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Digital Reading Platforms in ELT: A Global Review of Practices and Impacts (2015-2025)

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ABSTRACT

The goal of this study is to present a thorough worldwide summary of how digital reading platforms have been incorporated into English language teaching (ELT) throughout the 2015–2025 timeframe. Platforms such as Epic!, ReadWorks, Raz-Kids, and M-Reader have had a significant impact on how reading is taught, practiced, and assessed in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts due to the growing role of digital technologies in education, particularly during the COVID-19 pandemic. This study examined academic publications indexed in Scopus, Web of Science, Google Scholar, and the Connected Papers platform using a qualitative methodology and a systematic literature review strategy. Four main themes emerged from the review and classification of the articles: the difficulties, types, impacts, and efficacy of digital reading platforms. Research indicates that while digital platforms offer benefits including enhanced motivation, tailored learning, accessibility, and engagement, they also present challenges. These include issues related to privacy and data justice, multimedia distractions, the digital divide, and inadequate teacher preparation. Additionally, it has been demonstrated that digital technologies affect students' digital identities, instructor autonomy, and institutional frameworks. According to the study's findings, pedagogical integration and the broader educational ecosystem are just as important to the efficacy of digital reading platforms as the technology itself. In order to ensure the ethical and effective use of digital technologies in ELT globally, the review emphasizes the necessity of critical implementation, contextual adaptation, and multidisciplinary cooperation.

1. INTRODUCTION

Digital reading platforms have been rapidly and dramatically included in English language instruction (ELT) worldwide within the past ten years (2015–2025). Digital reading tools have become both essential tools and intricate themes of educational research, driven by developments in educational technology and pressing changes in pedagogical delivery, especially during the COVID-19 pandemic era. The way that reading skills are taught, developed, and evaluated in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts has changed due to the widespread use of platforms like Epic, ReadWorks, M-Reader, and Khan Academy Kids. Through an analysis of scholarly literature from 2015 to 2025, this study maps and synthesizes global insights into digital reading platforms along four primary dimensions: efficacy, impact, types, and problems.

First, especially in EFL/ESL contexts, the difficulties posed by digital reading platforms have gained significant attention. Issues including platform usability, student motivation, and technological readiness have been crucial, according to the academic literature network (Mikami, 2020; Prasetianto et al., 2024). Research shows that when using digital reading interfaces, learners frequently encounter cognitive and motivational obstacles, particularly when the platforms do not have scaffolding or adaptive feedback features. Furthermore, differences in digital infrastructure and literacy between nations underscore the institutional and sociocultural barriers that affect the effective implementation of such tools (Nguyen et al., 2023; Arai, 2019). These results demand more sophisticated reading technology designs and context-aware implementations.

Second, from a technology standpoint, gamified applications, AI-driven learning environments, and inclusive educational technologies are examples of digital reading aids that have greatly surpassed simple e-readers. According to research, digital reading tools fall into four functional groups: accessibility technologies (like text-to-speech software), motivational tools (like edutainment apps), comprehension aids (like interactive glossaries), and basic literacy tools (like phonics apps) (Gabidenova, 2024; Guran et al., 2022; Veronica et al., 2021). A larger educational tendency toward learner-centered and multimodal reading experiences that promote diversity and participation is reflected in this variety.

Third, digital reading platforms have an impact that goes far beyond what is taught in the classroom. According to research published between 2019 and 2025, these platforms affect educational institutions, ethics, and politics in addition to learning outcomes (Apps et al., 2023; Lai et al., 2024). The conversation today revolves around issues like data justice, the commercialization of education, and infrastructure reliance on large digital firms like Google. Researchers contend that rather than being neutral teaching tools, digital reading tools are changing the character of student digital identities, teacher autonomy, and school governance by establishing them as potent sociotechnical systems (Kerssens et al., 2024; Mingot & Marin, 2024).

Finally, a large body of empirical research has examined how well digital reading platforms work to enhance reading comprehension, especially in secondary and tertiary EFL contexts. A noteworthy contribution is Fitriani and Sunarti's (2024) work, which shows that integrating digital platforms with rigorous teaching methodologies significantly improves students' reading outcomes. A larger body of research supports this trend, showing that digital interventions, particularly those that incorporate multimodal content, adaptive feedback, and interactivity, typically perform better than traditional reading teaching (Kesse, 2024; Mustaffa & Tawil, 2024). Such data highlights a paradigm shift in ELT away from teacher-centered models and toward learner-centered, technology-enhanced approaches.

The overall goal of this study is to summarize the key worldwide developments and academic findings about digital reading platforms between 2015 and 2025. This study aims to provide a thorough understanding of the development of digital reading aids in English language instruction—and their implications for future practice, research, and policy-making—by examining difficulties, typologies, impacts, and pedagogical efficacy.

2. METHOD

This research uses a qualitative approach with a systematic literature review design to explore the development, challenges, effectiveness, and impact of the use of digital reading platforms in English language teaching (ELT) on a global scale during the period 2015-2025. This approach was chosen to gain a comprehensive understanding of the trends, key findings and conceptual contributions of relevant academic studies.

The main data in this study came from scientific articles indexed in international academic databases such as Scopus, Web of Science, Google Scholar, and the Connected Papers platform. The articles analyzed were selected based on the following criteria:

- Published between 2015 and 2025.
- Focused on the use of digital platforms for reading activities in the context of English language learning (EFL/ESL).
- Articles were written in English and peer-reviewed.
- Covered themes corresponding to the four subthemes: challenges, types of tools, impact, and effectiveness of digital reading platforms.

Data collection was done through the following steps:

- Literature search with keywords such as digital reading, EFL/ESL, digital literacy tools, reading platforms in ELT, and educational technology.
- Utilization of Connected Papers to identify linkages between articles, find relevant literature, and map research networks based on bibliographic and thematic relationships.
- The screening of articles was done manually based on the relevance of the content and its relationship to the research focus.

The collected data were analyzed using a thematic analysis approach with the following steps:

- Initial coding to identify the main themes of each article, such as the form of digital platforms, implementation challenges, effectiveness, and social and pedagogical impacts.

- Categorization based on subthemes: The research was grouped into four main subthemes that were used as a framework for analysis, namely:
    - Challenges in using digital tools for reading (Challenges).
    - Types and classifications of digital tools used (Types of Tools).
    - Impact of the platform on the learning environment (Impact).
    - Effectiveness in improving reading skills (Effectiveness).

Meanings and interpretations were made to understand how the articles contribute to the global understanding of the use of digital reading platforms in English language teaching. To increase validity, this study applied source triangulation by referring to various journals from different disciplines (education, technology and public policy). In addition, peer checking was conducted by discussing key findings with fellow researchers to ensure objective and consistent interpretations.

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3. RESULTS AND DISCUSSION

3.1. Results

1. Types of digital tools in reading

This image from the Connected Papers platform illustrates the network of research related to the featured article, *"The Role of Digital Tools in Improving Academic Reading Skills"* by A. Gabidenova (2024). This paper is marked as the "origin paper" at the top center of the graph and becomes the central point in the visualization, indicating that it is the reference and starting point for many other papers in similar fields. The graph displays the intellectual relationships between papers through connection lines, illustrating how one paper influences or is influenced by another. This demonstrates that research on digital tools for academic reading is part of a broader academic discourse on learning technologies (Gabidenova, 2024) rather than a standalone study.

Figure 1
Types of Digital Tools in Reading

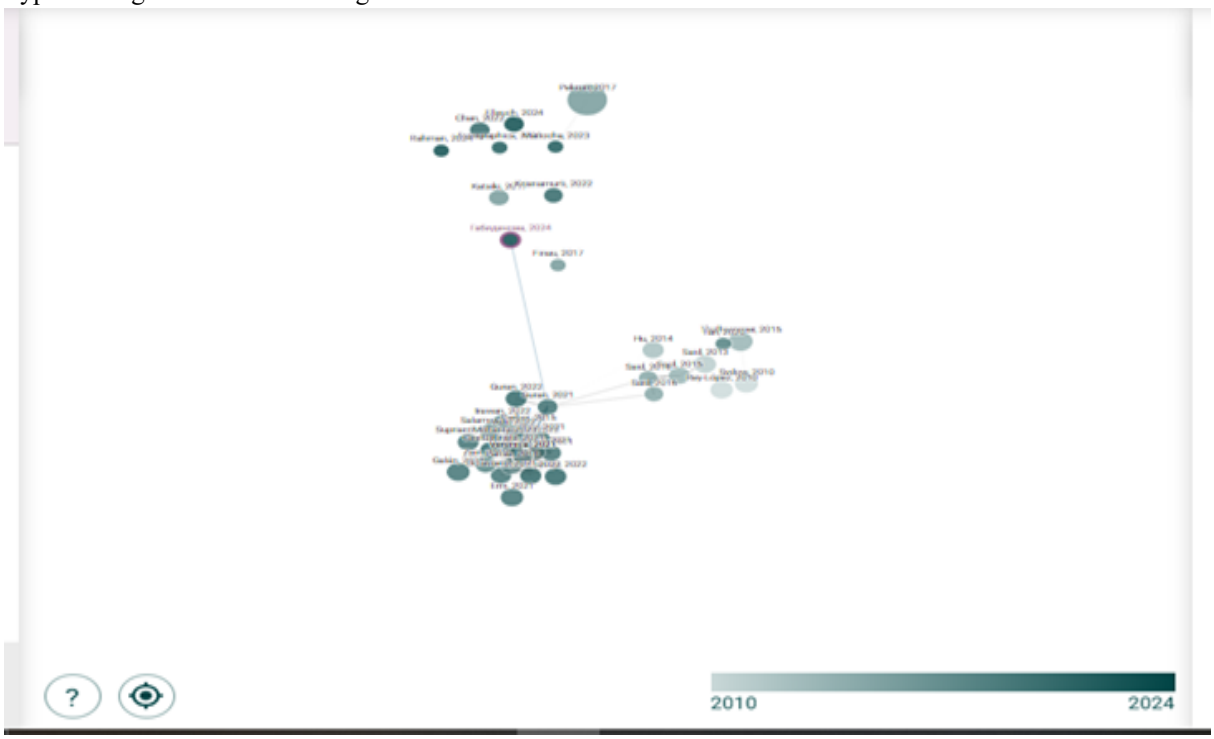


Figure 1 shows that many papers related to the main article address topics such as edutainment applications, game-based learning innovations, and technology-based early childhood learning. For instance, Guran et al.'s (2022) paper on edutainment applications emphasizes the development of digital tools that support literacy and stimulate emotional engagement and learning motivation in children. This demonstrates that digital

reading tools extend beyond e-books and reading apps to include interactive and educational platforms. Digital storytelling apps, interactive reading games, and phonics-based applications are examples of tools that strengthen reading comprehension through a multimodal approach (Guran et al., 2022).

The center of the graph shows a concentration of closely connected papers, indicating a very active and rapidly growing research focus. For instance, Krisnamurti and Kismiantini's (2022) research highlights non-cognitive factors in academic achievement, suggesting that digital tools may influence variables such as students' motivation and confidence when reading. This aligns with previous studies suggesting that apps such as Khan Academy Kids, Epic!, and Raz-Kids provide digital reading materials and features that customize learning based on student performance (Krisnamurti & Kismiantini, 2022). Therefore, digital tools can be classified by function: adaptive learning tools, social interaction learning tools, and automatic evaluation tools.

Interestingly, the graph shows a number of scientific papers that focus on developing applications for students with special needs. For example, at the bottom of the graph is the article *"Design and Development of Learning Applications for Special Needs Students"* by Veronica et al. (2021). This article introduces the development of Android-based applications for students with special needs. This expands the scope of digital tools to include educational inclusion, where tools are designed for efficiency, accessibility, and equity in reading and learning. In this context, tools such as text-to-speech apps, visual aid-based readers, and customized e-learning platforms are crucial (Veronica et al., 2021).

Overall, the Connected Papers visualization helps authors and researchers understand the growing research ecosystem of digital reading tools. Examining the interconnectedness of the papers and their themes reveals that digital reading tools can be classified into four categories: basic literacy tools (e.g., alphabet recognition and phonics), comprehension support tools (e.g., digital dictionaries and interactive glossaries), motivational tools (e.g., edutainment apps and educational games), and accessibility tools (e.g., speech recognition and text simplification tools). Thus, the papers linked in this graph contribute to the theoretical and practical understanding of implementing technology to improve academic reading skills (Gabidenova, 2024; Guran et al., 2022; Veronica et al., 2021).

2. Challenges of Digital Tools in Reading

The figure shows a visualization of the academic literature network from the Connected Papers platform that focuses on the theme of challenges in using digital tools in reading, especially in the context of foreign language learning (EFL/ESL). At the center of the display, there are interconnected dots representing scientific articles that are thematically or bibliographically related (Mikami, 2020). Each node in the graph represents an article, and the connecting lines between the nodes indicate citation relationships or topical similarities between publications (Prasetianto et al., 2024).

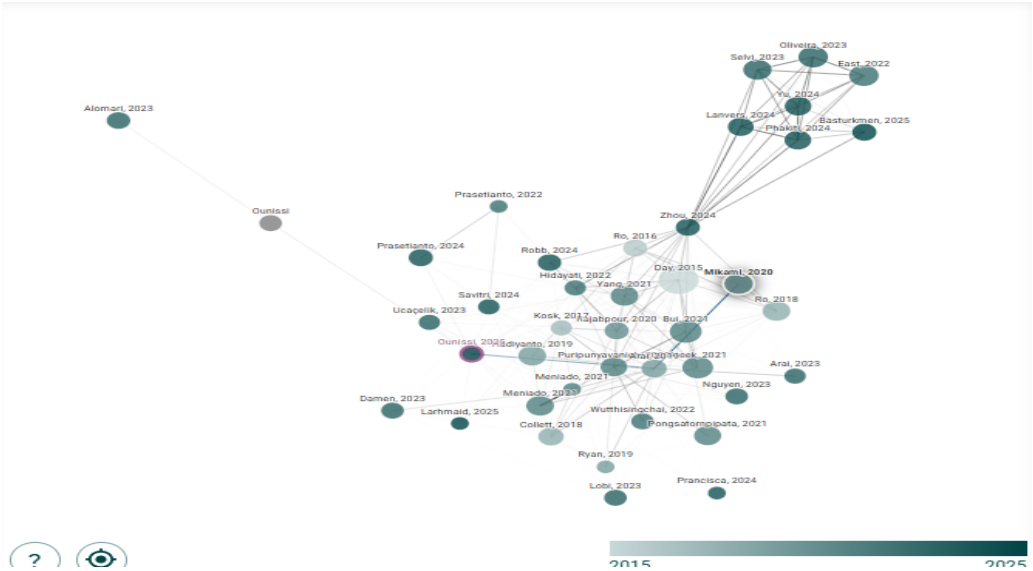
One of the main articles that is the focus of this network is Y. Mikami's work entitled *"Goal Setting and Learners' Motivation for Extensive Reading: Forming a Virtuous Cycle"*, published in 2020. This article is one of the central nodes that connects various other studies, especially those discussing learning motivation in the context of digital reading (Mikami, 2020). The connections with articles of Prasetianto et al. (2024) show that motivation and learning goals are important variables in addressing the challenges of digital reading platforms.

The visualization also shows the time dimension indicated by the timeline at the bottom of the graph (2015–2025). Most of the articles come from the period between 2018 and 2025, such as the the work of Prasetianto et al. (2024), which shows that this issue is a growing concern alongside the rapid digitalization of education. In addition, classic articles remain important references, demonstrating that foundational research continues to be relevant to current developments.

The linked articles show a diversity of focus, ranging from students' attitudes toward digital reading and perceptions of platforms such as M-Reader, to comparisons of digital reading devices across countries such as Japan and Vietnam (Arai, 2019). This suggests that the challenges of using digital reading devices are not only technical but also social and cultural, encompassing differences in motivation, technological readiness, and educational policies across countries.

Figure 2 is very helpful in mapping the relevant literature and providing direction for writing articles on the challenges of digital tools in reading. Authors can identify key articles such as Mikami (2020), as well as thematic trends such as gamification or innovations in teacher training. Thus, this visualization not only shows scientific connections but also provides guidance on the strategic positioning of new research within the global discussion network.

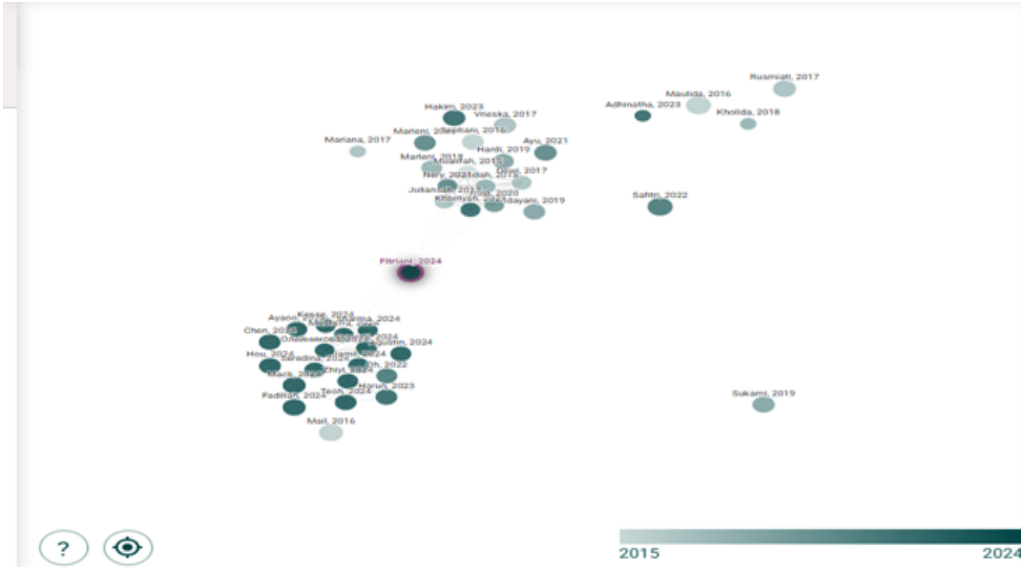
Figure 2
Challenges of Digital Tools in Reading



3. Effectiveness of Digital Reading Platforms

The image displayed from the Connected Papers website illustrates the research network centered on the lead article titled Exploring the Effectiveness of Digital Reading Platforms in Developing Reading Comprehension Skills by Fitriani and Sunarti (2024). This article is marked as the "origin paper" shown in dark purple in the center of the visualization. The study examined the effectiveness of using ReadWorks digital platform in improving high school students' reading comprehension skills. The methodology used was a within-subject design, where students experienced two types of treatment: conventional teaching and the use of the digital platform, with a lag period to reduce residual effects. The results of this study showed that the use of the digital platform had a significant effect on improving reading comprehension (Fitriani & Sunarti, 2024).

Figure 3
Effectiveness of Digital Reading Platfroms



The literature network formed in the figure shows two major groups—one above and one below the main node. The upper group appears to consist of older or more general articles related to reading improvement

strategies, such as *The Use of Story Frames* by Indah Ratna Kumala Dewi (2017), which explores narrative techniques to help students comprehend reading. Other articles, such as the work by Zahriyatul Mufidah and M. Solikhah (2018), also discuss conventional strategies, including the use of Story Face in teaching reading comprehension. These articles are important because they serve as prior knowledge that provides the theoretical background for the emergence of digital studies such as Fitriani and Sunarti's (2017; 2018). In other words, digital approaches emerge not from a vacuum but as a continuation of traditional pedagogical approaches.

Meanwhile, the lower group in the network shows relatively recent articles that have methodological and thematic links to the main research. For example, works by Kesse (2024) discuss the integration of digital simulations and interactive learning technologies to enhance learners' cognitive effectiveness. These articles contribute to the understanding that the effectiveness of digital platforms in reading lies not only in their content but also in the interactive design and engagement that such technologies are capable of generating. This connection is apparent in the Connected Papers network, which links Fitriani and Sunarti's (2024) study directly to these works, signaling strong theoretical and methodological links (Kesse, 2024).

Furthermore, the presence of articles on empowering digital education in the vocational field expands the understanding that digital platforms are not only relevant in the context of language learning but also have transdisciplinary effects. In other words, the effectiveness of digital platforms such as ReadWorks must be understood within a broader technology ecosystem, where technology is not merely a tool but part of a national and global education strategy. These contributions from different disciplines are reflected in the connectedness of the various articles in this visualization.

Finally, Figure 3 shows that from 2015 to 2024, there has been significant growth in interest in this topic, with an increase in the number of articles discussing the effectiveness of digital platforms in improving reading comprehension. This development indicates a paradigm shift in education, from entirely manual teaching to a technology-based approach. Fitriani and Sunarti's (2024) lead article occupies a central position, as it integrates strong quantitative methods and concrete platforms in the local Indonesian context while opening up space for a global discussion on the effectiveness of digital interventions. This mapping is therefore very useful for identifying the contributions and potential for future development of studies in the field of educational technology (Fitriani & Sunarti, 2024).

4. Impact of Digital Reading

This image from the Connected Papers platform features a network of academic literature centered on the lead article titled *Valuable Data? Using Search Methods to Understand the Impact of Digital Reading Platforms in Australian Primary Schools*, written by Tiffani Apps, Karley Beckman, and S. Howard in 2023. This article is the "originating paper" in the visualization, centered and highlighted in purple, indicating that it is the focal point of the analysis of relationships among relevant studies. This research used search methods to analyze two popular digital platforms for reading, PM eCollection and Epic!, in the context of primary schools in Australia. This study's focus on data justice is particularly relevant when considering how user data is used in educational digital platforms (Apps et al., 2023). The following image is a description of the impact of digital reading.

The graph shows that this article is surrounded by many related papers from 2019 to 2025, with dense connections spreading in all directions. This indicates that the issue of the impact of digital reading platforms has been a major concern in digital education and literacy studies in recent years. For example, the work by Lai et al. (2024), entitled *Datafied School Life*, discusses how school life is increasingly commodified through digital platforms, underlining that the implications of platform use affect not only reading methods but also privacy and control over student data (Lai et al., 2024). Thus, digital reading platforms are not only learning aids but also technological entities that carry social and political consequences in education.

Several other papers linked in the graph address the topic of globalization and the influence of large education platforms such as Google in shaping infrastructure dependency in schools. Kerssens et al. (2024), for example, in their article *Googlization(s) of Education*, highlight how major technology companies are becoming key actors in providing learning platforms, including those related to literacy and reading. This is important because it shows that the impact of digital reading platforms is not only pedagogical but also structural and systemic (Kerssens et al., 2024). In this context, it can be understood that the existence of platforms such as Epic, Google Classroom, or PM eCollection brings about transformations not only in the way students read but also in the way schools function.

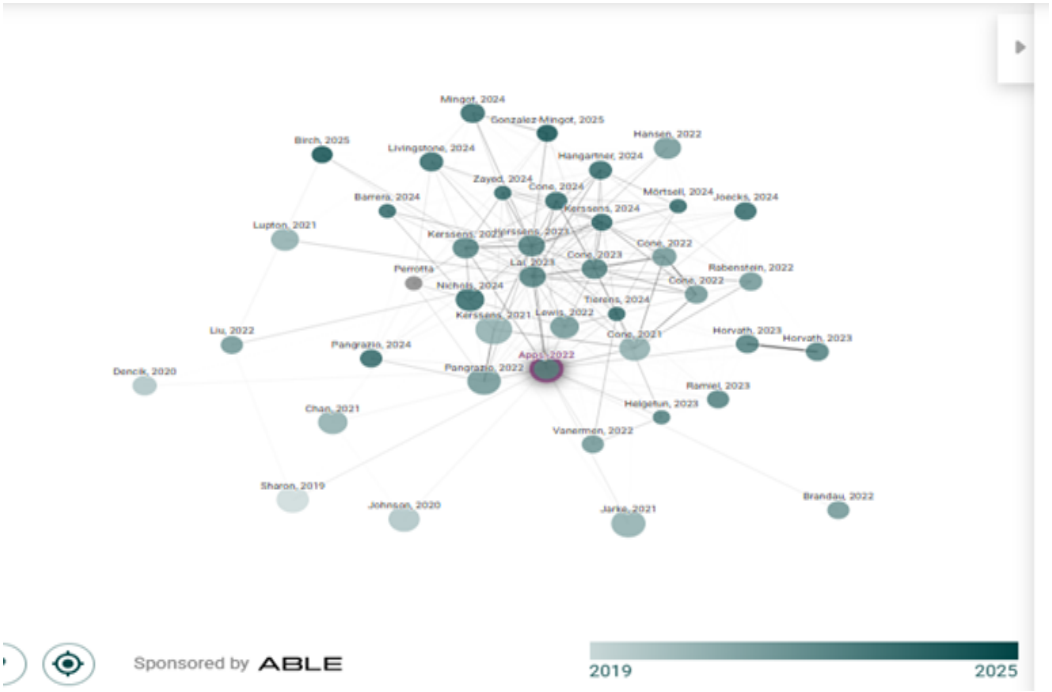


Figure 4 The illustration above explains the following

In addition, the graph shows a close relationship between studies that raise pedagogical issues, such as how digital platforms affect teaching practices and how students respond to digital reading texts. The article by Horvath et al. (2023), entitled *Bridging Inquiry and Critique*, offers a neo-pragmatic perspective on how a critical approach to learning platforms can be combined with effective teaching practices (Horvath et al., 2023). In this context, the impact of digital reading platforms cannot be measured solely by student learning outcomes but also by how they change classroom dynamics, teacher autonomy, and technology-based teaching strategies.

This visualization from Connected Papers also highlights the emergence of new studies in 2025 that expand the scope of analysis to include the social and ethical aspects of digital platforms. For example, the work by Gonzalez-Mingot and Marin (2025) is visible at the top of the graph, signaling the emergence of follow-up research that begins to evaluate the long-term effects of digital platform use on student engagement, digital inequality, and technology dependency. These studies show that the impact of digital reading platforms is not always positive, and it is important to examine them from the perspective of educational equity and equitable access (Mingot & Marin, 2024). As such, there is a shift in focus from simply evaluating the effectiveness of the tools toward examining their broader social and political impacts.

Finally, the network of literature displayed in this graphic reinforces the importance of an interdisciplinary approach in understanding the impact of digital reading platforms. It can be observed that researchers from various fields—education, media, public policy, and digital sociology—contribute to this discussion. This indicates that the impact of digital reading platforms must be examined through multiple lenses, not only in terms of literacy improvement but also in terms of how these platforms affect institutional structures, policy decisions, and students' digital identities. Therefore, Connected Papers helps researchers visualize the broader knowledge landscape and illustrates how a key article such as Apps et al. (2023) catalyzes critical discussions in the field of educational technology.

3.2. Discussion

1. Types of Digital Reading

Various types of digital tools have been used in teaching reading in English. Based on the results of the literature search, these tools can be classified into four main categories:

- E-book platforms such as Kindle, Kobo, and iBooks, which provide access to digitized reading texts with annotation features and instant dictionaries.
- Learning Management Systems (LMS) such as Google Classroom and Moodle that enable the integration of digital reading as part of the online curriculum.

- Interactive reading apps such as Raz-Kids, Epic, and Newsela, which provide leveled texts with interactive features such as quizzes, audio narration, and progress tracking.
- AI-assisted reading tools that have emerged since 2020, such as ReadTheory and NaturalReader, offer automatic feedback and reading level adjustments based on student performance.

These platforms not only replace physical textbooks, but also open up new opportunities for personalized learning, adaptive assessment, and multimodal engagement.

2. Challenges of Digital Tools in Reading

Over the past decade (2015-2025), the use of digital reading tools in the context of English language teaching has shown rapid development, but it is not free from significant challenges. One of the main challenges is the digital divide, especially in developing countries, where internet infrastructure, digital devices and technological literacy are still limited. Other challenges arise from technology anxiety experienced by both teachers and students, including low confidence in using digital platforms optimally.

In addition, the lack of professional training for teachers is a major obstacle in integrating digital tools pedagogically. Many EFL teachers do not yet have reading teaching strategies that match the characteristics of digital texts. The aspect of digital distraction is also a concern, as access to the many multimedia features in digital platforms often distracts students from deep reading comprehension. Finally, the lack of content regulation and data privacy in some platforms is also an unresolved ethical issue globally.

3. Effectiveness of Digital Reading Platforms

Studies from 2015 to 2025 show that the effectiveness of digital platforms in improving reading depends on several key factors: platform design, pedagogical strategies, and context of use. Platforms that allow real-time feedback, difficulty adjustment, and progress tracking have been shown to be more effective in improving students' reading comprehension and inference skills (Huang & Wang, 2022).

Platforms such as Raz-Kids and ReadTheory show significant impact in improving EFL students' reading comprehension scores, especially when used consistently and in combination with traditional teaching strategies (blended learning). However, their effectiveness decreases when they are used as textbook substitutes without a targeted pedagogical approach. Overall, digital reading platforms are not just technological tools, but require strategic integration, teacher training, and alignment with learning objectives to achieve maximum effectiveness.

4. CONCLUSIONS AND SUGGESTIONS

Over the past decade (2015–2025), the use of digital reading platforms in English language teaching has experienced significant growth, although it still faces important challenges. Issues such as the technology access gap, low digital literacy, and distraction from multimedia features are major barriers to implementation. However, a variety of digital tools—from e-books and learning management systems (LMS) to interactive applications and AI-based platforms—have opened up new opportunities for personalized learning, increased learning motivation, and access to a wider range of global content. The positive impact of digital platforms is evident not only in the improvement of students' reading skills but also in changes to learning structures, teacher autonomy, and the direction of education policy.

Despite their proven effectiveness, especially when supported by appropriate pedagogical strategies, the successful use of digital platforms depends largely on how the tools are integrated into the learning context. Therefore, the utilization of digital reading tools in ELT is determined not only by the sophistication of the technology but also by the extent to which the technology is used purposefully, critically, and in accordance with learners' needs. To support more optimal outcomes in the future, it is recommended that educational institutions and policymakers strengthen digital infrastructure, provide continuous teacher training, and ensure the protection of student data. In addition, technology developers should work with educators to create platforms that are culturally relevant and aligned with pedagogical principles. With these measures, digital reading platforms can become effective, inclusive, and sustainable instruments for teaching English in the global era.

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discussion of the types, challenges, effectiveness, and impact of the topics studied in a more in-depth and systematic manner.

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