, these activities often focus solely on using technology as a learning tool without developing students' abilities to evaluate the credibility of information, manage digital data, or create digital content





independently (Rodríguez-Fuentes et al., 2025). As a result, students tend to become consumers of digital information rather than critical and productive users.

Digital literacy elements in EFL materials are generally limited to online information searching and simple digital media use (Ayad & Jabbar, 2022). Meanwhile, aspects related to information evaluation, digital security, effective digital communication, and digital content production have not received adequate attention. These findings indicate a gap between the demands of 21st-century competencies and the implementation of digital literacy in learning materials used in schools.

Developments in educational technology have also provided various digital learning platforms that can support the English language learning process. One widely used platform for reading instruction is ReadTheory. ReadTheory is a web-based learning platform that provides a variety of reading texts with difficulty levels that automatically adjust based on the user's ability. This platform is designed to help students improve their reading skills through adaptive and ongoing practice. In addition to providing a variety of reading texts, ReadTheory also provides immediate feedback and progress reports, allowing students and teachers to more effectively monitor learning progress (Ek, 2023).

The use of ReadTheory in EFL learning provides a significant opportunity to integrate digital literacy into reading activities. Through this platform, students not only read texts in digital format but also interact with technology, access information online, and develop their ability to understand and analyze information available in digital environments. The use of ReadTheory can significantly improve EFL students' reading skills compared to conventional learning methods. Furthermore, the use of digital platforms like ReadTheory can increase student motivation by providing a more interactive and personalized learning experience (Arvianti, 2022).

From a digital literacy perspective, ReadTheory functions not only as a medium for learning to read but also as a means to develop various digital skills needed by students. Learners are required to operate digital platforms, understand technology-based instructions, manage learning accounts, and utilize evaluation results to improve their abilities. These activities indirectly contribute to the development of digital literacy competencies, one of the goals of modern education.

Research on the integration of digital literacy in EFL textbooks related to the use of the ReadTheory platform is still relatively limited, particularly at the high school level in Indonesia. Most previous research has focused on the effectiveness of technology in improving reading skills or specific language skills. Meanwhile, studies specifically analyzing the extent to which



EFL textbooks support digital literacy development and how the ReadTheory platform can complement unaddressed aspects are still scarce. Therefore, this research is crucial in providing a more comprehensive picture of the current state of digital literacy integration in EFL learning materials (Willy A. Renandya, 2025).

This study aims to analyze the integration of digital literacy in high school EFL textbooks and identify ReadTheory's role in supporting students' digital literacy development. The analysis was conducted by examining the reading materials, learning activities, and assignments contained in the textbooks based on digital literacy indicators, which include the ability to access information, evaluate information, communicate digitally, create digital content, and utilize technology effectively in the learning process. The research findings are expected to contribute to the development of EFL learning materials that are more relevant to the needs of 21st-century education and serve as a reference for teachers, curriculum developers, and textbook authors in optimally integrating digital literacy (Yong Qi et al., 2025).

By understanding the level of digital literacy integration in EFL textbooks and the potential use of ReadTheory as a digital learning medium, it is hoped that the English language learning process can support the development of students' competencies more comprehensively. Effective integration between language learning and digital literacy will help students become independent, critical, and creative learners, ready to face the challenges of a future digital society.

METHOD

This study uses a qualitative approach with content analysis to examine the integration of digital literacy in high school English as a Foreign Language (EFL) textbooks. Content analysis was chosen because it allows researchers to systematically and in-depth identify, classify, and interpret digital literacy elements contained in the learning materials.

The research objects were EFL textbooks used at the high school level and the ReadTheory platform, a digital-based reading learning medium. The analysis focused on reading materials, learning activities, exercises, assignments, and instructions that have the potential to develop students' digital literacy competencies (Creswell, 2021). Furthermore, the features available on ReadTheory were analyzed to determine their contribution to supporting the development of digital literacy and students' reading skills.

The research data consisted of texts, learning instructions, activities, and digital learning features found in the textbooks and the ReadTheory platform. Data collection was conducted through documentation techniques by reading, observing, and recording all materials related to



digital literacy indicators. Next, the data was classified based on digital literacy categories developed from the digital competency framework, which includes: (1) the ability to access and search for digital information, (2) the ability to evaluate digital information, (3) the ability to communicate and collaborate through digital media, (4) the ability to create or produce digital content, and (5) the ability to utilize technology effectively and responsibly in the learning process (Creswell, 2021; Nur Hikmatul Auliya et al., 2021).

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data presentation, and drawing conclusions. In the data reduction stage, researchers selected and grouped data relevant to digital literacy indicators. The data presentation stage was carried out by organizing the classification results into tables and narrative descriptions to facilitate data interpretation (Creswell, 2021). Next, conclusions were drawn by identifying patterns, trends, and levels of digital literacy integration found in EFL textbooks and the contribution of ReadTheory in supporting digital literacy-based learning.

To increase the credibility of the research, theoretical triangulation was conducted by comparing the analysis results with previous research findings on digital literacy in EFL learning (Creswell, 2021). The results of the analysis are then interpreted descriptively to provide an overview of the level of digital literacy integration in EFL textbooks and its relevance to 21st-century learning needs.

RESULTS AND DISCUSSION

This study aims to analyze the integration of digital literacy in high school English as a Foreign Language (EFL) textbooks and identify the potential use of the ReadTheory platform to support students' digital literacy development. The analysis was conducted on various textbook components, including reading materials, learning activities, assignment instructions, and learning resources used. The analytical framework refers to five key indicators of digital literacy: accessing digital information, evaluating digital information, communicating digitally, creating digital content, and using technology for learning (Karla Doménica Carbo Chamba, 2022).

The analysis results indicate that elements of digital literacy have been integrated into the analyzed EFL textbooks. The level of integration within each indicator shows significant variation. Some indicators appear predominantly in various learning activities, while others are found in limited quantities. These findings indicate that efforts to integrate digital literacy into textbooks have been made, but they have not fully covered all aspects of digital competency





required by students in the 21st-century education era (Herrera Diego Josue et al., 2024).

Accessing Digital Information

Based on the analysis, the most dominant indicator found in textbooks is the ability to access digital information. Nearly all learning units contain activities that encourage students to seek additional information online as part of the learning process. These activities are generally found in reading sections, project-based learning, discussion tasks, and enrichment activities.

In several materials, students are directed to seek information about inspirational world figures, modern technological developments, global environmental issues, international culture, and various other current topics through online sources. These activities demonstrate that textbooks strive to connect English language learning with information sources widely available in the digital environment. Furthermore, the use of the internet as a learning resource allows students to obtain a wider variety of information than relying solely on material available in textbooks (Palupi & Subianto, 2024).

These findings indicate that textbooks provide opportunities for students to develop digital information search skills. These skills are an important foundation for digital literacy, as students need to know how to find relevant information according to their learning needs. Through information search activities, students also become accustomed to using technology as a learning tool and gain experience in accessing various types of digital information sources.

Most activities still focus on the process of finding information without providing further guidance on how that information should be selected or analyzed. The activities found place more emphasis on information access skills than on managing and evaluating digital information (Sudirman Anselmus, 2025).

Evaluating Digital Information

The analysis shows that indicators for evaluating digital information are one of the aspects least frequently found in textbooks. Most assignments simply instruct students to search for information online without providing guidance on how to assess the credibility, validity, and accuracy of the information sources used.

In several learning activities, students are asked to collect data or information from specific websites to support presentation assignments or group projects. No instructions were found that explicitly teach students how to compare multiple information sources, check the reliability of sources, or identify potential biases in the information they find. As a result, students potentially receive information passively without conducting an adequate verification



process (Palupi & Subianto, 2024).

This limitation indicates that critical thinking skills regarding digital information have not been a primary focus in the design of learning activities included in textbooks. In fact, in today's digital era, the ability to evaluate information is crucial given the vast amount of information available online, including inaccurate and misleading information.

No activities were found specifically addressing issues such as hoaxes, misinformation, disinformation, or the ethics of digital information use. The absence of these aspects indicates that the development of digital literacy in textbooks is still in its early stages and is more focused on information access than information evaluation (Rejeki Tarigan et al., 2024).

Digital Communication

The integration of digital communication was found through several learning activities involving group work, presentations, discussions, and collaborative projects. In these activities, students were encouraged to share information, express their opinions, and collaborate with peers to complete assigned tasks.

The analysis showed that most instructions were general and did not specifically direct students to use specific digital communication platforms. Textbooks rarely mentioned the use of online discussion forums, digital collaboration platforms, video conferencing applications, or other digital communication media as part of the learning activities (Yong Qi et al., 2025).

The communication activities found were mostly conducted face-to-face in the classroom. The use of digital media served only as a supporting tool for delivering work or presentations. Thus, digital communication skills related to online communication ethics, virtual collaboration, and the use of digital communication platforms were still not optimally developed through the activities contained in textbooks.

The presence of collaborative assignments suggests the potential for developing broader digital communication skills. If these activities were combined with the use of modern communication technology, students could gain more authentic experiences interacting in digital environments.

Digital Content Creation

Indicators of digital content creation were found in several project-based activities that required students to produce specific products using digital technology. These assignments included creating digital presentations, electronic posters, simple videos, computer-based reports, and multimedia projects.



These activities provide students with opportunities to develop their creativity and technology skills in producing digital works. Digital content production activities can also help students apply English language skills more contextually through the processes of planning, organizing, and presenting information (Ayad & Jabbar, 2022).

The number of activities focused on digital content production is still relatively limited compared to activities oriented toward reading and answering questions. Most textbook assignments still position students as consumers of information rather than producers. As a result, students' opportunities to develop digital design skills, multimedia creativity, and content production skills are not being optimally utilized (Alexandra et al., 2023).

These findings indicate that the aspect of digital content creation still requires strengthening so that students are not only able to access and understand information but also able to produce new information and knowledge in digital form.

Technology Use for Learning

Indicators of technology use for learning were found in almost all learning units analyzed. Textbooks consistently encourage students to utilize digital devices in various learning activities, such as searching for information, accessing supplementary materials, completing assignments, and conducting presentations.

The use of technology as a learning tool demonstrates that textbooks have adapted to the needs of education in the digital age. Technology is no longer positioned as an additional tool, but rather as part of the learning process itself. This provides opportunities for students to develop independent learning skills and increases access to a wider range of learning resources (Sewelem Alalwany, 2021).

The use of technology found still tends to be instrumental. Technology is more often used as a tool for obtaining information than as a means for self-reflection, adaptive learning, or the development of higher-order thinking skills. In other words, technology has not been utilized optimally to support a more in-depth and personalized learning process (Anggia & Habók, 2025).

ReadTheory as a Supporting Tool for Digital Literacy

Analysis of the ReadTheory platform shows that it has characteristics that can support digital literacy development more comprehensively than activities found in textbooks. ReadTheory provides a variety of digital reading texts that are automatically adjusted based on the user's abilities. This adaptive system enables students to have a more personalized,



effective, and sustainable learning experience.

Providing access to various types of digital reading, ReadTheory also provides immediate feedback after students complete reading exercises. This feature helps students understand their mistakes and gradually improve their reading skills. Teachers can also monitor student progress through progress reports automatically available on the platform (Anggia & Habók, 2025; Rodríguez-Fuentes et al., 2025).

ReadTheory enables students to develop various aspects of digital literacy, including the ability to access digital information, utilize technology for learning, manage learning data, and develop critical thinking skills through text analysis. The reading activities available on this platform require students to understand information in depth, draw conclusions, identify main ideas, and critically evaluate text content (Ayad & Jabbar, 2022).

The research findings demonstrate that ReadTheory has significant potential to address the limitations of digital literacy integration still found in EFL textbooks. This platform not only supports students' reading skills but also provides a richer digital learning experience that is more relevant to the needs of 21st-century education.

DISCUSSION

The results of this study indicate that the integration of digital literacy in high school English as a Foreign Language (EFL) textbooks has been implemented in various learning activities, but the level of integration remains uneven across all dimensions of digital literacy. This finding indicates that textbooks have attempted to adapt to the demands of 21st-century education, which emphasizes the importance of utilizing technology in the learning process. The implementation of digital literacy found is still predominantly oriented toward using technology as a means of obtaining information rather than as a medium for developing critical thinking skills, digital collaboration, and knowledge production (Arvianti, 2022).

The first finding indicates that the ability to access digital information is the most dominant indicator in the analyzed textbooks. Almost all learning units direct students to search for information online or utilize digital learning resources to supplement learning materials. The dominance of this indicator indicates that textbook developers have recognized the importance of accessing digital information in supporting the English language learning process. In today's digital era, the ability to find information effectively is a fundamental skill that students must possess, as the majority of knowledge sources are available in digital format.

EFL teaching materials in Indonesia have begun to integrate internet-based activities to support language learning. Access to digital learning resources allows students to obtain





broader, more up-to-date, and more diverse information than conventional learning resources. Furthermore, the ability to access digital information also supports independent learning because students have the opportunity to explore a variety of materials beyond those provided by teachers or textbooks (Willy A. Renandya, 2025).

The dominance of information-seeking activities indicates that the integration of digital literacy in textbooks remains at a basic level. Based on the digital literacy framework, the ability to access information is only one initial component, followed by the ability to evaluate, manage, and produce information. If students are only trained to search for information without being equipped with the skills to assess the quality of that information, they are likely to struggle with the complexity of information available in the digital environment.

This is evident in the second finding, namely the low integration of digital information evaluation indicators. The results indicate that most textbook activities do not provide

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students with guidance on verifying the accuracy of information, comparing different sources, or identifying information containing bias and misinformation. This situation indicates that critical thinking regarding digital information has not received adequate attention (Karla Doménica Carbo Chamba, 2022; Yong Qi et al., 2025).

In fact, the ability to evaluate information is a crucial competency in the digital age. Technological advances have led to an increase in the amount of information circulating via the internet and social media. Not all available information is of good quality and credibility. Therefore, students need to develop the ability to critically select information before using it as a source of knowledge. The findings of this study one of the main challenges in integrating digital literacy into EFL learning is the lack of activities that train students to critically evaluate information.

Information evaluation skills, this study also found that the integration of digital communication in textbooks is still limited. The communication activities found mostly involve group discussions, presentations, and collaborative projects conducted in a classroom setting. While these activities can support the development of communication skills, their use does not specifically focus on digital communication utilizing online platforms or modern communication technologies (Palupi & Subianto, 2024; Sudirman Anselmus, 2025).

This finding suggests that digital communication is still positioned as a supporting activity for learning, rather than a competency that needs to be explicitly developed. Yet, in everyday life and in the future workplace, students will interact extensively through digital media. The ability to use digital communication platforms effectively, politely, and responsibly is a crucial



component of digital literacy that needs to be developed from an early age. Therefore, learning activities involving online discussion forums, virtual collaboration, or digital platform-based communication can be an alternative way to strengthen this aspect.

The study results indicate that indicators for digital content creation are still relatively limited. Some project activities require students to create digital presentations, electronic posters, or simple videos. These activities have not yet become a dominant part of learning. Most assignments are still oriented toward understanding and reproducing information rather than creating new information (Ayad & Jabbar, 2022; Rodríguez-Fuentes et al., 2025).

These findings indicate that students still primarily act as information consumers rather than information producers. From a modern digital literacy perspective, the ability to create digital content is a crucial skill that enables students to actively participate in the digital environment. Digital content production involves not only technical skills using specific software or applications, but also the ability to think creatively, craft messages effectively, and convey information to a wider audience. Therefore, increasing the number of digital project-based activities in textbooks could be a strategic step to strengthen this competency.

Another interesting finding is the use of technology for learning, found in almost all learning units. This indicates that technology has begun to become an integral part of the EFL learning process. However, the use of technology is still instrumental, namely as a tool to obtain information or complete assignments. Technology has not been utilized optimally to support adaptive learning, self-reflection, data-driven decision-making, or the development of higher-order thinking skills (Anggia & Habók, 2025; Sewelem Alalwany, 2021).

The ReadTheory platform offers a potential solution to address the limitations found in textbooks. The analysis shows that ReadTheory has various features that support the development of digital literacy more comprehensively. The adaptive system used allows students to access reading materials tailored to their ability level. This approach supports more personalized and student-centered learning.

ReadTheory provides immediate feedback that helps students self-evaluate their reading skills. This feature aligns with 21st-century learning principles that emphasize the importance of reflection and continuous self-development. Teachers can also utilize the available progress reports to monitor student progress and provide more targeted learning interventions (Alexandra et al., 2023; Anggia & Habók, 2025).

From a digital literacy perspective, ReadTheory not only helps students develop reading skills but also enhances their ability to use technology as a learning tool. Through the use of digital platforms, students become accustomed to accessing information, managing learning



data, understanding digital instructions, and interacting with technology-based learning systems. These activities indirectly support the development of broader digital competencies.

The research results indicate that the integration of digital literacy in high school EFL textbooks is still in its infancy and requires strengthening in various aspects, particularly digital information evaluation, digital communication, and digital content production. The ReadTheory platform can be an effective complement to supporting students' digital literacy development by providing an interactive, adaptive, and technology-based learning environment. Collaboration between textbooks, educational technology, and innovative learning strategies is an important step in preparing students to face the demands of society.

CONCLUSION

Based on the analysis, it can be concluded that the integration of digital literacy in high school English (EFL) textbooks has begun to be implemented through various learning activities involving the use of technology and digital information sources. This integration is evident in activities such as searching for information online, utilizing audiovisual media, digital project-based assignments, and communication and collaboration activities using digital platforms. The presence of these elements indicates that textbooks have attempted to adapt to the demands of 21st-century learning, which emphasizes mastery of technology and digital skills.

The level of digital literacy integration found tends to be basic and does not comprehensively cover all aspects of digital literacy competencies. Most activities still focus on the ability to access and use digital information, while more complex aspects such as critical evaluation of information sources, digital security and ethics, personal data protection, and the ability to create innovative digital content still receive insufficient attention in textbooks. This situation indicates that the development of digital literacy in EFL learning still requires further attention.

Curriculum developers, textbook writers, and educators need to integrate digital literacy dimensions more comprehensively into English language learning materials and activities. Textbooks should not only serve as a means of developing language competency, but also as a medium capable of shaping students into critical, creative, responsible, and adaptive technology users in the digital era. With optimal integration, EFL textbooks are expected to support the creation of graduates with both English language skills and digital literacy competencies that meet the needs of education and the workplace in the 21st century.





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