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EFL University students' use of online applications for extensive reading

Huynh Thi Xuan Phuong[1], Le Pham Hoai Huong[2]

[1]*Hue University, Institute of Digital Transformation and Educational Resources*

[2]*Hue University, Hue University of Foreign Languages and International Studies*

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ABSTRACT

This study investigates how English as a Foreign Language (EFL) students at Hue University of Foreign Languages and International Studies (HUFLIS) use online applications for extensive reading. A mixed-methods design was used to collect quantitative data through a questionnaire survey (N=108) and qualitative data through a semi-structured interview (N=10) and student journal (N=10). The findings reveal that students primarily use online applications for convenience, vocabulary acquisition, and reading fluency development. Most participants report positive effects on their reading skills, motivation, and knowledge expansion. However, using online applications for extensive reading is seen to lead to several challenges, including distractions, advertisements, unsuitable content, and barriers such as internet connectivity and eye strain. The study's findings also reveal that students attach importance not only to free access but also to content quality and user experience. From the study's results, implications are put forward to how to use online applications to do extensive reading effectively.

1. INTRODUCTION

Reading is a core skill in language acquisition, and extensive reading or reading beyond the classroom for pleasure and general understanding plays a vital role in developing proficiency. For EFL university students, extensive reading fosters autonomy, fluency, and vocabulary growth by providing rich, comprehensible input (Day & Bamford, 1998; Krashen, 2004). However, traditional extensive reading faces obstacles such as limited materials, lack of motivation, time constraints, and reduced engagement with printed texts (Renandya & Jacobs, 2016; Takase, 2007). With the rise of digital technology, online applications now offer accessible and interactive resources such as e-books, articles, translation tools, and gamified activities. These features can motivate learners who are less inclined to read printed texts and support more sustained engagement.

This study investigates how EFL students use online applications for extensive reading, which applications they prefer, and how they perceive the impact on their reading habits and language skills. The findings are expected to provide insights for learners, teachers, and developers by connecting online tools with reading practices in language learning. The study aims to explore EFL university students' use of online applications for extensive reading and their perceived impact on reading practices and language skills. Specifically, it seeks to examine students' perceptions of online applications for extensive reading, explore how EFL students use online applications for this purpose, and identify the perceived impacts of online applications on students' reading development. It answers the following research questions:

(1) What are EFL students' perceptions of online applications for extensive reading?

Corresponding author: Huynh Thi Xuan Phuong;
E-mail: htxphuong@hueuni.edu.vn
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(2) How do EFL students use online applications for extensive reading?

(3) What are the perceived impacts of online applications on their extensive reading?

2. LITERATURE REVIEW

Technology in Language Education

Technology has reshaped language education by offering learners access to abundant resources and interactive tools. Computer-Assisted Language Learning (CALL), first introduced in the 1960s, and its extension, Mobile-Assisted Language Learning (MALL), have provided authentic input, immediate feedback, and opportunities for flexible, autonomous study (Chapelle, 2001; Godwin-Jones, 2011). Mobile devices, gaming, and virtual platforms are increasingly integrated into pedagogy, enriching learning environments and supporting skill development (Chen et al., 2021).

For EFL learners with limited exposure to English, technology enhances access to authentic materials and personalized resources. Online reading platforms, in particular, offer graded texts, vocabulary support, and multimodal input, which improve reading fluency, comprehension, and learner motivation (Nation, 2009; Yamashita, 2013). However, challenges remain, including limited infrastructure, teacher preparedness, and students' difficulties in sustaining motivation and self-regulation (García Botero et al., 2019).

Extensive Reading in EFL Learning

Extensive Reading (ER), defined as reading large amounts of material at an appropriate level for overall comprehension and enjoyment (Day & Bamford, 1998), has long been recognized as an effective way to build fluency, confidence, and positive attitudes (Renandya & Jacobs, 2016). Unlike intensive reading, which emphasizes grammar and vocabulary, ER develops independence and reading habits. Research highlights its affective benefits: reduced anxiety and improved attitudes (Yamashita, 2013), increased motivation and self-confidence (Arnold, 2009), and better writing performance. In Vietnam, where access to English texts is limited, ER helps learners compensate for the lack of authentic input (Tran, 2018). Digital ER tools can further promote reading habits. For instance, LMS-based reading logs encourage reflection and accountability, though students report challenges such as workload, lack of self-discipline, and insufficient teacher support (Cao, 2025).

Applications for Extensive Reading

Online applications now make ER more accessible and engaging, particularly in non-English-speaking contexts. Key examples include Xreading (a digital library of graded readers with progress tracking), LingQ (interactive reading with vocabulary and audio support), Mreader (comprehension quizzes linked to graded readers), and ReadTheory (adaptive comprehension exercises tailored to learner levels). These applications provide autonomy, personalization, and instant feedback.

Previous Studies

A growing body of research explores ER and online reading platforms in EFL contexts. Bui and Macalister (2021) investigated an online ER program with first-year Vietnamese university students. Results showed improvements in reading fluency and positive shifts in attitudes toward reading, suggesting online ER can foster both skill development and motivation. Dao (2014) examined internet resources for ER in EFL classrooms, emphasizing their motivational benefits. Students reported greater engagement and enjoyment when using online materials compared to traditional printed texts. Yamashita (2013) studied Japanese undergraduates and found ER increased comfort and intellectual value while reducing anxiety, though practical value remained unchanged. This highlights ER's role in shaping positive affective responses to reading.

In Vietnam, Pham et al. (2019) highlighted serious challenges: few students read beyond textbooks (only 3.5%), and many struggled with vocabulary, slow reading, and lack of interesting materials. These issues created a cycle of poor reading comprehension and low motivation. However, their article lacked original empirical data, limiting its contribution. Nguyen (2022) provided a broad review of ER literature, confirming benefits such as vocabulary growth, grammar improvement, and better writing, but the work was largely theoretical without local empirical evidence. Similarly, Pham (2023) found that Vietnamese undergraduates viewed ER positively and reported improved reading skills, yet the study relied on a small sample and self-reported perceptions, limiting generalizability.

Despite proven benefits of ER and digital platforms, gaps remain. Most research is concentrated in East Asia, with limited empirical studies in Southeast Asia, particularly Vietnam. Existing Vietnamese studies often rely on reviews or small perception-based surveys, leaving a lack of large-scale, data-driven investigations. Furthermore, while CALL and MALL research shows the potential of technology to enhance autonomy and

motivation, little is known about how Vietnamese EFL university students actually use online ER applications and how they perceive their impact on language development. Investigating this issue is necessary to address both pedagogical practice and theoretical understanding in the local context.

3. METHOD

This study adopted a mixed-methods design to explore EFL students' use of online applications for extensive reading. A questionnaire, semi-structured interview, and journal writing were employed for triangulation. Quantitative data from the survey provided an overview of perceptions, usage, and impacts, while qualitative data from interviews and journals gave deeper insights into learner experiences.

The participants were 108 students from Hue University of Foreign Languages and International Studies (HUFLIS), including 102 sophomores and 6 first-year students. A purposive sampling method ensured only students with experience using online applications for extensive reading were included. Eligibility was screened with two pre-survey questions. Ten volunteers were later invited for interviews and journals. Most participants were aged 18–20 (96%), with a small group aged 21–23. The gender distribution was 86% female and 12% male. In terms of majors, 82% studied English linguistics, 17% English language teaching, and one student pursued Translation and Interpretation. Regarding learning experience, 39% had studied English for over 10 years, while the rest had 5–10 years or less. Self-assessed proficiency ranged from A2 to C2, with most at B1 (46%) and B2 (33%). Reading fluency was slightly higher, with 52% at B2. These results suggest that the participants were adequately prepared for extensive reading activities.

Data collection instruments included a questionnaire with four sections covering demographics, perceptions (adapted from Cao, 2025; Yamashita, 2013), usage patterns, and perceived impacts. The final item was open-ended for additional comments. The semi-structured interviews focused on perceptions, usage, and impacts (partially adapted from Bui & Macalister, 2021), conducted in Vietnamese and each interview lasted 30–40 minutes and was recorded with consent. Additionally, the 10 students (S1-S10) kept journals to reflect and describe daily app use, preferences, and impacts. All instruments were piloted with undergraduate students who were different from those participating in the main study. Feedback improved clarity and ensured appropriateness.

Data were gathered in three stages: (1) questionnaires distributed and completed in class, (2) follow-up interviews with 10 volunteers, and (3) submission of journals after one week. All qualitative data were collected in Vietnamese, translated into English, and verified through proofreading. Quantitative data were coded and analyzed with SPSS 20 using descriptive statistics (frequencies, percentages, means and standard deviations). The open-ended survey item was coded qualitatively. Qualitative data from interviews and journals were analyzed using Braun and Clarke's (2006) thematic analysis, with themes identified and illustrated by direct quotations.

Reliability was tested using Cronbach's alpha. Scales for perceptions, usage, impacts, challenges, and features all exceeded 0.70, indicating good reliability. Content and construct validity were ensured through adaptation from prior studies and alignment with ER and CALL/MALL frameworks. Triangulation across three instruments was implemented to enhance validity.

4. FINDINGS

EFL university students' perceptions towards using online applications for ER

Data from the questionnaire completed by 108 students are presented in table 1.

Table 1. Students' perceptions towards using online applications for extensive reading

Item	M	SD
I enjoy using online applications for extensive reading.	3.87	0.737
These applications make reading more accessible.	4.02	0.797
I feel more motivated to read when using them.	3.76	0.852
I feel more confident in my reading ability.	3.70	0.788
They offer a variety of interesting reading materials.	4.02	0.683
I would recommend online reading applications to others.	4.09	0.815

The data showed students' generally positive attitudes toward online reading applications, with all mean scores above 3.0 (3.70–4.09). They valued accessibility (M = 4.02), variety (M = 4.02), and enjoyment (M = 3.87), and most recommended the apps to others (M = 4.09). Motivation (M = 3.76) and confidence (M =

3.70) were slightly lower, with notable neutral responses indicating variability. Journal entries mirrored these findings, emphasizing vocabulary gains, convenience, and motivation, while also noting similar challenges.

Table 2. Journal data: Students' experiences with using online applications for extensive reading

Themes	Subthemes	Description	f	Supporting quotes
Practical benefits of online extensive reading	Convenience and accessibility	Portability, flexible use, offline access	6	"I can read anytime, anywhere", "carry the whole library in my pocket" (S1, S6, and S8)
	Content personalization	Choosing by interest, pace, easy search	3	"I can read at my own pace.", "I can find suitable contents easily." (S2 and S5)
Perceived educational and motivational value	Reading engagement and interest	Motivation, emotional enjoyment, story appeal	6	"Interesting plots and characters.", "I read to relieve boredom." (S2, S9, and S10)
Concerns and negative perceptions	App limitations	Paid features, lack of depth	1–2	"Not outstanding or comprehensive" and "I have to pay for more features." (S4)

Table 2 shows that students reported both positive and negative experiences with online reading apps. Most valued convenience and accessibility, noting they could read "anytime, anywhere" and even "carry the whole library in my pocket." Others appreciated personalization, choosing texts by interest and level, and reading at their own pace. Apps also increased motivation and enjoyment: "The plot was interesting, and the characters were well developed," while one used reading for emotional escape: "Whenever I'm sad, I take it out to read to relieve boredom" (S10-journal). A few students, however, criticized paywalls and limited features, with one calling the experience "just average" due to restricted access without payment.

EFL students' use of online applications for extensive reading

The data from the questionnaire revealed patterns in app usage frequency, reading frequency and duration, and material preferences among EFL university students that Xreading, LingQ, and MReader were rarely used, while ReadTheory and Kindle/Google Books saw moderate use. "Other apps" dominated, with 70% using them "very often" or "always," reflecting reliance on social media, news apps, or browsers. Most students read 3–5 times/week (49%), usually 30–60 minutes per session (49%), with only 14% reading daily.

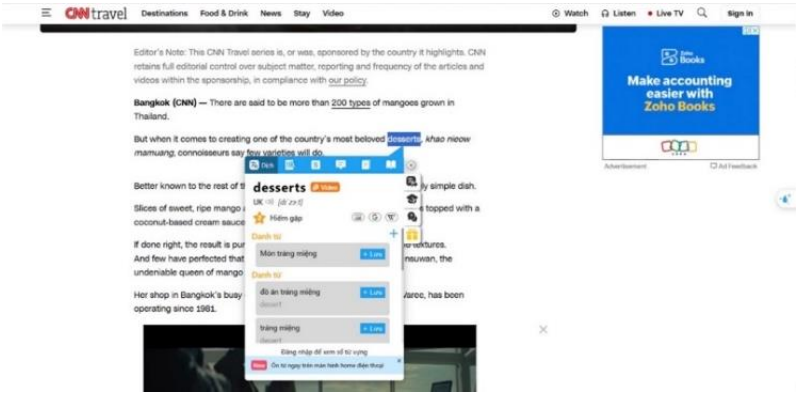


Figure 1. Screenshot of reading news on CNN in combination with using the vocabulary tool from Ejoy English.

Interview data revealed varied platforms: news/learning apps (BBC News, Ejoy, ELSA), entertainment (Wattpad, TikTok, MangaDex), and general browsers (Safari, Google, PDFs). Reading was usually flexible: "I don't have a specific routine... I read in my free time" (S4, S6); "I usually read every evening" (S1); "I read every evening, around 9–10 pm" (S5). Students valued vocabulary tools most: "I like the vocabulary tool, which helps me look up words right in the text" (S2). Some used quizzes: "I use quizzes after reading, which helps me consolidate the content" (S9), though many avoided paid features or tools that interrupted reading: "Even if it had those features, I would not use them because it would interrupt my reading" (S1). The students centered on vocabulary tools, offline access, and entertainment. They disliked ads: "After reading an article, I have to watch 3 ads" (S5); "The app... has many ads, causing confusion" (S7). Others mentioned cost ("If the

reading is better, I have to pay" – S3) and internet dependency.

Journal data confirmed diverse use with Wattpad, Ejoy, Reddit, Safari, Google and TikTok. Some combined platforms, e.g., "I use Google browser to read English articles... along with Ejoy English utility to look up words" (S4). Even when reading for entertainment, students noted incidental learning: "I watched and read along with them [on TikTok], practising speaking and reading" (S10).

Reading time ranged from 15 minutes to 4 hours, with most students reading several times a week in their free time. Three spent less than 30 minutes, four read 30–60 minutes, two read 1–2 hours, and one reported 4 hours on BILIGU. For example, S6 split time as "15 minutes on Reddit, 30 minutes on MangaDex to learn more about video games and computer software." The students mainly used language tools (vocabulary, grammar and pronunciation), though many avoided in-app features due to payment barriers or interruptions, preferring external tools instead.

Table 3. Additional feature utilization: Students' journal

Themes	Subthemes	f	Supporting quotes from students' journal
Language tools	Vocabulary tools	6	"I find the vocabulary tool feature very useful to me because it helps me gain a deeper understanding of new vocabulary." (S1/ELSA); "I can click on the word and the meaning appears" (S5/LingQ) (figure 2 - *1. Vocabulary tool*); "The vocabulary tool is the feature I find most useful when reading books on this app." (S9/BILIGU); "I find the additional features in this application useful, for example the vocabulary tool." (S10/BILIGU) (figure 3)
	Grammar review and support	2	"There is a clear grammar section for easy review." (S5/LingQ) (figure 2 - *2. Grammar tool*)
	Sentence/ pronunciation features	1	"When clicking on that new word, the app will answer all: grammar, sentence analysis, pronunciation, and meaning." (S9/BILIGU) (figure 3)
Multimodal features	Reader interaction (comments, sharing)	1	"Readers can leave comments on each paragraph or chapter of the story, sometimes including explanations, reactions or sharing of vocabulary." (S2/Wattpad)
	Genre or topic selection	1	"This makes it easy for me to find content that suits my interests, thereby increasing my interest and motivation to read English." (S2/Wattpad)
	Bookmarks/Downloading for offline reading	2	"ReadEra app has bookmarks that help me remember where I was." (S3/ReadEra); "In Mangadex, I can also download stories to read when I don't have internet, not being bothered by ads." (S6/Mangadex)
	Audio narration	1	"There is audio narration to help listeners improve their listening ability and enrich their vocabulary." (S5/LingQ) (figure 2 - *3. Audio narration)*
	Subtitle translation (YouTube integration)	1	"But on Ejoy English, what I like most is the ability to translate subtitles." (S4/Ejoy English)
Limited or no use of features	Use of external tools instead of in-app	2	"I use Google Translate to understand the word." (S7/Google browser), "I use Cambridge or T'flat to translate." (S8/Google browser)
	Disinterest or cost-barrier to app features	2	"I don't care about additional functions." (S7/Google browser), "I almost never use any additional features because some apps have features that may require a fee." (S8/Google browser)

Table 3 shows that vocabulary tools were the most valued feature (6 of 10 students). As one noted, "Just click on the word and the Vietnamese meaning will appear, which saves time" (S5). Students also appreciated multimodal functions like topic selection, audio, subtitles, and bookmarking: "Audio and narration help improve listening ability" (S5). However, some avoided in-app features, relying instead on Google Translate,

Cambridge, or T'flat, often due to cost or to avoid interruptions. Overall, students used a variety of platforms (Wattpad, LingQ, BILIGU, Reddit, TikTok, Google and Safari), with reading sessions ranging from 30 minutes to 4 hours.

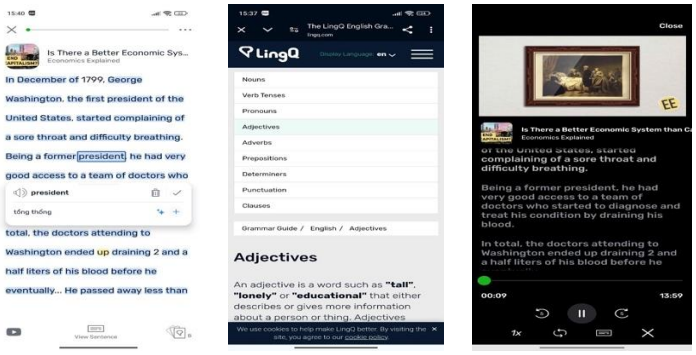


Figure 2. Screenshots of LingQ application: 1. Vocabulary tool; 2. Grammar tool; 3. Audio narration.

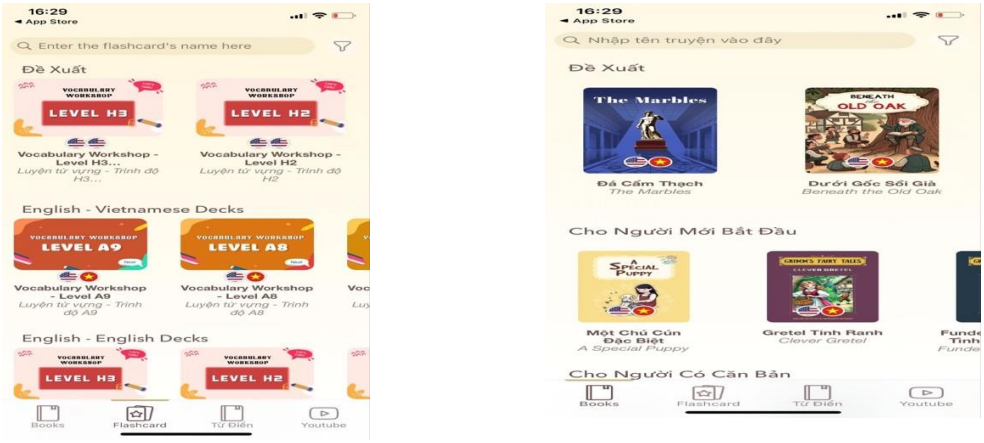


Figure 3. Screenshots of BILIGU.

Perceived impacts of online applications on EFL students' extensive reading

The quantitative data from questionnaires about the perceived impacts of online applications on EFL students' extensive reading are presented in tables 4-5.

Table 4. Perceived impact of online applications for extensive reading (N = 108)

Item	M	SD
I feel more motivated to do extensive reading through online applications.	3.59	0.843
I feel more confident in reading English texts after using online reading applications.	3.77	0.705
I have learned new English vocabulary through extensive reading online.	4.23	0.705
Using online applications has improved my reading fluency.	3.95	0.766
Using online applications for extensive reading has improved my English grammar.	3.80	0.770
I prefer digital to traditional paper-based materials for my extensive reading.	3.34	0.949
I would like to spend more time on online extensive reading than traditional extensive reading.	3.20	1.021

Table 5 shows strong positive impacts on language skills. Vocabulary learning had the highest rating (M = 4.23), with nearly 90% agreeing or strongly agreeing. Apps were also seen to improve reading fluency (M = 3.95) and grammar (M = 3.80), and to boost confidence (M = 3.77). Motivation was moderate, with just over half reporting increased drive. However, preferences for digital over traditional reading were mixed (M = 3.20–3.34), indicating online apps complement rather than replace paper-based materials.

Despite benefits, students reported notable barriers (see table 5). Cost was the top challenge (M = 4.02), with most agreeing that paid subscriptions limited access. Other key issues were distractions and screen fatigue (M = 3.82, 3.73) and internet problems (M = 3.43). Motivation was also a concern (M = 3.51), and nearly half struggled to find suitable materials (M = 3.31), showing that apps still have important shortcomings.

Table 5. Challenges in using online applications for extensive reading (N = 108)

Item	Mean	SD
I find it difficult to locate extensive reading materials that match my level and interests.	3.31	0.924
Internet access issues sometimes prevent me from using online applications for my extensive reading.	3.43	0.978
I experience screen fatigue or eye strain when reading online.	3.73	0.892
I often get distracted by notifications or social media while using online applications for my extensive reading.	3.82	0.895
I lack the motivation to read regularly, even with access to online reading applications.	3.51	0.932
Some applications require a paid subscription, which limits my access to more reading materials.	4.02	0.723

Table 6. Preferred features in online reading applications for extensive reading (N = 108)

Item	M	SD
Vocabulary support (definitions, translations) enhances my reading experience.	4.28	0.609
Audio narration (native pronunciation) helps me improve comprehension and pronunciation.	3.91	0.838
Quizzes after reading improve my understanding and retention of texts.	4.06	0.800
Progress tracking (reading history, word count) keeps me motivated to read more.	3.88	0.806
Gamification elements (points, badges, rewards) make reading more engaging and enjoyable.	3.78	0.824
Personalized recommendations (suggested readings based on my interests) improve my reading experience.	4.07	0.693

Table 7. Perceived impacts of using online applications for extensive reading: Students' journals

Themes	Subthemes	f	Supporting quotes from students' journal
Vocabulary development	Learning new words, retention, understanding meaning in context	8	"I gain a large and rich number of new words." (S10); "It helps improve vocabulary learning ability" (S1)
Reading comprehension and fluency	Increased speed, keyword recognition, ease with long texts	7	"it helps improved my reading comprehension skills" (S2); "It helps significantly increased reading speed." (S3); "I will not feel overwhelmed because I usually read long articles online... I will find related keywords faster." (S7)
Grammar support	Use in context, accuracy	4	"I have significantly improved my vocabulary, better understood how to use grammar in real-life contexts." (S2); "It helps me improve grammar structure in writing or speaking." (S4)
Other language skills	Speaking, writing, listening, test preparation	4	"I not only develop my reading ability but also indirectly improve my writing and communication skills." (S2); "It helps me improve grammar structure in writing or speaking." (S4); "We can turn it on to practice listening skills in parallel with reading skills." (S9)
Affective factors	Confidence, reduced anxiety, enjoyment	5	"I will feel normal when reading a long article." (S7); "Learning becomes easier and more interesting." (S2)

As seen from tables 6 and 7, the students prioritized vocabulary tools: "It helps improve vocabulary learning ability" (S1). They also appreciated personalized recommendations (M = 4.07), quizzes (M = 4.06). In the other journal entries, some students mentioned audio narration: "Audio and narration help improve listening ability" (S5). Gamification and progress tracking were moderately supported. The perceived impacts included faster reading and academic readiness: "Reading extensively through the app helps me… find the main idea faster when doing tests" (S3, S4); "I read faster, do tests faster… vocabulary I've seen helps during tests" (S5). Vocabulary growth was highlighted: "Reading on apps helps me know a large amount of vocabulary… I'm not overwhelmed by the length" (S2). Students noted transfer to other skills: "Thanks to that vocabulary, I

apply it to my speaking and listening" (S3); "With TikTok, I practice pronunciation; with news, I learn writing style" (S10). However, challenges included ads, paywalls, fatigue, and difficult texts: "Too many ads, loss of interest and interruptions. Eye strain" (S2); "Notifications come and distract you" (S3); "The audio speaks fast, sometimes I can't keep up" (S10). Some adapted by searching for free resources: "I can get free resources by using online search skills" (S1, S8). Overall, apps supported reading speed, fluency, and vocabulary, with benefits extending to speaking, listening, and writing, though students had to manage ads, costs, and distractions.

The students reported strong benefits from online extensive reading, especially in vocabulary growth. "I now have a large number of new words that I can understand and use," one explained. Context-based learning helped improve retention and flexible use. Reading fluency and comprehension were also highlighted: "Regular online reading helps me read faster and more comfortably," several noted, with others mentioning less exam anxiety and easier keyword identification. Grammar gains were mentioned by four students, such as Student 2: "I can better understand grammar in real-life contexts." Other skills improved as well—Student 9 used AI voice features for listening, while others saw writing progress and greater test-taking confidence. Emotional factors mattered too: "Learning becomes easier and more interesting because I learn through engaging stories instead of dry theoretical lessons" (S2). As another summed up, "Wattpad is a useful tool… both entertaining and educational."

5. DISCUSSION AND CONCLUSION

The findings of the study indicate that the students generally viewed online reading apps positively, valuing accessibility, convenience, vocabulary support, and motivation. Quotes such as "carry the whole library in your pocket" illustrate practical benefits. These findings confirm earlier studies (e.g., Bui & Macalister, 2021; Dao, 2014; Yamashita, 2013) but also add insights into drawbacks like distractions and cost barriers: "Free materials are too easy and popular… better quality ones are expensive." Apps were largely seen as self-directed tools outside the classroom.

As for usage, the students used a wide range of platforms, from dedicated apps to TikTok and Reddit, often blending entertainment with learning. Most read 3–5 times weekly for 30–60 minutes, fitting reading into free time rather than fixed schedules. Many avoided in-app features due to ads or cost, relying instead on external tools like Google Translate or offline PDFs. This highlights learner autonomy but also supports Bax's (2003) caution about technical barriers in CALL.

Regarding the perceived impacts of online applications for ER, the findings show that the apps were credited with improving vocabulary, fluency, comprehension, and test readiness: "I read faster, do tests faster… vocabulary I've seen helps during tests" (S5). Benefits extended to other skills such as speaking, listening, and writing. Motivation and enjoyment also increased, though barriers like fatigue, ads, and fast audio persisted. Students used strategies such as turning off Wi-fi or searching for free content, demonstrating adaptability.

The findings indicate that students should maximize in-app features while managing distractions. Teachers can integrate apps into class activities/tasks and combine digital with traditional reading to reduce fatigue. Institutions should enhance digital literacy among students and provide access to quality apps. Developers should improve content quality, reduce ads, and refine features to provide better support for learners.

The study focused on a single Vietnamese university with a relatively modest sample (N=108) and relied on self-reported data; it therefore does not claim generalization. It also lacked app usage logs, limiting behavioral insights. Future work could use inferential statistics from various institutions, experimental designs, or cross-institutional studies to compare contexts and examine impacts across skills. Studies could also explore integrating extensive reading with writing or speaking tasks.

This study highlights both benefits (vocabulary, fluency, motivation, test readiness) and drawbacks (ads, cost, distractions). It expands CALL/MALL theory by showing how learners exercise autonomy, choosing platforms, managing schedules, and adopting strategies. The use of non-traditional platforms like TikTok reflects incidental learning in digital spaces. Online applications support Vietnamese EFL students' extensive reading, enhancing language development and motivation while presenting challenges. By linking learner autonomy, motivation, and technology use, the study provides practical and theoretical contributions for students, teachers, and developers.

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Sinh viên đại học học tiếng Anh như ngoại ngữ (EFL) và việc sử dụng các ứng dụng trực tuyến để đọc mở rộng

Huỳnh Thị Xuân Phương[1], Lê Phạm Hoài Hương[2]

[1]Viện Chuyển đổi Số và Học Liệu, Đại học Huế

[2]Trường Đại học Ngoại ngữ, Đại học Huế

THÔNG TIN BÀI BÁO

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Từ khóa:
Đọc mở rộng
Ứng dụng trực tuyến
Học ngôn ngữ có hỗ trợ công nghệ

Tác giả liên hệ:
Huỳnh Thị Xuân Phương
Địa chỉ e-mail:
htxphuong@hueuni.edu.vn

TÓM TẮT

Nghiên cứu này tìm hiểu cách sinh viên học tiếng Anh như một ngoại ngữ (EFL) tại Trường Đại học Ngoại ngữ, Đại học Huế (HUFLIS) sử dụng các ứng dụng trực tuyến để đọc mở rộng. Thiết kế phương pháp hỗn hợp được sử dụng để thu thập dữ liệu định lượng thông qua khảo sát bằng bảng hỏi (N=108) và dữ liệu định tính thông qua phỏng vấn bán cấu trúc (N=10) và nhật ký học tập của sinh viên (N=10). Kết quả nghiên cứu cho thấy sinh viên chủ yếu sử dụng các ứng dụng trực tuyến vì sự tiện lợi, khả năng tiếp thu từ vựng và phát triển kỹ năng đọc. Phần lớn người tham gia nghiên cứu báo cáo những tác động tích cực từ việc đọc mở rộng trên các ứng dụng trực tuyến đối với kỹ năng đọc, tạo động lực học tập và mở rộng tri thức. Tuy nhiên, việc sử dụng các ứng dụng trực tuyến cho đọc mở rộng cũng dẫn đến một số thách thức, bao gồm sự phân tán sự tập trung, bị làm phiền bởi quảng cáo, nội dung không phù hợp, và các rào cản như kết nối Internet hay tình trạng mỏi mắt. Kết quả nghiên cứu cũng cho thấy sinh viên coi trọng không chỉ việc truy cập miễn phí mà còn cả nội dung và trải nghiệm sử dụng các ứng dụng. Từ những kết quả này, nghiên cứu đưa ra các gợi ý về cách sử dụng các ứng dụng trực tuyến để thực hiện hoạt động đọc mở rộng một cách hiệu quả.