INTEGRATING DIGITAL READABLE APPLICATIONS TO FOSTER STUDENTS' MOTIVATION IN ENGLISH READING

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Abstract

As a successful strategy for raising students' interest and engagement, the use of digital resources in language learning has grown in significance. The purpose of this study is to look into how incorporating Readable applications affects students' motivation to read in English. Thirty eleventh graders from Bone, Indonesia, public senior high school participated. Using a pre-experimental design and a quantitative methodology, the data was gathered via a motivation survey and statistically examined. A higher mean score and a statistically significant difference ($p < 0.05$) between pre- and post-test results demonstrated that students' enthusiasm to read English texts was greatly enhanced by using Readable applications. These results imply that digital reading platforms might provide a more engaging and dynamic learning environment that encourages students' independence and curiosity. The study advises teachers to include similar digital tools into their teaching practices and emphasizes the pedagogical implications of technology-enhanced learning in tackling motivating issues in EFL reading classrooms.

Keywords: Digital Readable Applications, English Reading, Students' Motivation

INTRODUCTION

Reading plays a crucial role in English language learning because it develops comprehension, vocabulary, and critical thinking skills that are essential for overall language proficiency (Özbek & Ergül, 2022). Readers must decode linguistic forms while creating meaning using contextual information and textual cues in this dynamic cognitive process (Munandar & Srimurni, 2021; Sofiana & Mubarok, 2020). Good reading habits help children succeed academically, extend their horizons, and improve their ability to solve problems (Putri et al., 2023). Consequently, being able to read well is essential for both academic success and gaining access to knowledge from around the world and lifelong learning.

Even while reading is widely recognized to be important, many EFL environments, like Indonesia, still struggle to motivate students to read in English. Low engagement with English literature is frequently the result of students' inadequate exposure to the language outside of the classroom as well as their challenges with vocabulary, pronunciation, and understanding (Salikin et al., 2017; Purnami, 2016). Reading is frequently viewed as a difficult activity rather than a fun one. One of the most important psychological elements influencing effort, perseverance, and reading accomplishment is learners' motivation, which is strongly related to

this circumstance (Kurnaz et al., 2020; Kawakiby et al., 2024). Self-determination theory (Deci & Ryan, 2000) states that motivation can be classified as either intrinsic or extrinsic.

Extrinsically motivated learners engage in reading owing to external benefits, such as grades or teacher approval, while intrinsically motivated learners read for pleasure and personal fulfillment. Because it maintains long-term attention and encourages deeper comprehension, fostering intrinsic drive is especially important in reading teaching. Through the creation of interactive, visually stimulating, and self-paced experiences that improve the enjoyment of reading, digital environments have the ability to assist both forms of motivation. Motivated students exhibit more consistent reading behavior and perform better on vocabulary and comprehension tests, according to numerous studies (Rahmadina et al., 2022; Fitriana et al., 2023).

In EFL reading instruction, the growing popularity of technology-enhanced learning presents fresh chances to overcome motivating obstacles. Reading has become more accessible, individualized, and pleasurable for students due to digital reading platforms and mobile-assisted learning technologies. To accommodate the preferences of today's digital native students, these solutions incorporate gamified aspects, rapid feedback, and multimodal capabilities. Through the integration of text, images, and interactive exercises, they promote active participation and maintain students' focus, assisting them in associating reading with pleasure rather than duty.

Apps like Let's Read, Readable, and XReading have become well-known as cutting-edge resources for teaching English reading. Let's Read concentrates on story-based reading for young learners, enhancing comprehension through narrative exposure, whereas XReading encourages extensive reading by providing graded readers and monitoring vocabulary acquisition (Hariyanti et al., 2025). On the other hand, Readable is made for secondary and university students and offers leveled English texts with integrated glossaries, comprehension tests, and dashboards for monitoring progress. With the help of these tools, students may access content that is appropriate for their skill level and get prompt feedback, which strengthens comprehension and encourages ongoing participation.

These design characteristics align with Dörnyei's (2001) motivational theory, which emphasizes task engagement, autonomy, and feedback as key components in maintaining motivation during second language acquisition. Readable encourages independence and a sense of accountability for learning by granting students authority over what and how they read. Students' confidence is bolstered and perseverance is encouraged by the integrated feedback mechanisms, which assist them in tracking their progress and identifying areas for development. In this sense, digital reading applications function as both teaching aids and motivational scaffolding that encourage long-term involvement, innate interest, and favorable attitudes toward English reading.

Readable has shown encouraging results in recent studies. According to Jannah et al. (2024), it greatly increased Indonesian senior high school students' reading comprehension and engagement. Similarly, digital reading tools support early literacy and the development of pleasure reading habits, both of which lead to deeper comprehension and intrinsic motivation, according to Aminah et al. (2024) and Hidayah et al. (2024). However, there is little empirical data regarding how Readable affects high school students' motivation in EFL contexts because the majority of prior research has been on early learners or particular reading subskills. Furthermore, it has not been fully investigated how the interactive elements of the app—such as glossaries, tests, and progress visualizations—relate to the motivating growth of learners.

English is taught as a foreign language at SMAN 2 Bone, a public senior high school in South Sulawesi, Indonesia, where this study was carried out. According to preliminary observations made in the classroom, students frequently read English texts with poor confidence and a limited vocabulary, which lowers their motivation and participation. Students do, however, often have good opinions regarding the usage of digital media and are familiar with mobile learning tools. Because of this, SMAN 2 Bone is a suitable location to investigate how technology can encourage English reading motivation.

Thus, the goal of this study is to investigate how eleventh-grade students at SMAN 2 Bone can become more motivated to read through the integration of the Readable application. In particular, the study (1) examines the motivating impact of Readable in an EFL context in high school and (2) offers empirical evidence for the ways in which digital reading platforms can assist in overcoming typical obstacles to motivation when reading English texts. By filling this vacuum, the study adds to the expanding literature of research on technology-enhanced learning and offers pedagogical recommendations for raising student motivation in language learning with mobile assistance.

METHOD
Research Design
This study used a quantitative research framework with a one-group pre-test and post-test pre-experimental design. Because it allows the researcher to directly compare participant ratings before and after the intervention, this approach was chosen to test how students' motivation to read in English changed when the Readable program was integrated. The same set of participants underwent two tests in this design: a pre-test conducted before the treatment was put into effect and a post-test conducted following the conclusion of the intervention. The study was able to account for individual variations in baseline motivation levels and concentrate exclusively on the changes that were seen as a result of the treatment by employing the same subjects in both periods.

Pre-experimental designs are generally accepted as suitable for exploratory or classroom-based educational research, where the main objective is to gather preliminary empirical evidence of an intervention's potential effectiveness, even though they do not involve a control group. This method keeps the breadth of implementation reasonable while enabling academics to examine useful improvements in real-world teaching settings. Pre-experimental approaches are especially useful in educational settings when pedagogical insights are sought but experimental control is restricted, as stressed by Creswell and Creswell (2018) and Cohen et al. (2018). Therefore, this methodology was appropriate for the current study, which aimed to determine whether integrating Readable could significantly improve students' motivation to read English in a senior high school classroom setting.

Participants
Three hundred eleventh graders who were enrolled in SMAN 2 Bone, a public senior high school in South Sulawesi, Indonesia, made up the study's population. These students were split up into 10 classes, each with about thirty students, called XI MIPA 1–6 and XI IIS 1–4. The participants represented a variety of academic tracks, including IIS (Social Sciences) and MIPA (Mathematics and Natural Sciences), which are representative of the overall academic makeup of Indonesian senior high schools. Purposive sampling was used to choose 30 students from one class, XI MIPA 4, as the research sample from this population. In order to make sure that the chosen participants fulfilled certain requirements pertinent to the goals of

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the study—specifically, sufficient exposure to English education and accessibility for treatment implementation—this non-probability sampling technique was used. The class showed a balanced range of English skill levels, cooperative classroom dynamics, and teacher support for incorporating digital learning tools, all of which contributed to the decision to use XI MIPA 4. This group was therefore thought to be typical of the larger SMAN 2 Bone student body and appropriate for investigating how the Readable application affected students' motivation for reading in English.

Instruments

A Reading Motivation Questionnaire, which was adapted from the Motivation for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1997) and has been widely used to assess reading motivation in EFL contexts, was the main tool used in this study. It consisted of 20 items (10 positive and 10 negative statements) rated on a five-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1). To ensure balance and accuracy in measuring responses, reverse scoring was applied to negative statements.

The instrument covered four key aspects of motivation based on Self-Determination Theory (Deci & Ryan, 2000) and Dörnyei's (2001) L2 motivation framework: (1) Intrinsic Motivation – reading for enjoyment, curiosity, and interest in the topic; (2) Extrinsic Motivation – reading for grades, recognition, or external rewards; (3) Self-Efficacy – confidence in one's ability to read and understand English texts; and (4) Task Value – the perceived importance and usefulness of reading in learning English.

Key indications of students' interest, effort, and perceived proficiency in English reading were measured by a number of components in the questionnaire employed in this study. These metrics were thoughtfully created to capture both intrinsic and extrinsic motivators and to correspond with accepted theoretical characteristics of motivation in second language acquisition. Twenty students from a different class who were not included in the main study sample participated in a pilot test of the instrument prior to its official administration. The purpose of this pilot testing step was to find any possible ambiguities in the instructions, make sure they were clear, and make sure the items were suitable for high school students in an EFL setting.

Two English education experts evaluated the questionnaire to further assure content validity. They offered professional judgment on the items' comprehensiveness, linguistic accuracy, and relevancy. Based on their input, changes were made to improve accuracy and contextual fit with the study's goals. According to recognized psychometric criteria, the final instrument's internal consistency was assessed using Cronbach's Alpha, which produced a coefficient value of 0.82, suggesting a satisfactory level of reliability (Fraenkel & Wallen, 2019; Taherdoost, 2019). In order to ensure that the data gathered were reliable and valid for further quantitative analysis, this reliability score verifies that the questionnaire items consistently measured the intended motivational structures.

Data Collection Method

Following the students' introduction to and practice with the Readable program as part of their English reading assignments, the data gathering process got underway. An orientation session was held before to the session to acquaint students with the main features of the program, including progress dashboards, vocabulary glossaries, comprehension tests, and text choices. In order to reduce the possibility of learning disruptions during the intervention phase, this session sought to guarantee that students could use the program independently and with confidence. Students utilized Readable to finish structured reading assignments given by the

teacher during the implementation phase, which spanned multiple class meetings. Because the activities were created to combine guided and independent reading, students were able to experiment with the adaptive features of the app and read at their own reading levels.

The complete sample class was given the Motivation Reading Questionnaire (MRQ) when the treatment was finished. Numerous items on the test assessed many aspects of reading motivation, such as intrinsic desire, effort, self-efficacy, and the importance placed on reading. Two specialists in English education examined the questionnaire before it was sent to make sure it was linguistically clear and had valid content. Under the researcher's supervision, the MRQ was administered in a classroom to guarantee uniform administration practices. In order to encourage authenticity and lessen social desirability bias, student responses were gathered anonymously. To evaluate the overall motivational effects of incorporating the Readable application into English reading teaching, the data were then coded, collated, and subjected to quantitative analysis.

A five-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," was used to rate the students' answers to the Motivation Reading Questionnaire (MRQ). The sum of each student's answers to every question on the survey was their overall score, which was subsequently transformed into a percentage score for classification. A preset scale was used to classify the levels of motivation: strongly motivated (85–100), motivated (69–84), fairly motivated (52–68), unmotivated (36–51), and very unmotivated (20–35). In addition to facilitating further statistical studies, such as normality testing and hypothesis testing using a one-sample t-test to ascertain the significance of the treatment effect, this scoring system made it possible to clearly discern motivational trends.

Data Analysis

SPSS version 23 for Windows was used to do a quantitative analysis of the gathered data in order to guarantee a methodical and impartial interpretation of the findings. In order to determine the mean, frequency, and percentage distributions of the students' motivation scores, the analysis started with descriptive statistics. Based on Sugiyono's (2018) classification, these descriptive results were then divided into five motivational levels: highly motivated, motivated, reasonably motivated, unmotivated, and very unmotivated. Following the integration of the Readable application, this stage gave a clear summary of the overall trends in the motivational outcomes of the students.

The dataset's compliance with the normal distribution assumptions was then confirmed using a Shapiro-Wilk normality test. Given the comparatively small sample size (n = 30), this approach was judged suitable since it provides dependable sensitivity for small datasets. In order to guarantee the validity and objectivity of the parametric test results, normality has to be confirmed before moving on to inferential testing.

The research hypothesis was tested using a one-sample (right-tailed) t-test after normality was confirmed. The test result of 70, which is the minimum level for being "motivated," was compared to the observed mean motivation score of students following their use of the Readable program. A p-value below the significance level of 0.05 denoted a statistically significant and favorable impact of the Readable application on students' motivation to read in English. The impact of the intervention was empirically validated by this analytical approach, which also guaranteed the findings' credibility and dependability in accordance with accepted standards for educational research (Dörnyei & Ushioda, 2021; Alhija & Majdob, 2018).

FINDINGS AND DISCUSSION
Findings
After the treatment was conducted through the integration of the Readable application in English reading activities, data were collected using the Motivation Reading Questionnaire. The distribution of students' motivation levels is presented in Table 1.

Table 1. Classification of Students' Motivation After Treatment

Score Range	Category	Frequency	Percentage
85–100	Strongly motivated	6	20%
69–84	Motivated	24	80%
52–68	Fairly motivated	0	0%
36–51	Unmotivated	0	0%
20–35	Very unmotivated	0	0%
Total		30	100%

According to Table 1, 20% of students were classified as highly motivated, and the majority of students (80%) were classified as motivated. Interestingly, none of the kids were categorized as unmotivated, highly unmotivated, or fairly motivated. This distribution shows that after using the Readable program, there was a significant positive shift toward greater motivated levels. A consistent pattern of involvement is reflected in the lack of students in the lower motivating groups, indicating that the intervention successfully addressed students with varying levels of proficiency. In real words, this means that after being introduced to digital reading through Readable, even students who were not initially as excited about reading had a significant increase in motivation.

This result suggests that the application's interactive and adaptive features—like integrated glossaries, leveled reading materials, and immediate feedback—helped students feel more engaged and accomplished. These results offer empirical support to Self-Determination Theory (Deci & Ryan, 2000), which states that motivation is strengthened when learners' psychological demands for autonomy, competence, and relatedness are satisfied. Students' autonomy was increased by Readable's structured books, which gave them the freedom to select reading materials based on their aptitude and interests. While class conversations and shared reading experiences fostered a sense of relatedness with peers, the integrated feedback systems reinforced their sense of competence. To further support these findings, the mean score of students' responses was calculated and is presented in Table 2.

Table 2. Mean Score of Students' Motivation

Respondents	Total Score	Mean
30	2368	78.93

According to the classification scale used in this study, the mean motivation score of 78.93 places students within the motivated category. This represents a significant increase from the pre-treatment mean score of 65.40, which previously fell within the fairly motivated range. The improvement of 13.53 points indicates that the Readable application produced a meaningful enhancement in students' motivation to read English texts. This increase demonstrates not only the positive impact of the intervention but also the consistency of motivational growth among participants, as reflected by the narrow distribution of scores around the mean.

Despite the fact that just 20% of students fell into the very motivated category, the fact that no students fell into any of the lower categories indicates that Readable's impact was consistently favorable throughout the sample. This result implies that the digital reading experience was beneficial even for students who were less confident or had inferior language skills. This pattern supports the idea that interactive, level-adjusted tools might reduce affective barriers, including boredom and fear, which frequently prevent EFL learners from engaging with reading materials.

To make sure the data satisfied the presumptions needed for parametric statistical analysis, a normality test was run prior to the hypothesis test. Table 3 displays the findings of the Shapiro-Wilk normalcy test.

Table 3. Normality Test Results

Variable	Statistic	df	Sig.
Motivation Reading Questionnaire	0.967	30	0.473

According to Table 3's findings, the dataset had a normal distribution since the Shapiro-Wilk test's significance value ($p = 0.473$) was higher than the predetermined alpha level of 0.05. This result shows that there was no obvious bias or deviation that could have skewed the analysis, and that the students' motivation scores were spread uniformly around the mean. Practically speaking, this implies that the Readable application's impacts were distributed evenly throughout the sample rather than being focused among a small number of high- or low-performing individuals.

The validity of following parametric analyses, especially the one-sample t-test, which relies on normally distributed data to yield accurate and objective conclusions, depends on the confirmation of normality. The study was able to evaluate the research hypothesis on the motivational influence of the Readable application with more assurance after fulfilling this statistical requirement. Furthermore, rather than producing outlier-driven or isolated improvements among a subset of students, the normal distribution of scores indicates a consistent and homogenous pattern of student responses, suggesting that the intervention had a generally uniform influence on reading motivation.

The one-sample t-test was then conducted with a test value of 70, which represented the minimum threshold for students to be considered motivated. The results of the hypothesis test are shown in Table 4.

Table 4. One-Sample t-Test Results

Test Value = 70	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval
Motivation Test	9.191	29	0.000	8.933	6.95 – 10.92

As shown in Table 4, the calculated t-value was 9.191 with a significance level of 0.000. Since this value is less than 0.05, the null hypothesis (H0)—which stated that the Readable application does not affect students' motivation in English reading—was rejected. Conversely, the alternative hypothesis (Ha)—that the Readable application positively influences students' reading motivation—was accepted.

Taken together, the results demonstrate that the Readable application significantly enhanced students' motivation to read in English. The increase in average scores, the strong representation in the "motivated" and "strongly motivated" categories, the normal distribution

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of data, and the statistically significant results of the t-test all provide robust evidence that the integration of Readable apps effectively fostered student motivation in English reading activities. These findings address the two previously mentioned research objectives: In a senior high school EFL environment, (1) Readable has a quantifiable motivational impact on students, and (2) technology-mediated reading can effectively get beyond common motivational obstacles including insecurity and language limitations. All things considered, the results confirm that Readable is a useful digital tool for encouraging students' intrinsic and extrinsic drive to read in English.

DISCUSSION
The results of this study demonstrate that students' enthusiasm to read English is much increased when they utilize Readable programs. The majority of students were classified as motivated with an average score of 78.93, and hypothesis testing confirmed the application's beneficial effects. This finding is consistent with the increasing amount of research highlighting how digital reading platforms can boost the motivation of English as a Foreign Language (EFL) learners. Fang et al. (2025) assert that mobile e-book applications promote long-term motivation in addition to gains in reading competency, especially for students who first found English texts difficult. The similarity with the current study is clear: Readable reduces the barrier to reading by offering leveled and accessible texts, allowing students to approach English books with more assurance and interest. Students are more likely to stick with the content when they believe reading is gratifying and attainable, which is a key factor in motivational development.

The concepts of Self-Determination Theory (SDT), which holds that learners' motivation rises when their demands for autonomy, competence, and relatedness are met, provide a critical explanation for these findings (Deci & Ryan, 2000). These motivational factors are naturally incorporated into the Readable application. Students get a sense of ownership over their learning process as they choose texts on their own that suit their interests and skill levels. The app's adaptive scaffolding and difficulty grading help students feel more competent since they allow them to track their progress as they finish reading assignments. Comparing progress, discussing stories with peers, and participating in shared reading activities all help students develop relatedness, an aspect that is sometimes disregarded in EFL contexts. Together, these factors foster both intrinsic and extrinsic motivation. Learners who used digital EFL applications showed higher levels of pleasure and perseverance than those who used static materials, which is in line with Hori et al. (2025). This highlights the role that interactive learning environments have in psychological fulfillment and sustained engagement. Accordingly, the SDT framework can be used to understand the motivational influence seen in this study as a comprehensive response to the psychological and cognitive demands of the learners.

The dynamic and multimodal character of digital platforms provides yet another important explanation. Applications like Readable, in contrast to conventional printed texts, incorporate a variety of technologies that enhance the dynamic and participatory nature of reading. Comprehension checks encourage introspection and self-evaluation, vocabulary glossaries assist students in overcoming lexical obstacles, and gamified components—like progress visualizations or point accumulation—make reading an active learning experience. Al-Rashidi (2025) discovered that by making reading more engaging and personally relevant, digital task-based training greatly increased the motivation of Saudi EFL students. Similarly,

Alfaleh (2025) found that real-time interaction and instant feedback from AI-driven oral reading tools improved students' engagement. Students who were exposed to Readable demonstrated increased motivation as a result of the app's personalization and interactivity, which supports the findings of the current study. Thus, the multimodal design of digital applications satisfies both cognitive and affective learning dimensions: it promotes emotional engagement and comprehension, which results in deeper and longer-lasting motivation.

Additionally, the current study shows how important self-efficacy is for maintaining reading motivation. Self-efficacy, or the conviction that one can complete particular tasks, serves as a motivator for perseverance and effort in language learning. Almayez (2025) verified that self-efficacy mediates the impacts of self-regulated learning strategies and has a significant impact on EFL learners' motivation in online reading environments. This pattern is reflected in the current findings. By providing books that are suitably leveled, Readable helps students develop self-efficacy by enabling them to succeed early and progressively gain confidence. Positive reading experiences help students believe they can grasp English as they move through progressively difficult texts. For EFL learners, who frequently experience discouragement because of vocabulary restrictions or new grammar structures, this cycle of competence and confidence is extremely crucial. Students will view reading as a skill they can consistently improve rather than an overwhelming activity thanks to the application's built-in feedback mechanisms, which assist turn potential frustration into manageable challenge.

The results also align with previous studies on the advantages of digitally facilitated intensive reading programs. According to Anggia et al. (2025), there is a direct correlation between behavioral outcomes and motivational gains. University students who participated in online extended reading programs showed higher reading frequency in addition to enhanced motivation. In a similar vein, Alghizzi and Elyas (2022) found that graded-reading websites improved interest and understanding, especially during remote learning sessions. There are clear similarities with the current study: Similar to other digital lengthy reading platforms, Readable provides graded resources that promote steady practice and slow skill improvement. The implementation of this research in the Indonesian high school EFL context, which has gotten less attention in the literature, is what makes it novel. This study shows that even for younger students who may have had little experience to English reading activities in the past, technology-driven strategies can successfully promote motivation.

Although these encouraging results, it is important to recognize some limits. First, it is more difficult to establish a clear causal relationship when a pre-experimental one-shot case study approach is used. Future research using real experimental or quasi-experimental designs could more effectively isolate the impact of the Readable application, even though the statistical results show improvement. Since motivation might change due to novelty effects, longitudinal studies are also required to ascertain whether the motivational gains seen here last over time. Second, because students may intentionally or unintentionally overstate their motivation, the use of self-report questionnaires raises the possibility of bias. A more complex picture of motivating processes might be obtained by combining these findings with qualitative information from sources like interviews, classroom observations, or application learning analytics. Finally, the findings' generalizability is constrained by the sample size (n = 30) and single-site setting. The external validity will be strengthened by replication across several Indonesian schools and areas, which would also investigate the potential influence of variables including socioeconomic status, digital literacy, and cultural background on the results.

However, this study has significant pedagogical consequences for teaching English. To increase students' incentive to read, teachers can think about including Readable or comparable digital tools into a blended learning strategy. By providing interesting, adaptable, and customized learning opportunities, these resources can enhance conventional reading activities. In order to optimize the advantages, teachers ought to integrate app-based reading with explicit strategy training, assisting students in tracking their comprehension, establishing learning objectives, and evaluating their own development. This is consistent with Reading Research Quarterly (2025), which highlights the importance of self-efficacy, reading enjoyment, and teacher support in maintaining motivation and engagement. Accordingly, rather than taking the role of educators, digital tools should be used to provide learner-centered, inspiring environments that effectively incorporate technology into teaching.

Lastly, by placing its findings inside the Indonesian EFL setting, where reading motivation is still a chronic difficulty, the current study offers fresh insights. Due to a lack of exposure to real materials and a limited vocabulary, many Indonesian students find reading English books to be a strain. This study offers empirical support for the incorporation of digital platforms into classroom practice by proving that Readable applications can considerably increase motivation levels. It brings international conversations about technology-mediated motivation to a developing educational setting where there is still limited access to English-language resources and real-world language experiences. In the end, these results highlight how effective use of digital reading apps is not just supplemental but crucial to attaining long-term motivation and better reading results in contemporary EFL classrooms.

CONCLUSION

The results of this study demonstrate that students' motivation to read in English was much increased by the incorporation of the Readable application. Strong statistical evidence that the intervention had a beneficial impact on learners' motivation levels is shown by the post-test mean score of 78.93 and the t-value of 9.191 ($p < 0.05$). The Readable application's ability to generate enthusiasm for English reading activities is further supported by the fact that the majority of students fall into the "motivated" and "strongly motivated" categories.

These findings imply that frequent issues in EFL schools, like a lack of exposure to real texts, low engagement, and a limited vocabulary, can be successfully addressed by digital reading tools. The Readable application seems to improve learners' intrinsic motivation by fostering their sense of autonomy, competence, and enjoyment in reading tasks, which is in line with Self-Determination Theory (Deci & Ryan, 2000).

Therefore, in order to supplement traditional methods of teaching and promote long-term student engagement, teachers are urged to incorporate digital reading applications like Readable into their lesson plans. Incorporating such technologies can make reading exercises more interactive, individualized, and pleasant, hence boosting students' intrinsic motivation and overall language learning experience. Teachers can better accommodate a range of skill levels while encouraging learner autonomy and confidence in their ability to read English by utilizing the adaptive and feedback-oriented aspects of digital platforms. Additionally, by bridging the gap between classroom instruction and self-directed learning, these resources can motivate students to read outside of scheduled class times. Therefore, it is advised that future studies look at the long-term impacts of these digital interventions on a wider range of demographics. Longitudinal studies focusing on sustained motivation, reading habits, and

language development would provide deeper insights into the enduring benefits of integrating technology-enhanced reading tools in English language education.

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